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DECLARATION BY THE STUDENT

I, *Shun Lung CHU*, confirm that the dissertation titled "*The Management of Native-speaking English Teachers in Hong Kong*" submitted to the European International University c/o the Elite Institute of Advanced and Professional Education for the award of the Doctor of Business Administration is my own original work.

It has been carried out in accordance with the regulations and guidelines provided. All sources used have been properly cited and acknowledged. No part of this dissertation has been previously submitted for any other degree or professional qualification.

Signature: 

Shun Lung CHU

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ABSTRACT AND KEYWORDS

Abstract:

The Native-speaking English Teacher (NET) scheme was introduced by the Hong Kong Education Department in 1998. By providing each secondary school with at least one native-speaking English teacher, it is expected to increase students' English exposure and help enhance their English proficiency. Through a detailed and multi- faced examination of four NETs, the present study aims to provide information on the management of the scheme by looking into the differences in pedagogical expectations and approaches of the NETs. Authentic and detailed investigations are conducted with triangular research methodologies, using interviews, classroom observations and questionnaires.

The four case studies examine the NETs' cultural adaptation, school adaptation and classroom adaptation situations in the Hong Kong cultural context. The greatest challenges the NETs face in Hong Kong are found to be: big class size, disciplinary problems, low proficiency of English and the unmotivated students. Recommendations are made for the improvement of managing the NET scheme through the collaborative efforts of the Education Department, the school authorities and the NETs themselves. The findings of the study may also prove useful in the design of the pedagogical and cultural content of future NET's induction programme.

The results of the study suggest that the NET scheme can do little to help raise students' English proficiency unless an overall educational reform is implemented. In the meantime, the scheme is best regarded as a transitional scheme within the general language teaching policy for Hong Kong. The study recommends further research into the inherent advantage of local teachers, as being themselves Hong Kong Chinese learners of English.

Keywords:

Native-speaking English Teacher (NET); NET Scheme; Hong Kong Education; Pedagogical Value; Cross-Cultural Educational Management; Academic Merit; Classroom Effectiveness.

CHAPTER 1 – Introduction and Background

1.1 Overview

The Native-speaking English Teacher (NET) scheme was started in 1997 by the Hong Kong Special Administrative Region (HKSAR) government. It "was implemented in September 1998 with the recruitment of 280 teachers from Australia, Canada, New Zealand, the United States and the United Kingdom ..."(Hong Kong Institute of Education, p.7) Recommended in the Education Commission Report (ECR) no.6, the NET scheme was expected to raise the declining English standard in Hong Kong.

There has been a growing controversy on the cost-effectiveness of the scheme. Though over HK.$300 million is expected to be invested in the recruitment procedure every year (Hong Kong Standard 18/11/1997), one third of the NETs did not renew their two-year contracts. In order to fill the vacancies, 80 new NETs were recruited before the start of the new semester in September 2022. They participated in an induction programme organised by the Native English-speaking Teacher Association (NESTA) from 22 August to 25 August in the City University of Hong Kong.

Earlier seminars and reports conducted by the Standing Committee on Language Education and Research (SCOLAR) (1999), the Hong Kong Institute of Education (1999), the Hong Kong Education Convergence (1999) and the Canadian Consulate General {1999) offered a macroscopic view of the whole scheme. However, since the introduction of a new recruitment programme, no study appears to have focused on the cultural adaptation of newly arrived NETs in Hong Kong secondary schools, within their first several months in Hong Kong.

The present study aims to provide, through case-studies involving a detailed and multi-faced examination of four newly arrived NETs, information on differences in pedagogical expectations and on possible problems of cultural adaptation experienced by the NETs. The

ultimate interest in a case study is on the understanding of a particular case in the fullest manner possible (Nunan, 1992). It is hoped that the findings of the present study will prove useful in the design of the pedagogical and cultural content of future NET's induction programmes. It will also provide ideas on collaboration among the NETs, the schools and the students in Hong Kong classrooms and cultural settings, with a view to improving the success and cost-effectiveness of the NET scheme. Asker (1998:2) stresses the importance for Hong Kong of 'the areas of culture and language as these embody, reflect and act upon the education of Hong Kong's young people'.

1.2 Further Description of the Problem and Objectives of the Study

The NET scheme is a renewed and expanded version of the Expatriates English Teaching Scheme (EETS) introduced in the 1989/90 school year, a scheme which had only limited success, partly because of the implied criticism felt by some local teachers of English and the ambiguous role played by the expatriate teachers of English in the Hong Kong secondary school settings (Boyle 1997a). Despite the controversy, the NET scheme was implemented in the hope of improving the standard of English. However, it was continuously criticized by press reports and even by the NETs themselves, in terms of problems of classroom discipline, class size, job nature, and the high drop-out rate.

Arising from the experience of the EETS, and also from the early experience of the NETs, a question which particularly deserves attention, concern and in-depth investigation is that of cultural adaptation. Since the NETs came from different English-speaking countries and spoke different varieties of English, their experience and strategies in adapting to Hong Kong's oriental cultural context and Hong Kong classrooms are matters of considerable interest and can provide valuable source material to assess and better implement the scheme in future. Barratt & Kontra (2000) prove from their research on native English-speaking teachers in

Hungary and China that there was really a 'mismatch between Western ways of teaching and non-Western contexts (p.19). In order to minimize this mismatch, much collaborative endeavour is necessary between the native English-speaking teachers, the schools in the host countries and teacher educators, in order to facilitate the second or foreign language acquisition of the students in the host countries.

Although many aspects of the NET scheme have been considered in evaluation exercises since 1999 (*Appendix A, Table 1*), the question of cultural influence has not yet been adequately examined. In particular, few attempts have made to observe in depth some newly arrived NETs over a period of time. The present study aims to do this by (I) examining the incoming NETs' general ideas on second language teaching, (2) observing how the NETs try to put these ideas into practice in settings with a different cultural background, and (3) investigating how individual expatriate NETs adapt to cultural difference.

The following questions will therefore be addressed:

I. What are the NETs' general ideas on effective teaching styles and strategies in teaching English as a second language?
II. To what extent do these teaching styles and strategies work in Hong Kong secondary classrooms?
III. How well do individual expatriate NETs integrate themselves into the different cultural context of Hong Kong?
IV. How to manage the NET scheme effectively in the context of Hong Kong?

And a supplementary question will be examined:

V. Are students more motivated for language learning under the teaching of a native English teacher?

CHAPTER 2 – Literature Review

2.1 The Language Situation in Hong Kong

Hong Kong is a bilingual city in which both Cantonese and English are legislated as official languages through the Official Language Ordinance in 1974. However, since the handover in 1997, the interactions between Hong Kong and the mainland China have been dramatically increasing in business, educational and cultural aspects. The importance of Putonghua has inevitably increased and has become an object of unprecedented concern in recent years. The question of whether Hong Kong can successfully become a trilingual city not only affects the role of English in Hong Kong but also the whole question of language policy.

This section investigates first, the role of English in present-day Hong Kong, and the education system as a whole. Questions such as the medium of instruction, the banding system, the examination-oriented curriculum and motivations of Hong Kong students in the context of English language acquisition are considered.

2.1.1 The Role of English in Hong Kong

The development of English in Hong Kong can be classified into three stages: the post-colonial period, the post-war period since 1949 and the post-1997 period. English played a different role in each of these developmental stages. Some of the most influential factors in our current education system have originated in the post-1997 period.

English language was firstly introduced into the Hong Kong school curriculum as a colonial language (Adamson & Lai 1997) in the same way as in other British colonies such as the

Philippines and Singapore. It was a common colonial administrative policy to allocate resources to promote English-medium education (So 1998). This aimed at popularizing English among Hong Kong Chinese and consolidating the political power of the colonial government.

Compared with its development in other British colonized countries, the English language in Hong Kong is restricted to serve specific purposes rather than being used as a wide-spread second language among the citizens. After the Second World War in 1949, a tremendous influx of refugees from Canton province into the territory increased the Cantonese-speaking population in Hong Kong to over 96% (So 1998).

The use of Cantonese by teachers as the medium of instruction was a common practice, though the schools claimed to be Anglo-Chinese or English medium. This question concerning the choice of medium of instruction in schools for educational purposes will be discussed more fully in the next section.

Since most citizens speak Cantonese in their daily life, the use of English has been gradually shifting to serve business purposes, especially as the Hong Kong economy has changed in nature from industrial to service-oriented (Lord & Tsou 1985, Boyle 1997b, Li 1999). English is now mainly used as an international language for communicating with foreign businessmen or as 'a common language facilitating trade within Asia' (Pierson-Smith 1997, p.7).

Though it is scarcely used in daily life, English language still preserves a very high status in society, since it is seen to be linked to security of prospects and prosperity. English in Hong Kong has gradually moved from being a second language (ESL) to a foreign language (EFL), as it is not used for daily communications among the majority of the Cantonese-speaking group. Falvey (1998), following Ellis (1997), makes this distinction:

> *...the term EFL will be used to refer to language which is learnt primarily in the classroom with little assistance from the language environment. ESL, in contrast,*

> *will be used to describe language which is used by the majority of people in a country, or territory, as their lingua franca, as the language of the church, government, the press and the judiciary*. (Falvey, 1998: 75)

Li (1999) further describes English in Hong Kong as a 'value-added' language in which English implies an additional and unique sense of status and professionalism in the domains of business, education and law. English is '... widely perceived as possessing some mysterious added value, which is instrumental for any Hongkonger aspiring to move up the social ladder' (p.99).

Since the handover period in 1997 and with Hong Kong now a Special Administrative Region (SAR) of China, the language situation in Hong Kong has moved from considerations of diglossia to triglossia, with Putonghua being the official language of the People' Republic of China. Yau (1992) speculated that there would be two 'high' languages and a 'low' language after 1997 in Hong Kong. Putonghua would be used mainly for politics, English would be for technological development and business, while Cantonese would be used merely for communication in families. Wright (1996) believed the two 'high' languages, Putonghua and English, would be in competition. Putonghua gaining a more powerful political status, while English would remain indispensable for international communication. However, as things have worked out, Putonghua has not yet received any official status in Hong Kong and the prevalence of this language is rather restricted in Hong Kong society (Li, 1999). Common Hong Kong people listen to Putonghua only through radio and television channels. The exposure is far less than that to Cantonese and English. In primary schools, students have to learn Putonghua from Primary 1, and the language is an optional subject in the Hong Kong Certificate of Education Exam. It seems that more students will soon be able to manage the language, but as with English, its use is limited, because of lack of instrumental motivation. People need Putonghua only for traveling or communicating with businessmen in mainland China. There is very little support for both English and Putonghua outside the classroom.

In fact, after the handover period, the use of Cantonese assumed a new importance in the eyes of Hong Kong Chinese. Since Putonghua symbolized the Beijing government, it was felt that the wide-spread prevalence of the language could pose a threat to the self-sovereignty of Hong Kong. 'Cantonese might then become the symbol of freedom, democracy, and independence, and a reminder of the good old days of benign British colonial rule' (Pierson 1998, p.107). So (1998) also believed that Cantonese continued to be a symbol of solidarity. Boyle (1997b) indicated that as with Putonghua, the use of English could constitute a threat to Hong Kong people's identity and that a high degree of bilingualism was unlikely due to the fact that the willingness, opportunity and the need of most citizens to use English was very limited. So (1998) even described the Cantonese and English-speaking groups are 'two identifiable and separate communities co-existing in peace' (p.162) with a relatively large social distance between them.

English can hardly be termed a second language in Hong Kong but is better regarded as a foreign language, with a high social status. In the school situation, no definite agreement has been reached on whether it should be taught as a second language, as a foreign language, or as an international language. Moreover, Warschauer (2000) suggests considering English now as a global language. Since L2 English speakers outnumber the L1 speakers it is more common for a L2 learner to communicate with another L2 teamer rather than with a native speaker. Hence, English learning in different countries should 'emphasize their own local variety of English rather than submit to colonial standardized norms' (p.513).

2.1.2 The Education System in Hong Kong

The standard of English language among Hong Kong students has long been criticized as being far from satisfactory. The complaints tend to have become more strenuous in recent years, especially from the business sector. The deteriorating performance of candidates in public

examinations (SCM Post 13/8/1998, Hong Kong Standard 27/5/1999, 1/9/1999, 10/9/1999) has been a matter of concern. Many opinions and criticisms have been expressed by educationalists and discussion in the press has frequently centred on several rather controversial educational policies.

2.1.2.1 The medium of instruction

Since English and Cantonese are regarded as 'high' and 'low' languages respectively, it is a common bilingual practice to code-mix or code-switch during conversations in order to 'enhance bilingual's communicative efficiency, and enrich linguistic repertoire' (So 1992, p.87). So's advocacy for the adoption of code-mixing in classroom teaching is contradictory to the recommendations suggested earlier by Llewellyn, who led an international panel of experts to investigate the education system in Hong Kong. Llewellyn (1982) indicated that 'the mother tongue is, all other things being equal, the best medium of teaching and learning' (3.1.14) The government could 'impose Cantonese as the medium of instruction in F.1-3 of all secondary schools' and 'leave alone the small number of schools which have been genuinely successful in using English as the medium of instruction' (3.1.17). The government responded by establishing the Education Commission to review the whole language policy. Supported by the recommendations and research findings in the Education Commission Report (ECR) No. 1 and ECR No.2, the government further confirmed the value of mother-tongue teaching in ECR No.4 and ECR No.6. In September 1998, only 114 secondary schools could retain English as the medium of instruction.

The mother tongue policy echoed the results of many previous research projects. According to the *Medium of Instruction: Guidance for Secondary Schools* (Education Department 1997), government statistics revealed that mother-tongue teaching had positive effects on students' learning. As most students preferred learning in the mother tongue, their general performance

in public examinations was better than those in English-medium schools. The conclusions were further consolidated in the *Evaluation Study on the Implementation of Medium of Instruction Grouping in Secondary Schools* (Education Department 1998). For those in English-medium schools, 'more exposure to English does not necessarily imply better performance in the language' (3.18). Mother-tongue teaching would 'help pupils achieve value-added performance in the subjects of Chinese, Mathematics, History, Geography and Science' (4.3) and was extremely valuable and effective for students of lower academic ability.

In fact, English-medium teaching could affect the cognitive learning of students with an inadequate level of English proficiency (Johnson 1994 and Boyle 1999). Many Hong Kong students with a limited level of individual bilingualism cannot benefit much from an English-medium curriculum (So, 1989). More than 10,000 principals, students, teachers and parents from 80 secondary schools agreed that mother-tongue education raised students' motivation in learning (Hong Kong Standard 29/10/1999).Students can understand the subjects more easily without the language barrier and they will not be frustrated by their low proficiency of English (Lee, 1998). Teachers' English training and proficiency vary in Anglo-Chinese (English-medium) secondary schools, and their frequent practice of mix-coded instruction will not train students to a high level of English proficiency (Johnson, 1994).

Nevertheless, there is only a generally belief that code-mixing is the cause of the declining standard in Cantonese and English (Li, 1996). No study has addressed the concrete relationship between code-mixing and low language achievement. In fact, Luke (1992) believes the government, by its implementation of the mother-tongue policy, pushed the notion of 'mix-code teaching', making it the scapegoat for the falling language standard and the poor implementation of previous language policies. On the other hand, code-mixing or switching can really be a communicative resource for bilinguals. Johnson (1994) states:

> *Cantonese is used in the nominally English-medium classroom because ideas can be explained, instructions given, and questions understood far more rapidly*

> *presented in the students' mother tongue. Illustrations and examples relating to students' own experience, as well as the jokes and asides that humanize pedagogical exchanges, can all be introduced effortlessly by the teacher by switching to Cantonese. Maintaining English, ... eliminates or restricts the performance of many of these interpersonal functions...* (Johnson 1998, p.274)

When affirming the value of code-switching, Johnson still maintains that some authentic language environment should be cultivated in order for the students to acquire English. Yip (2000) believes code-switching is valuable for academic study since it provides indications of social changes in the community. It is not detrimental, as supported by many university lecturers, to the teaching process (Flowerdew, Li & Miller 1998).

There are indeed some criticisms of the mother tongue policy. Li (1999) illustrates a contrastive view between Benson (1997) and Lin (1997) on 'linguistic human rights'. Benson (1997) believes that the implementation of the mother-tongue policy meets the linguistic rights of the majority of the Cantonese-speaking population while Lin (1997) presents her arguments from a socio-cultural perspective. Lin (1997) believes 'the dual-streaming policy violates the principle of social equity, as it perpetuates uneven access to the predominant symbolic capital, English, to the disadvantage of children from socio-economically underprivileged families' (quoted from Li 1999,p.84).

A research project conducted in 24 secondary schools with a sample size of 5,000 students and 4,600 parents, demonstrated that both parents and students do not support mother-tongue education, while teachers tend to support using Cantonese as the medium of instruction (Tung, Tsang & Lam 1997). Parents believe that their children's language standard will be raised only when they are admitted to an English-medium school. They have no confidence in the English standard in mother-tongue schools, for English-medium schools are necessary to cultivate a high proficiency of English and help maintain Hong Kong as an international city (SCM Post 9/3/2000). There are also debates about English standards when Chinese-medium students

progress to university (SCM Post 2/10/1997). In fact, 142 mother-tongue schools have now been allowed to teach some or even all of their senior form classes in English in the academic year 2001-02 (SCM Post 10/5/2001). This sudden retreat shows the lack of confidence and resolve in the government's mother-tongue policy.

No matter how controversial, the policy was implemented in 1998. And it was in this context that the NET scheme was introduced. In order to strengthen the English learning environment in Chinese-medium schools, the government introduced the Native English-speaking Teacher scheme in September 1998 in order to provide each Chinese-medium school with at least one native English-speaking teacher. The government was encouraged to employ policies which are applicable across contexts and pertinent to our problems' (Tung 1992, p.130), while Tsui et al. (1999) see it as a great challenge for the new HKSAR government to review the mother-tongue policy in 2001 in order to strike a balance between preserving the national identity of Hong Kong people and acknowledging the need to maintain an international outlook and further Hong Kong's economic development.

2.1.2.2 The banding system

The Academic Aptitude Test, which was introduced in 1978 to replace the Secondary School Entrance Examination, was adopted to classify students in secondary schools into five 'bands' according to their performance at the end of their primary education (SCM Post 10/7/2000). The aptitude test was as 'drillable' as other public examinations. In order to score highly in the test and obtain a place in higher band schools, Students were forced by primary teachers and parents to do mock tests since Primary 5. Hong Kong students are therefore exposed to the examination culture at around 10 years old. Bunce (1998) is extremely critical towards the banding system which maintains and creates an underclass of students. As a NET since 1998, Bunce has a very low opinion of band five secondary schools. Teachers in band five schools

express no care and offer little hope for the students. As Bunce recalls, a teacher once told her that if students were sleeping in class, they were paying her some respect by not making a nuisance of themselves. When students are admitted into a band 5 school, most of them will label themselves as the 'underclass' without any hope for future examination and success. The 'outmoded and inflexible' banding system is even blamed for producing criminal and problematic kids who will try every means to gain satisfaction apart from their academic studies (SCM Post 3/2/1999).

As stated in the *Reform Proposal* (Education Commission 2000), the government has abolished the Aptitude test in the coming academic year 2001-02,and has suggested the implementation of a 'through-road' from Primary 1 to Secondary 3 and a three-band system. However, these three changes will create further problems. Many primary schools will now feel obliged to prepare students for face-to-face interviews for higher band schools (SCM Post 9/12/2000). The scrapping of the Aptitude test imposes extra pressure on students. Different schools can demand different requirements. Besides, only 20% of the primary and secondary schools are expected to form a 'through-road' (SCM Post 3/3/2001). There will be a further division of schools in the Hong Kong education system.

Moreover, the admission requirement to Primary 1, possibly still examination-oriented, is also questionable in the 'through-road' scheme. Students may be 'labelled' even earlier, in Primary 1. Despite the three-band system, there is still an implication of a 'lowest' band (SCM Post 4/6/2000). Students in the 'lowest' band 3 will be the same as those in the current band 5 - hopeless for their future. Hence, it has been suggested that there should be a two-tier banding system in which there are only 'top students' and 'the rest' (SCM Post 15/1/2001).

2.1.2.3 The examination-oriented curriculum

The education system in Hong Kong is like an 'elitist pyramid' with an examination-oriented curriculum. Students are assessed through two public examinations: the Hong Kong Certificate Education Examination at the end of Form 5 and the Hong Kong Advanced Level Examination at the end of Form 7. These examinations are geared to job requirements or to securing a place in tertiary education. The examination-oriented curriculum has a deep-rooted influence on students' learning behaviour and teachers' teaching approaches. Moreover, there is a noticeable cause-and-effect relationship between the type of curriculum and the falling English proficiency of Hong Kong students (SCM Post 13/2/1996).

Most students place too much emphasis on examinations, since the public examinations are widely believed to determine their future prospects. In addition, the questions in the examinations focus more on memorization rather than on analytical skills. Students tend to learn by rote, with a view to securing high scores in the examinations. The graduates therefore know the textbook theories, but lack communication or imagination skills (SCM Post 1/6/2000). In the case of English acquisition, most students regard the language as a compulsory subject (SCM Post 13/2/1996) rather than as a communication tool. Their instrumental motivation, plus their rote-learning strategy, decreases their willingness to explore and use English outside the classroom. When they proceed to universities, 'students have passive learning styles inherited from the secondary school system' (Flowerdrew, Miller & Li 2000, p.125). They seldom ask questions, but take notes during lectures. Their request for Cantonese or mixed-code as the medium of instruction is very common.

From the teaching perspective, language teachers have to stick firmly to the examination syllabus, which meets the expectation of principals, parents and students themselves. In order to raise the English proficiency, the curriculum should be more flexible so that teachers can carry out other non-traditional class activities (Lai, 1996b). The government's 'Education

Blueprint for the 21st Century' has addressed the above-mentioned problems. The Reform Proposal (Education Commission 2000)states the aim of the reform for the 21st century:

> *To enable every person to attain all-around development according to his/her own attributes in the domains of ethics, intellect, physique, social skills and aesthetics, so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; ... (p.2)*

Under the proposed reform, there will be only one examination for university admission. The Teacher Assessment Scheme will be included to evaluate students' performance comprehensively. Rote learning will therefore be discouraged from the education system.

Through a more-rounded curriculum, some whole-person, diversified, integrated and communicative teaching skills will be promoted. As part of this new approach, information technology (IT) will be integrated into the classroom (SCM Post 10/1/2001). And knowledge will be acquired through the Internet or CD-Roms.

Though the ideas for reform sound positive, the success of a comprehensive education depends to a large extent on the class size (SCM Post 26/1/1999). Teachers will have difficulty conducting learner-centred teaching in classrooms with about 35 students, as is common in Hong Kong. The problem can only be tackled by either increasing the number of teachers or splitting the classes. However, the latter option has already been rejected in Education Commission Report no.4 on the grounds that it provides little improvement in the classroom.

Similar to the aims of the present reform, a 'communicative' syllabus for English was suggested by the Curriculum Development Committee 20 years ago in 1981. One of the main problems of the policy was that most English teachers were not trained to be communicative teachers (Evans 1996). The role of the communicative teachers may conflict with many teachers' beliefs about good practice and also the culture of their school' (p.45). The widespread use of some

traditional teaching methods will also restrict the communicative approach (Liao, 2001). Evans (1996) finally concluded that the failure of Hong Kong's previous 'communicative' syllabus lay with the governments' lack of attention to historical and contextual factors in Hong Kong.

Among the various elements of the whole education system which may need reform, the extremely examination-oriented attitude of schools, students and parents is perhaps the most critical. If schools and parents still express their preference for a system which turns on examinations, this will be the educational system which will prevail (Hong Kong Standard 27/11/1999).

2.1.3 Motivation of Hong Kong Students in English Learning

Several research studies have been conducted about the attitudes or motivation of Hong Kong students in English learning. A list of recent studies, since 1994, and especially from 1996 to 1999 around the handover is given in Appendix A, Table 2. Most of them aimed to investigate whether there was a change of students' attitudes or motivation towards English acquisition during the pre-and post-1997 period.

One of the most representative early studies was conducted by Pierson, Fu and Lee (1980). 466 secondary school students were asked to indicate whether they agreed or disagreed to 23 statements about English learning and use, based on a five-point Likert scale. The respondents to this survey regarded using English as a threat to their Chinese identity. Similar studies were replicated by Pennington and Yue (1994), Hyland (1997) and Axler, Yang and Stevens (1998). Pennington and Yue (1994) concluded that their questionnaires revealed more positive results in terms of cultural threat: 'Hong Kong secondary students do not associate use of English with threats to their ethnolinguistic identity ...' (p.18). Hyland (1997) also demonstrated this positive change of attitudes towards the use of English. Though English was rarely used for intra-group communication, his 926 undergraduate subjects still expressed a desire to acquire it for

instrumental reasons. English was perceived to 'perform a gatekeeping role' (p.207) for educational and economic advancement. Another study by Axler, Yang and Stevens (1998) further affirmed a positive attitude in the subjects towards the English language and its perceived instrumental nature. Other studies demonstrated the close relationship between job opportunities/future career success and English learning (Lai, 1996a and 1999).

Motivation in language learning has always correlated highly with success in language learning. Conversely, serious difficulties in language learning affect motivation adversely. A distinction commonly made is between intrinsic and instrumental motivation. 'Intrinsic motivation' means a desire to learn the language while 'instrumental motivation' refers to more practical reasons for language learning like getting a job or passing an examination (Richards, 1998). 'Strategies associated with instrumental motivation [focus on] achieving a goal and on the literal aspects of a task and requirements of the syllabus' (p.307). Some studies have found that it is intrinsic motivation which correlates highest with success in language learning. Lin and Detaramani (1998) showed that the lower the intrinsic motivation, the more there was a feeling of being forced to learn, the lower was English attainment.

Hong Kong students' instrumental motivation can be seen in their choice of learning strategies and their attitudes towards different kinds of classroom activities. Littlewood and Liu (1996) investigated over 2,000 undergraduates in the University of Hong Kong to find out what had been their preferences in English lesson activities in Form 6 and 7. A questionnaire (Appendix E) was also given, through the 'Young Post' on January 10 and 17, 1995 to students between Form 4 and Form 7. The preferred classroom activities of the students were 'listening to teacher', 'grammar exercise' and 'writing essays/short stories'. These are typical examples of classroom activities in Hong Kong schools, geared to quiet classrooms and to passing examinations. Such teaching inevitably produces instrumentally-oriented students. Other more communicative classroom activities, such as 'drama', 'role-play' and 'songs and games' were regarded by the students in the survey as being useless for language learning in the classroom.

2.2 The Native-Speaking English Teacher (NET) Scheme

With a view to strengthening the English learning environment of Hong Kong students, two schemes involving the recruitment of native English-speaking teachers and allocating them to secondary schools were implemented in the history of the Hong Kong education system. One was the Expatriate English Teachers Scheme in 1987 and the other was the enhanced Native-speaking English Teacher scheme in 1998. The basic rationale of these schemes was that, with a native English-speaking language teacher, students would be more likely to acquire the language, since they would be more constantly exposed to comprehensible language input in a communicative learning environment (Tsui, 1992).

2.2.1 Longitudinal Review of the Development

Some background is needed to place these two schemes in historical perspective. In 1982, an international panel of experts led by Sir John Llewellyn, a distinguished British educator, made an investigation of the education system in Hong Kong. The Llewellyn Report revealed low standards of English in both teachers and students. 'Even in the upper secondary school we observed such low standards of English in both teachers and pupils that the essence of the lesson was largely lost' (Llewellyn 1982, 3.1.8). The report recommended the adoption of Cantonese as the medium of instruction in the lower forms of schools. The report also mentioned the value of native English-speaking teachers to support English, taught as a subject. They could 'assist regular teachers and supplement specially prepared audio-visual aids such as video-tap programmes' (3.1.9). The types of teachers envisaged for this were non-working spouses of British expatriates or other suitable English speakers.

As a result of the Llewellyn Report, an Education Commission was established by the government to review language policies, and in the following years a series of reports were published by the Commission with various recommendations for the language problems of Hong Kong schools. *The Education Commission Report* (ECR) no.1 (1984) advocated the recruitment of native English-speaking teachers to raise the standards of local teachers. 'The standard of English teachers and the quality of English teaching in schools should be improved by the recruitment of expatriate lecturers of English for College of Education and the Institute of Language in Education' (3.13). However, most secondary schools did not follow up on this suggestion to hire expatriate teachers, because of difficulties over housing arrangements.

There was surprisingly, little action over the next two years. ECR no.2 (1986), a progress report, recommended that the expatriate lectures should be in post by September 1986, saying that 'the government is developing proposals to recruit qualified English teachers whose mother tongue is English' (ECR2 1986, 3.3.3) for secondary schools. There was still little enthusiasm among school heads: 'Headmasters were wary of recruiting expatriates, because they foresaw practical difficulties in the classroom and staff room' (Boyle 1997a, p.172).

Nevertheless, in 1987, the Expatriate English Teachers Scheme (EETS) was implemented through the combined efforts of the Education Department and the British Council. The British Council was put in charge of the recruitment process ,pre-service training and in-service backup. There was to be a more extensive use of native English-speaking teachers, since each government and aided secondary schools was expected to have two or three expatriate English teachers.

In the 1989/90 school year, 80 teachers, on expatriate employment terms, including housing and traveling allowance, were recruited on a two-year contract (SCM Post 20/9/1998). However, because of adaptation problems to the Hong Kong school culture and the classroom teaching environment, 20 of them broke the contract and left after the first year.

This high drop-out rate was caused by a number of factors: 'a combination of media opportunism, local teacher resentment and the inability of weaker pupils in some schools to accept the teaching methods used' (Bickley 1990, p.290). The local teachers complained that both kinds of teachers were doing the same job, but the expatriate ones enjoyed better remuneration and special privileges (Johnson & Tang, 1993). In most cases, the expatriates had a much easier work-load, since they were teaching only lower-form English oral lessons. There were also cultural conflicts between local and expatriate teachers on teaching styles and classroom activities, as well as a language barrier in their communication. From the expatriate teachers' perspective, they were disappointed by the examination-oriented syllabus, the extremely poor English proficiency of students and their role as oral English teachers rather than general English teachers.

In 1989, a working group was set up by the Education Department to review the success of the scheme. Two crucial criteria for good English language proficiency were agreed to be level of motivation and level of exposure. Under the EETS, there was only evidence of limited increase in the level of exposure to English among the students. Further, students remained poorly-motivated to use English outside the classroom. All communications among teachers and students were still conducted in Cantonese. The root of the disappointing outcome was that the Education Department had not taken into consideration the resentment of local teachers to a scheme which seemed to imply that expatriate teachers were better than local ones. Experienced local educators like Cheng (1988) were also critical of the native versus non-native argument, maintaining that 'a properly trained Chinese teacher with a good command of English can teach the subject just as competently as a native-speaker' (p.23).

Integrating the lessons of experience in the EETS, the government introduced the Expatriate English Language Teachers Modified Scheme (EELTMS) in the 1989-90 school year. According to the *Final Report on the Management of the Expatriate Teachers in EELTMS* (Education Department 1991), 11 aided and 8 government schools participated in the scheme.

The modified scheme made certain improvements on the EETS. For example, the participating secondary schools could recruit their own expatriate teachers and the teachers themselves would be given more realistic understanding of their role. The expatriate teachers were assigned to teach both junior and senior form students. They were also required to take up some extra-curricular activities.

In the 1990-91 school year, the second year of the EELTMS, though the number of expatriate teachers dropped from 33 to 23, a report on the scheme claimed that the implementation of the scheme had gone somewhat better. The principles and English panel chairpersons were satisfied with the performance of the expatriate teachers in their teaching and non-teaching duties. However, the effectiveness of the scheme was judged mainly on the adaptation and performance of the expatriate teachers. There was a lack of investigation on whether the modified scheme had better motivated students in English learning. In addition, only a small sample was covered in the evaluation.

Over the next few years, with the publication of ECR no.4 (1990) again supporting a mother-tongue policy, public attention shifted to the discussion on the medium of instruction in secondary schools. Up till 1995, the implementation of the EELTMS had remained very limited. Only 33 out of 360 government and aided secondary schools had signed on to have expatriate teachers. Then in 1995, the Education Commission re-affirmed the usefulness of the EELTMS. Though the affirmation lacked strong supporting evidence, 'the Expatriate English Language Teachers Scheme has been useful in improving the learning of English in secondary schools' (ECR no.6 Draft 1995, ix). The report further recommended the extension of the scheme to all secondary schools in Hong Kong within four years, with two or more native English-speaking teachers in each school.

Incorporating comments in response to the Draft Report, ECR no.6 was published in 1996. Questions on the realism of recruiting over 700 more new native English-speaking teachers were raised. Although some educators supported the advantages of the scheme, 'many local

teachers and school heads had reservations about the cost-effectiveness of expatriate teachers' (ECR no.6 1996, 5). However, it was still expected that the expatriate teachers would raise English language standards by providing an authentic English learning environment. The report further suggested the recruitment of the teachers on local terms of service.

However, as the Secretary for Education and Manpower rather disappointedly noted, only 37 teachers were recruited by local schools in the next two years (Wong, 1997).The Education Department therefore distributed a questionnaire to schools investigating the reasons for reluctance or for difficulties in the recruitment process. The main problems were that there were no vacancies for the native English-speaking teachers in the schools' establishment and no extra allowance available for them to meet their accommodation needs in Hong Kong.

In 1997, after the handover, the Chief Executive of the HKSAR, Tung Chee-hwa, announced in his Policy Address the implementation of an enhanced Native-speaking English Teacher (NET) scheme, together with a mother-tongue policy of teaching in schools, from September 1998. A worldwide recruitment for over 700 native English-speaking teachers was to be started by the Education Department by the end of 1997 (Hong Kong Standard 11/10/1997). Before selection, it was agreed that some graphic, audio-visual presentations should be given to potential recruits about the type of life and schools in Hong Kong (SCM Post 30/10/1998).

In September 1998, 280 teachers were recruited from Australia, Canada, New Zealand, the United States and the United Kingdom (Hong Kong Institute of Education 1999). In addition to the 55 native English-speaking teachers employed under the EELTMS, there were now totally 335 NETs (SCM Post 30/10/1998).

In August 1998, the 280 newly arrived NETs went through a one-week induction programme at the School of Professional and Continuing Education of the University of Hong Kong (SCM Post 8/8/1998). The programme aimed to help the NETs adapt quickly to the Hong Kong culture and environment. For personal reasons, two NETs almost resigned immediately in

September, and one more in October (SCM Post 19/10/1998). As 42 secondary schools were still left without a NET (SCM Post 20/9/1998), the Education Department recruited 30 more teachers in January 1999(Hong Kong Institute of Education 1999).

There were strict entry requirements set for the NET scheme (Wong 1997). The prerequisites for the job were native-speaker English competence, a university degree, prior teacher training, as well as qualification and experience in Teaching English as a Foreign or Second Language (TEFL/TESL). Local teachers who possessed the same qualifications and experience and whose English proficiency approximated to mother-tongue level could also apply. The aided schools might choose to employ their own NETs. The scheme would be reviewed annually and a comprehensive review would be conducted in 2003 to assess the need to continue the scheme. Regarding the duties of the NETs, Wong (1997) advised:

> *In respect of duties, we encourage schools to utilize as much as possible the strong points of NETs. As they are additional teachers in the establishment, we suggest schools, in the spirit of school-based management, to let them concentrate on teaching English conversation and organizing various English extracurricular activities, so that they can create the most conducive environment for students to learn English in schools. These teachers also have to teach a number of sessions in order that they will not be out of line with formal teaching, and will help reduce the workload of other English teachers.* (Wong 1997, 6)

In February 1999, a questionnaire designed by the Education Convergence was sent to all secondary schools to collect the NETs' opinions on the NET scheme (Hong Kong Education Convergence 1999). 142 questionnaires were returned. 31% of the teachers said they would not re-new their contracts in August 2000 and 2% said they wanted to leave immediately (SCM Post 15/3/1999). Most of those who wished to leave were teaching in lower band schools. In March 2000, of the 307 expatriate teachers, 102 (about one third) of them said that they would not renew their contracts in August (Hong Kong Standard 16/3/2000). 77 left for personal

reasons such as domestic problems, plans to work in other countries, and caring for their children. The other 25 did not have their contracts renewed because of unsatisfactory performance in their schools.

In August 2000, around 80 new native English-speaking teachers were recruited. Most of them participated in an induction programme at the City University of Hong Kong from August 22 to 25, and at the British Council on September 16 and September 30. In January 2001, there were 440 NETs in government and aided secondary schools (SCM Post 20/1/2001).

2.2.2 Critical Analysis of the NET Scheme

Despite the lessons learned from the previous EETS and EELTMS, the implementation of the NET scheme was still full of controversy. Discussions on the benefits and problems of this NET scheme, among local teachers, the NETs themselves and the school authorities remained endless.

2.2.2.1 Local teachers' complaints

Some concrete examples will best set the scene here. As an experienced local English teacher in Hong Kong for ten years, Jane Lung (1999), who observed the NET in her school since September

1998, expressed some comprehensive sociopolitical concerns at the NET scheme from a local teacher's perspective. In her school, there were 900 students and 12 local English teachers. The majority of students came from either struggling single-parent families or recent immigrant families. Of the other Hong Kong students, most were doing part-time jobs and often felt tired in class.

Initially, the Form 5 students, as observed by Jane, were pleased with the NET's friendly character and excited to have a genuine native English teacher. Their confidence increased both orally and aurally, for they had more opportunities to practise their English. With more communication across the two different cultures, the NET soon became their foreign friend. However, complaints were gradually raised about the NET's teaching strategies. For example, the NET always embarrassed students by asking them to perform some 'kindergarten' songs. This may have been appropriate and fitted with the training of the NETs, but it did not fit with the Hong Kong education system. Hong Kong students will always feel uneasy with this style of teaching (SCM Post 28/5/1996). Jane's students also felt disappointed at the NET's lack of appreciation of the local examination-oriented curriculum. Rather than teaching the oral skills needed for the examination in the Form 5 class, the NET always wasted time on pronouncing one or two words.

Apart from the academic perspective, Jane further commented on the student-teacher relationship. The relationship of the NET teacher with students was limited to being merely a 'foreign friend', because most students did not know how to approach her and talk with her. An important point of education, however, is that teachers should understand and be able to communicate with students (SCM Post 28/5/1996). Even a native speaker would not be considered a competent teacher if he/she does not understand the local situation and students' problems. Another difficulty arose with accents. The quality of teaching by the NETs may be less effective for Hong Kong students because there are many native 'English' speakers who speak varieties of English that are difficult to understand (SCM Post 11/11/1997). Efficient English teaching requires both English proficiency and knowledge of teaching strategies. It is clearly not inevitable that every native English-speaking teacher would be a good English language teacher in the Hong Kong cultural setting.

In the conflict of the 'native' versus 'non-native' discussion, the advantages of being a local English teacher should also be considered. Lung (1999) believes local teachers have a clearer

understanding of the cultural and linguistic backgrounds of Hong Kong students. As they are trained to be bilingual English teachers, they know better the difficulties when students acquire English as a second language. Similar arguments were previously stated by Boyle (1997a):

> *If local, she probably knows the students' native language and culture, and can more easily appreciate their problems of language. With this linguistic and cultural advantage, she may be able to get closer to the students than the expatriate native-speaker teacher, though this is not always the case. Above all, the non-native-speaker teacher of English has the advantage of appreciating more clearly the students' problems in learning English, since she has been through the same difficulties*.(p.169)

For those local English teachers who have given ample proof of their ability in teaching English to Hong Kong students, the implementation of the NET scheme was inevitably a blow to their morale. A particularly sore point with local teachers is that the government discriminates against local teachers over housing, because the NETs have an extra monthly housing allowance of $13,000 (SCM Post 6/11/1997). The NET scheme also gives the impression that the local teaches are unsuccessful with their teaching, and that the NETs have been recruited as models of the best English language teacher. In some schools, experienced local teachers criticize the NETs' lack of teaching experience and their inability to help Chinese learners of English (Boyle 1999).

However, opinions expressed by the local teachers on the NETs are not all necessarily negative. Pong (2001) questions the reason for the constantly high turnover rate of the NETs, despite their good salary and allowance. The cycle seems to be that the NETs work, then they voice their complaints, and finally most of them do not renew their contracts. Pong (2001) has worked with two NETs since 1998, but they have already left. Whatever their reasons, she still appreciates the efforts of the NET in her school:

> *I encountered a very concerned NET who would spend hours preparing one lesson, designing one dictation quiz to ensure effective instruction and assessment, only to be criticized as having wrongly put the focus on the trivial dimensions of teaching. When asked why she was so punctilious about lesson preparation, she said this was one aspect she would never compromise on.*(p.1)

2.2.2.2 The NETs' comments

Different NETs will hold different views on the implementation of the NET scheme, for they are teaching in schools with different school cultures and backgrounds. Two newspaper articles written by Kwong (1998) and Chan (1998), shortly after the start of the scheme, summarized both the positive and negative comments of the NETs.

The comments made by the NETs in Kwong's (1998) article generally give a rosy picture of the scheme. Those NETs who have had previous teaching experience in other Asian countries, such as Japan, think there is a fair level of use of English in Hong Kong and that people in Hong Kong can generally speak good English. For those coming from other English-speaking countries, though it is tough to teach in a Cantonese-speaking city, they appreciate the local teachers who are very supportive.

There is also plenty of communication with local teachers when they share one common staff room. The induction programme was found useful for the NETs to learn about the education system, the local youth culture and the examination system. Some workshops, a newsletter and an Internet site have been established to share ideas and opinions. Most NETs understand that integrating into the local school culture is as important as their qualifications, and that a degree of resentment from local teachers is only to be expected. They highly value the importance of team-work with local teachers. The schools are excited to have a NET who gives the students no option but to speak in English.

Kwong's report reflects the realistic situation for most NETs who are allocated to higher band schools. Chan (1998) complains that the NETs' fortune depends largely on a lottery game which decides whether they land in favourable schools or not. Those who are unluckily allocated to a lower band school can become depressed by a variety of school and sociocultural factors. Pauline Bunce, an Australian NET, in many newspaper articles since her arrival in 1998, has told of her experiences in a band five school.

> *'I've been told to 'shut up' by students ...We have plain-clothes police outside the gate almost every day. We're all on high alert*.' (SCM Post 8/11/1998)
>
> *'Many of my students hope for future success by 'chance'-by gambling on the horse races or on Mark Six lotteries. Others tend to define success as 'power over others'. One of my Form Four bullies has expressed his ambition to become a 'loan shark'* (SCM Post 15/11/1998)
>
> *'There are some nice kids but they are all touched by the daily dramas. There is no escaping the darker elements. Because of the banding they do not have different types of peers to learn from*.' (SCM Post 5/3/1999)
>
> *'Like so many Hong Kong students, these monitors are unable to read names such as Mandy. Apple or Zero, and -sadly-are equally unable to read Tsang Man-Chun. If it is alphabetic, it is problematic*.' (SCM Post 7/4/2001)

Pauline's experience is shared by a lot of NETs who are allocated to lower band schools. Specific problems related to lower band schools are discipline, poor motivation and low English proficiency. It is really impossible to teach a foreign language when students have

absolutely no motivation (SCM Post 12/11/1998).The level of English of many students in band five schools is so low that even primary-level textbooks are too difficult for them.

The influence from the examination-oriented curriculum is much more serious for lower-band students. On the one hand, teachers keep on asking students to do spoon-feeding exercises to prepare for examinations; on the other hand, they understand well that the students have no hope of passing. It is simply a kind of exercise in 'dreary teaching' (SCM Post 19/11/1999). Students are blindly accustomed to copying sentences, no matter whether they understand them or not. Besides, the examination system which separates classes for reading, writing, listening and speaking is outdated (SCM Post 16/3/1999). Creativity should be encouraged by integrating the four skills of English through more flexible teaching methods.

Big class size and the huge number of students are another two practical problems in all schools, whatever their band. Most NETs have to teach oral English to more than 600 students per week (SCM Post 7/4/2001). It is ridiculous to expect any student to be able to learn much through one 40-minute oral class per six-day cycle (SCM Post 22/11/1998). In addition, the NETs can really achieve little if the class size is too big (at least 35 students). Splitting the classes may be a way of helping the weak learners (SCM Post 5/12/1997).

In order to effectively implement the NET scheme in the long run, the government should re-consider the role of the NETs among different bandings of schools. As concluded in the survey of Canadian NETs (Canadian Consulate General 1999), the programme is a good initiative for raising the English standard of Hong Kong students. But it needs the support of broad education reform which will 'simplify the syllabus, decrease class sizes, take the focus away from exams and move towards a child-centred education system'(p.5).

2.2.2.3 Views expressed by the school authorities

Similar to the local teachers and the NETs themselves, the school principals are also divided in opinions about the NET scheme. However, their view is the most crucial factor in affecting the support given to the NET, in the performance of his/her duties in the school.

Some believe that only 700 native English-speaking teachers cannot make much impression on the English proficiency of Hong Kong schools (SCM Post 16/11/1997). Even if the recruitment process runs smoothly, there are only 2 NETs at maximum in each secondary school. Nowadays, there are only around 440 NETs in Hong Kong, which implies many secondary schools are provided with only one expatriate teacher. One principal has even advocated the abolishment of the scheme so that the school can choose their own appropriate English teachers (Hong Kong Standard 8/10/1998). From his perspective, the resources for employing a NET would enable the hiring of two local teachers, but the NET cannot teach other subjects just as the local teachers do. Indeed, the money spent on the scheme is an enormous amount (*Appendix A, Table 3*). It is estimated that the government has to spend $1,280 million from 1998 to 2002.

Other principals lack confidence in the scheme. Though many NETs complain that they are only deployed for oral lessons, some schools stick firmly to this arrangement. They feel it is too risky to allow the NETs to teach English for public examination, since they are unfamiliar with the examination syllabus (Hong Kong Standard 18/4/2000). They therefore are better employed in teaching oral classes, because it is felt that students will not lose much, even if the teacher performs badly.

On the other hand, some principals are quite positive about the scheme. They understand that it takes time for the NETs to adapt to Hong Kong with its unfamiliar culture, different education system, new colleagues and new pupils (SCM Post 19/10/98). In order to facilitate cross-cultural communication, though the staff meetings are conducted in Chinese, some schools will

write school circulars in English and ask local English teachers to play the role of translators (Hong Kong Standard 31/8/1998).

Most principals who support the scheme understand that some poorly trained local teachers continually pass on mistakes in pronunciation and intonation to their pupils and that this will result in more poor English speakers in the next generation (SCM Post 25/7/1999). The NETs can undoubtedly benefit the students by teaching them English idioms and correct pronunciation. Moreover, students will be encouraged to use more English through daily communications with the NETs.

2.2.2.4 An ideal model

An ideal model (*Appendix B, Figure I*) of the NET scheme has been suggested in *NET-WORKING* (Education Department 2000). In this model, the success of the scheme depends on a triangular relationship between the principal, the English Panel Chair and the NET. Close professional collaboration among these three parties will lead to enhanced student achievement. The principal should support the NETs' work continuously and ensure the NET is inducted into the culture and work of the school appropriately. Regular meetings may be held to enhance better communication. The panel chair, as a middle person, should share views on teaching with the NET and support the NET in his/her adaptation to the education system and school culture. The NETs themselves should understand that collaboration with local teachers is essential in order to reap the benefits of the scheme to the fullest. Working alone will not raise students' language proficiency. Finally, it is also important to consider fairness, and attractiveness of the salary and allowances (SCM Post 6/11/1997) during the recruitment process of the scheme, so that local teachers' resentment can be reduced.

2.3 Business and Management Perspectives in the NET scheme

While much of the literature on the NET scheme has focused on pedagogical effectiveness and cultural adaptation, it is equally important to conceptualise the scheme through a business and management lens, particularly given its scale, cost, and organisational complexity. Existing studies implicitly highlight several core management dimensions, including resource allocation, human resource management, organisational culture, leadership, and change management.

2.3.1 Resource Allocation and Cost-effectiveness

The NET scheme represents a significant financial investment by the Hong Kong government, with expenditure reaching over HK$1 billion. This has led to ongoing debates regarding its cost-effectiveness and return on investment. The scheme was justified on the assumption that increased exposure to native English speakers would enhance students' language proficiency and contribute to human capital development, which is crucial for Hong Kong's position as an international business hub.

However, literature suggests that the impact on students' proficiency is constrained by systemic factors such as large class sizes, examination-oriented curricula, and limited opportunities for authentic language use. As a result, questions arise regarding whether the allocation of resources to recruit expatriate teachers yields greater benefits compared to alternative investments, such as teacher training, curriculum reform, or class-size reduction. This reflects a classic public-sector management issue of efficiency versus effectiveness.

2.3.2 Human Resource Management: Recruitment, Retention, and Motivation

From a human resource management (HRM) perspective, the NET scheme involves complex processes of international recruitment, selection, onboarding, and retention. The literature

highlights strict entry requirements, including native-speaker competence and professional qualifications, reflecting a competency-based recruitment model.

Despite these measures, a major issue is the high turnover rate, with approximately one-third of NETs choosing not to renew their contracts. Factors contributing to turnover include cultural adjustment difficulties, mismatched expectations, workload concerns, and school allocation (particularly in lower-band schools). These challenges point to weaknesses in employee engagement and retention strategies.

Moreover, disparities in remuneration—such as housing allowances provided to NETs but not local teachers—have resulted in perceptions of inequity and reduced morale among local staff. This aligns with equity theory in HRM, suggesting that perceived unfairness can negatively affect organisational commitment and collaboration.

2.3.3 Organisational Culture and Cross-cultural Management

The NET scheme operates within a context of cross-cultural organisational integration, where expatriate teachers must adapt to the norms of Hong Kong schools. Studies consistently report a mismatch between Western pedagogical approaches and the local education culture, which is characterised by hierarchical structures, examination-driven priorities, and teacher-centred practices.

This situation can be analysed through the lens of organisational culture theory, where successful integration depends on alignment between individual values and institutional norms. NETs often experience "cultural distance," affecting communication with colleagues and students, as well as classroom effectiveness.

Effective cross-cultural management requires structured support, including induction programmes, mentoring, and opportunities for collaboration. The literature emphasises that without such support, NETs may remain peripheral to the school organisation, limiting their contribution to systemic improvement.

2.3.4 Leadership and School-Based Management

The effectiveness of the NET scheme is also closely linked to school leadership and management practices. The literature proposes a "triangular model" involving the principal, English panel chair, and NET, highlighting the importance of distributed leadership and collaborative management. Principals play a crucial role in defining the role of the NET within the school, facilitating integration into the school culture, and promoting collaboration between NETs and local teachers. Where strong leadership is present, NETs are more effectively utilised in curriculum development, team teaching, and extracurricular activities. Conversely, weak leadership may result in underutilisation, with NETs confined to peripheral roles such as oral English instruction. This reflects broader theories of instructional leadership and school-based management, where decentralised decision-making enables more effective use of human resources.

2.3.5 Change Management and Policy Implementation

The introduction of the NET scheme can be understood as a form of organisational change within the education system. However, the literature indicates that this change was not fully supported by systemic reforms, leading to limited impact. Key challenges include resistance from local teachers due to perceived threats and inequities, structural constraints such as

examination-oriented curricula, and lack of alignment between policy goals and classroom realities.

From a change management perspective, successful implementation requires clear communication of vision and objectives, stakeholder engagement and alignment of organisational systems and incentives. The NET scheme illustrates the difficulties of implementing top-down policy initiatives without sufficient attention to organisational readiness and contextual factors.

CHAPTER 3 – Data Collection

3.1 Research in Education

3.1.1 Primary vs. Secondary Research

In another approach to research types, Brown (1988) divides educational research into primary and secondary approaches. The primary approach covers case studies and statistical studies while the secondary approach mainly deals with literature review. Brown's classification may risk over-simplification because the qualitative-quantitative distinction in research nature has not been taken into account.

3.1.2 Qualitative vs. Quantitative Research

Nunan (1992) and McMillan & Schumacher (1997) indicate there is a binary distinction between qualitative and quantitative approaches in the traditions of educational research. Qualitative research is generally believed to be naturalistic, uncontrolled and subjective while quantitative research is considered as obtrusive, controlled and objective (Appendix A, Table 4). Nunan further provides a metaphorical interpretation in which 'quantitative research is 'hard' while qualitative research is 'soft"(p.3).

McMillan and Schumacher (1997) believe in a similar distinction between qualitative and quantitative research. In general, a quantitative approach is an experimental design with the use of instruments to establish relationships between variables. A qualitative approach, on the other hand, tries to facilitate an understanding of a social situation from the subjects' perspectives. In general, it includes ethnographic research, grounded research, participant observation, and case studies. A mixed approach wishes to include such factors as: assumptions

about the world, the research purposes, research methods and process, prototypical studies, researchers' roles and the importance of context (Appendix A, Table 5).

3.1.3 The Case Study Research Approach

Case study has long been used in research in medicine, business, law, anthropology, and social science. The case study as a research method is adopted in this study to explore the NET scheme in Hong Kong secondary school classrooms. Similar to other research strategies, the case study method has been classified by researchers into different types. The classification indeed reflects different rationales of the case study method.

3.1.3.1 The Case Study: Qualitative perspective

Most researchers have regarded the case study as a qualitative approach because of its naturalistic nature. O'Brien (1993) quotes Firestone & Herriott (1984) in claiming that the case study can even be considered as 'the classical qualitative research design' (p.63).

Definitions of the case study reflect its qualitative features. Yin (1997) defines it as the intention to 'examine a phenomenon in its real-life context' (p.70), rather than using an experimental research strategy. Stake (1995) describes it as the naturalistic and ethnographic study of a single case to 'understand its activity within important circumstances' (p.4). It can be longitudinal, as described by Brown (1988), for example, longitudinal research on the language development of an individual or a small group of subjects. Most researchers regard it as a pure qualitative approach. Merriam (1988) notes that 'most case studies in education are qualitative and hypothesis-generating, rather than quantitative and hypothesis-testing' (p.3).

3.1.3.2 The Case Study: Qualitative-Quantitative perspective

However, in recent decades, with less conflict between qualitative and quantitative approaches to research, a qualitative-quantitative perspective has emerged. Yin (1994b) believes the future trend of the case study method will be an integration of the qualitative and quantitative dimensions. As shown in Appendix B, Figure 2, the qualitative and quantitative circles will tend to overlap in the future. The resulting case study, from the combined research approach, will be 'more prominent because of its broader applicability and persistence' (p.287).

3.1.3.3 Influence from other disciplines

Merriam (1988) has suggested three types of case study, namely ethnographic case study, historical case study and psychological case study. The classification is based on the fact that case studies in education may sometimes collaborate with other disciplines for the theoretical background and the data collection and analysis process. Ethnographic case study is 'more than an intensive, holistic description and analysis of a social unit or phenomenon' (p.24). The emphasis is placed on cultural context. With a more chronological concern, historical case study will, on the other hand, tend to describe the development of institutions, programs and practices on a time basis. The last type is psychological case study which 'employs concepts, theories, and measurement techniques from psychology' (p.25). The addition of psychological elements will reveal a more comprehensive case study; for example, students' language consciousness, awareness and anxiety may be considered.

This classification further differentiates the case study from ethnography and grounded theory. Merriam (1985) has identified the difference between the case study and ethnography in terms

of cultural context. Indeed, ethnographic research has been developed from anthropology which is closely linked to culture. It focuses on a group of subjects, which composes many cases rather than only one case study. The research findings will therefore be more generalisable. As described by Meriam (1985), grounded theory derives from Glaser and Strauss and is 'an inductive methodology employing qualitative data in a systematic and rigorous manner'(p.207)for building a theory.

3.1.3.4 Intrinsic vs. Instrumental study

This classification relates to the question of motivation in implementing the case study method, and has affinity to the intrinsic/instrumental distinction in second language acquisition. Stake (1995) proposes that we can be said to be carrying out an intrinsic case study only if we are interested in the case. An instrumental case study, on the other hand, is aimed at purposes beyond and apart from the understanding of the particular case. However, Stake's interpretation does not fit situations when we have both an intrinsic and instrumental motivation for the case study. If the classification is based on the nature of the case study, rather than our motivation for implementing it, it is more secure and persuasive.

3.1.3.5 Six different types

A six-type differentiation is proposed by Yin (1993) who divides case study research into single-or multiple-case studies, each type further subdivided into *exploratory*, *descriptive*, or *explanatory*. An *exploratory* case study defines 'the questions and hypothesis of a subsequent study'. A *descriptive* case study 'presents a complete description of a phenomenon within its context'. An *explanatory* case study demonstrates a 'cause-effect relationship-explaining which

causes produced which effects'(p.5). It would seem that a combined approach to case study, utilising the exploratory, the descriptive and the explanatory might well prove to be most fruitful in evaluation research.

3.1.3.6 Merits and limitations of the case study

Each research strategy has it merits and limitations. The case study method has no exception.

Merits

I) Understanding of the Research Problem

Owing to its naturalistic nature, the case study method offers no treatment or restriction to the final product. By adopting an in-depth qualitative approach, any new discovery about the research problem can also be observed during the research process. Hence it is supported by Merriam (1998) as being in some cases the most appropriate plan for addressing research problems involving complex social issue with multiple variables.

II) Classroom Implications

This strength is also revealed in classroom settings as its focus lies on real-life situations. The case study can result in a rich and holistic understanding of a situation. Based on this feature, Lancy (1993) believes that the case study can generate more holistic reports of students' experience in the classroom. Because a specific classroom can be examined in varied settings, for example the distribution of teachers' questions when the classroom seating plan is different, a wide range of issues and variables about the research question can be explored. The case

study approach within a classroom setting can therefore be a useful part of an in-depth design for evaluation research in the educational field.

III) Structuring the Research Hypotheses

Unlike the experimental design, there is no predetermined hypothesis in the case study approach. And any preliminary theory is open to be amended when any new light is projected on the research area. The only hypothesis in case studies are 'tentative hypotheses that help structure future research' (Merriam 1998, p.32). Merriam describes the importance of these tentative hypotheses. On one hand, a researcher can deduce his tentative hypotheses through observation, interviews and the analysis of relevant document ; on the other hand, new insights remain open to illuminate the data analysis process during the research period.

Limitations

I) Internal Validity

Internal validity is concerned with the soundness and the effectiveness of the measuring instrument. In other words, as suggested by Yin (1994a), it focuses on whether a researcher can 'infer' a particular outcome from the previous study. The case study method is therefore criticized by Stake (1988) as lacking in validity because different researchers will interpret a case study differently. He maintains that this is inevitable because of the individual difference in 'the conceptualizations of the problem and... boundaries for the case' (p.256).

Merriam (1988) points out that since 'reality is holistic, multidimensional, and ever-changing; it is not a single, fixed, objective phenomenon' (p.167), the validity of case study research depends on the researcher's ability to 'uncover the complexity of human behaviour in a contextual framework, and present a holistic interpretation of what is happening' (p.168).

However, O'Brien (1995) disagrees, pointing out that case studies which rely heavily on researcher's intuition cannot be sufficiently scientific, objective and neutral.

In order to increase the internal validity of such studies, a triangulation approach can be adopted in the case study to collect data from wider perspectives. Apart from triangulation, long-term observation or repeated observation of the research area can also help. The researcher can discover and observe any unexpected findings and most importantly, integrate them into his data analysis process. To minimize the effect from the researcher's personal intuition, Merriam (1988) suggests that researchers should eliminate biases by clarifying the researchers' assumptions and theoretical orientation before the study.

II) Reliability

Reliability deals with accuracy which seeks to examine whether the research is consistent over time and subjects. The key issue is to test to what extent the research findings can be replicated. As mentioned before, the findings in educational research are in flux and highly contextual. It is difficult, perhaps impossible, to replicate exactly a case study. Instead of labelling the case study method as 'unreliable', Merriam (1988) prefers to introduce a new definition for 'reliability', namely 'dependability' or 'consistency' of the findings. In this sense, a reliable case study no longer needs to be able to be exactly replicated by others and produce the same result.

Triangulation, as mentioned earlier, can also improve the reliability of case studies, since it involves multiple methods of data collection and analysis. To increase the sensitivity of the study, researchers should lay out clearly their own assumptions and theories at each stage of the research process. Merriam (1988) also recommends an 'audit trail' for conducting a reliable case study. During the auditing process, the researcher should explain his 'trail' in terms of how data were collected or how any specific decision was made. However, this 'audit trail' can help

only to a limited extent, because of the difficulty of choosing an appropriate type and number of such auditors for each study.

III) Generalizability

Generalizability, or external validity, is concerned with the degree to which findings can be applied to other people, situations, and contexts. This presents the biggest difficulty in the case study approach. The main criticism runs that since the focus of case study is on a single case, not on the whole population, it is therefore impossible to generalize from the results of a single case. However, in support of the case study approach, it aims at understanding a particular problem in more depth, rather than in formulating a general picture of the issue. The ultimate interest in the case study is not on its generalizability (Stake 1998). It is different from the purpose of a researcher conducting an experimental research or survey to generalize from the findings of a sample to theories about the whole population. Stake uses the team 'instrumental case study' to signify that the aim is to shed light on a particular research question only.

IV) Research Period

As most case studies are conducted chronologically over a rather lengthy period of time, they are open to criticism for taking too long to complete. However, it is a misconception of the case study approach. As Yin (1994a) has said, the case study can be a short one with a precise report.

V) Classroom Constraints

The limitations of the case study also include some classroom constraints. Owing to the bounded nature of the case study, the number of research sites and observers will be limited. Lancy (1993) also pinpoints that the classrooms studied are restricted to those whose teachers are willing to let outsiders explore. Hence the number of classroom case studies is limited.

3.1.3.7 Grey area?

There are some aspects of the case study approach which can be described as being both a limitation and a merit. Hence, the so-called 'thick' description of the case study is advantageous because it allows the researcher to explore more about the research area and develop a more in-depth understanding of the research problem. However, in terms of validity and reliability, such 'thick' description lacks objectivity and blurs judgement on whether the study is consistent or the measuring instruments are effective.

In summary, it seems that there are limitations as well as merits in case study research. Despite its non-compliance with some aspects of 'validity', 'reliability' and 'generalizability' in the strict sense, this is counterbalanced by the particular strength of a case study approach for evaluating specific problems and questions in the educational field, where changing situations and multiple variables are the order of the day.

3.1.4 The Case Study Approach for Investigating the NET Scheme

The application of the case study research approach for investigating the NET scheme is strongly supported by Jackson (2000a). She believes it can 'provide more meaningful, context-appropriate material for teacher education or professional development programs', 'encourage [teachers] to freely discuss their concerns and feelings in a way that can help other expatriate teachers of English', 'provide Chinese teachers with a deeper awareness of the challenges facing their new colleagues' (p.20), and enhance discussions of the NET cases in TESOL teacher education programmes. Jackson (2000b) concludes that the case studies 'can have a significant impact on the preparation of teachers for cultural diversity' (p.8).

3.2 Selection of Subjects for the Study

The current case study aims to provide a detailed and multi-faceted examination of four newly arrived native English-speaking teachers in Hong Kong secondary schools. Four newly arrived NETs were selected and their cases were studied from a variety of perspectives.

3.2.1 The Selection Process

With the help of the Education Department, an appointment was made with the chairperson of the Native English-speaking Teacher Induction Programme. This resulted in permission for the present researcher to give a five-minute presentation on the current study to newly arrived NETs at the City University of Hong Kong. After the presentation, a handout (*Appendix C, Figure 1*) and a reply slip (*Appendix C, Figure 2*) were distributed to about 80 newly arrived NETs. 22 of them returned the slips, and 15 expressed interested in co-operating with the study.

A form for collecting preliminary particulars (*Appendix C, Figure 3*), with a detailed research proposal was sent to each of these 15 possible subjects within two weeks, according to their school address or e-mail address on the reply slips. However, only 8 forms were returned. The remaining 7 possible subjects were therefore phoned and all of them said they were too busy to participate in the study. Based on the received information, four of the NETs were selected. Personal information was obtained, such as age, educational qualifications, teaching experience, band of the school to which they were assigned, and time available. This was essential to enhance the understanding of each particular case. The selected subjects were asked to sign a consent form (*Appendix C, Figure 4*) for the study.

Having accepted the research proposal, the subjects were informed what would be going on at different stages of the research. They were asked to give their opinions on the research plan and on the time available for the research, in order to facilitate the progress of the case study. Conflicts between the NETs' expectations and the research strategies were thus minimized. The NETs were thus better-prepared to give more free time for the interviews and classroom observations during the planned period.

3.2.2 Description of Subjects

The 4 selected NETs were all from Australia since the 8 forms collected were all from Australian teachers. This could be seen as a limitation in such a study. However, it is also clear to be an advantage in such a study when the nationality variable remains constant, thus enabling a more in-depth and focused investigation on the influence of other conditions.

The description of the subjects is shown in *Appendix A, Table 6*. Teacher A is a male aged 52 with 30 years' teaching experience in Australia, but little English as a Second Language teaching (ESLT) experience. He is teaching in a band-one English medium school. Teacher B is a male aged 50, with 22 years' teaching experience in Australia and 2 years' ESLT in Turkey. He is teaching in a band-five Chinese medium school. Teacher C is a female, aged 31 with 4 years' teaching experience in Australia, 2 years' in France, 2 years' in Britain and 2 years' in Japan. She has 5years' ESLT experience. She is teaching in a band-five Chinese medium school. Teacher D is a female aged 31, with 8 years' teaching experience in Australia. She has 1 year's ESLT experience. She is teaching in a band-four Chinese medium school. Only Teacher C has teaching experience in a Southeast Asia country (Japan) before getting the post in Hong Kong. Their teaching duties and extra-curricular activities in the school are summarized in *Appendix A, Table 7*.

3.3 Procedures of the Study

A fruitful use of the case-study approach, as suggested by Johnson (1992), is the observation of teachers in their classroom interactions over a period of time. In the present study, a longitudinal investigation of the four newly arrived NETs was conducted from August 2000 to April 2001.

During the data collection process, the triangulation approach, strongly recommended by Yin (1994) and Merriam (1998), to view the data from multiple perspectives, was adopted. Greene, Caraceli & Graham (1989) refer to triangulation as 'the designed use of multiple methods, with offsetting or counteracting biases, in investigation of the same phenomenon in order to strengthen the validity of inquiry results' (p.257). It has also been defined as 'the process of combining qualitative and quantitative methods focused on the same entity of investigation for the purpose of obtaining convergence of results' (Saumitra, 1993, p.8). Accordingly, three main means of data collection were employed.

I. Interviews

Semi-structured interviews were conducted with the NETs on a regular basis within the research period. To collect more diversified authentic data, interviews were arranged with an English Panel chairperson in the school of one of the selected NETs and the secretary of the Native English-Speaking Teacher Association (NESTA). Field notes were taken in each interview and some selected interviews were recorded and transcribed to enrich the diversity of data.

II. Naturalistic Observation

Two NETs were observed for a whole day in their schools, to examine how they handle the English lesson. Any changes the teacher made in his/her teaching strategies were observed in this direct way. Field notes were taken in two classroom observation forms to collect data about the general impressions on the case (Appendix C, Figure 5) and the specific teacher-student interactions in the class, every 5 minutes (Appendix C, Figure 6).

III. Questionnaire

Two questionnaires were designed in the study. One was to describe students 'attitudes and expectations on their English classroom activities and their feelings towards the NET, using a five-point Likert's scale and some open-ended questions (Appendix D). The questionnaire was

printed in both Standard Chinese and English, in order to enhance comprehension. Students were asked about their personal particulars, self-assessment, English class activities, difficulties in English learning and opinions on the native English-speaking teacher. In Section B, which was designed with reference to the 'Youth Post' questionnaire (Appendix F), students had to rank order classroom activities.

The second questionnaire was given to the NETs, to investigate their cultural adaptation and teaching experiences in Hong Kong (Appendix E). Questions were asked about their personal particulars, the school particulars, cultural adaptation,allocation of duties, teaching experiences, support given and some general opinions. To give broader basic-ground, apart from the four NETs participating in the study, the questionnaire was also distributed to all the other newly arrived NETs.

The data collection procedures of the study were divided into three stages. Three methodologies, in line with the triangular approach, were adopted collaboratively at different stages.

Stage 1 Collection of background data (September to October 2022)

This period covered the first two months of the NETs; new semester in Hong Kong. Interviews were conducted with each of the subjects. Questions were asked about the teachers' previous teaching style, his/her attitudes and expectations about Hong Kong students, and his/her expected teaching strategies in Hong Kong classrooms. September 30, 2022 was the last day of the induction programme for NETs. Permission was obtained for the present researcher to attend and observe this at the British Council. The observation provided further understanding of the organization and programmes of the induction programme.

Stage 2 Collection of in-depth data (November 2022 to March 2023)

Before December, a second interview was conducted with each subject. Questions were asked about their positive and negative experience in schools including the students' problems, communication problems with local teachers and the principal, the adaptation of their teaching strategies and so on. Two subjects were observed in their schools for a whole day, and an English panel was interview in one school.

After the beginning of the second semester, 100 student questionnaires were piloted in one band-two and one band-five Chinese-medium school. Some questions were adapted before 200 questionnaires were distributed to each subject. Each NET randomly selected 100 junior students from Form 1 to Form 3 and 100 senior students from Form 4 to Form 6 to complete

the questionnaire. The teacher questionnaire was piloted by three experienced NETs and then the revised version was distributed to 46 newly arrived NETs.

Stage 3 Collection of evaluative data (April 2023)

After analyzing all the student questionnaires, final in-depth interviews were conducted with each of the 4 subjects. Questions were asked about their responses and their opinions on the results revealed in the questionnaires. Some follow-up questions, such as their teaching experiences, suggestions for the NET scheme, and opinions on the educational system were also included.

An interview was also arranged with the secretary of the NESTA, which organized the NETs' induction programme in August 2022. Questions were asked about the comments and suggestions for the induction programme and the NET scheme. The evaluation results and the programme booklet of the induction programme were also collected.

CHAPTER 4 – Questionnaire Results

4.1 Research Design

443 student questionnaires were collected by the four subjects in the study. 289 were from junior forms (Form 1 to Form 3) while the rest 159 from senior forms (Form 4to Form 6). The questionnaire data were input into the SPSS statistical analysis system and comparisons were made by comparing means and counting frequencies. For some questions, students were asked to write the reasons for their choices and some further opinions. These qualitative data were translated into English and counted.

In Section A of the questionnaire, the students were asked to rate their four skills of English ability on a scale from 1 ('very poor') to 5 ('excellent'). In Section B, the respondents needed to rank an appropriate order of the class activities. The first two activities in each question were grouped together and counted and the result would reveal the total percentage of students ranking these activities in the first two places. Questions in Section C, about difficulties in English learning and the ways to improve English, were analyzed in the same way. For Section D, students were asked to express their opinions on the NET on a scale from 1 ('Strongly Disagree') to 5('Strongly Agree'). All the statistical results and the charts of the questionnaire results are shown in *Appendix G*.

Class activities

In Teacher A's school, the most common class activities for junior students are 'listening to teacher' (Item 7), 'copying and memorizing' (Item 1) and 'grammar exercise' (Item 2) while that for senior students are 'listening to teacher' (Item 7),'group discussion' (Item 4) and 'pair work' (Item 10) (*Figure A.I*). Both forms of students like 'songs and games' (Item 12) and 'watching TV/films' (Item 14), and many senior students prefer 'group discussion' (Item 4) as well (*Figure*

A.2). They think these activities are interesting (*Figure A.3 & A.4*). For the most unfavourite class activities, their results are similar. Over 30% of both junior and senior students dislike 'copying and memorizing' (Item 1), and other unfavourite activities are 'grammar exercise' (Item 2), 'project work' (Item 11) and 'writing compositions'(Item 13) (*Figure A.5*) because these activities are boring (*Figure A.6 & A.7*). For the most helpful class activities, junior students believe the helpful activities are 'grammar exercise' (Item 2), 'oral presentation' (Item 5) and 'vocabulary exercise' (Item 3) while senior students choose 'grammar exercise', 'vocabulary exercise' and 'group discussion' (Item 4) (*Figure A.8*). Junior students focus on the practices in grammar and senior students on the improvement of oral skills (*Figure A.9 &A.10*). In the question of the most unhelpful class activities, junior students choose 'copying and memorizing' (Item 1), 'watching TV/films' (Item 14) and 'reading aloud' (Item 8) while senior students think 'copying and memorizing', 'songs and games' (Item 12) and 'watching TV/films' (*Figure A.II*). Their reasons are mainly based on the usefulness of the activities. They strongly complain that just copying is useless because they cannot think and do not understand (*Figure A.12 & A.13*).

In Teacher B's school, the most common class activities for junior students are 'listening to cassettes' (Item 6), 'grammar exercise' (Item 2), 'listening to teacher' (Item 7) and 'answering teacher's questions' (Item 9) while that for senior students are 'group discussion' (Item 4), 'listening to teachers' (Item 7) and 'oral presentation' (Item 5) (*Figure B.I*). Both forms of students like 'songs and games' (Item 14) and 'watching TV/films' (Item 12), and many senior students prefer 'group discussion'(Item 4) as well (*Figure B.2*). They think these activities are interesting and relaxing (*Figure B.3 & B.4*). For the most unfavourite class activities, near 30% of junior students dislike 'copying and memorizing' (Item 1), and other unfavourite activities are 'grammar exercise' (Item 2) and 'oral presentation' (Item 5). Senior students dislike 'copying and memorizing' (Item 1), 'reading aloud' (Item 8) and 'listening to cassettes' (Item6) (Figure B.5). Most of the students think these activities are boring (*Figure B.6 & B.7*). For the most

helpful class activities, junior students believe the helpful activities are 'grammar exercise' (Item 2), 'copying and memorizing' (Item 1) and 'listening to cassettes' (Item 6) while senior students choose 'group discussion'(Item 4), 'oral presentation' (Item 5) and 'grammar exercise' (Item 2) (*Figure B.8*). Junior students believe the activities can raise their English standard and senior students hold the view that they can speak more English during discussion (*Figure B.9 & B.10*). In the question of the most unhelpful class activities, junior students choose 'copying and memorizing', 'grammar exercise' and 'group discussion' while senior students think 'copying and memorizing', 'reading aloud' (Item 8) and 'songs and games' (*Figure B.11*). Junior students strongly complain that just copying is useless because they cannot think and do not understand (*Figure B.12*). In addition to this, senior students also complain that 'songs and games' is not a kind of learning because they can only play in the activity.

In Teacher C's school, the most common class activities for both junior and senior students are 'group discussion' (Item 4) and 'listening to teacher' (Item 7) (*Figure C.*I). They like 'watching TV/films' (Item 14), 'group discussion' (Item 4) and 'songs and games' (Item 12) (*Figure C.2*). They think these activities are interesting (*Figure C.3 & C.4*). For the most unfavourite class activities, near 25% of junior students dislike 'copying and memorizing' (Item 1), and other unfavourite activities are 'grammar exercise' (Item 2) and 'reading aloud' (Item 8). Senior students also dislike 'copying and mnemorizing', 'reading aloud' and 'listening to cassettes' (Item 6) (*Figure C.5*). Most of them think these activities are boring (*Figure B.6 & B.7*). For the most helpful class activities, junior students believe the helpful activities are 'grammar exercise' (Item 2), 'oral presentation' (Item 5) and 'group discussion' (Item 4) while over 30%of senior students choose 'grammar exercise' and some prefer 'vocabulary exercise' (Item 3) (*Figure C.8*). Most students focus on the frequent practices in grammar exercises to raise English ability (*Figure C.9 & C.10*). In the question of the most unhelpful class activities, junior students choose 'copying and memorizing' (Item 1) and 'reading aloud' (Item 8) while senior students think 'copying and memorizing', 'watching TV/films', 'reading aloud' (Item 8)

and 'group discussion' (Item 8) (*Figure C.11*). Their reasons are mainly based on the usefulness of the activities. They strongly complain that just copying is useless because they cannot think and speak English (*Figure C.12 & C.13*).

In Teacher D's school, the most common class activities for junior students are 'listening to teacher' (Item 7), 'answering teacher's questions' (Item 9) and 'grammar exercise' (Item 2) while that for senior students are 'group discussion' (Item 4), 'oral presentation' (Item 5) and 'listening to teacher' (*Figure D.1*). Both forms of students like 'songs and games' (Item 12) and 'watching TV/films' (Item 14), and some senior students prefer 'group discussion' (Item 4) as well (Figure D.2). They think these activities are interesting (*Figure D.3 & D.4*). Over 30% of junior students dislike 'copying and memorizing' (Item 1), and other unfavourite activities are 'reading aloud' (Item 8), 'listening to teacher' (Item7) and 'answering to teacher's question' (Item 9). Senior students dislike 'copying and memorizing', 'project work' (Item 11) and 'reading aloud' (*Figure D.5*). Most of them think these activities are boring (*Figure D.6 & D.7*). For the most helpful class activities, junior students believe the helpful activities are 'grammar exercise' (Item 2), 'vocabulary exercise' (Item 3) and 'listening to teacher' (Item 7) while senior students choose 'grammar exercise', 'group discussion' and 'oral presentation' (*Figure D.8*). Junior students focus on the frequent practices on grammar to raise their English standard and senior students think they can speak more English in the activities (*Figure D.9 & D.10*). In the question of the most unhelpful class activities, both junior and senior students choose 'copying and memorizing' (Item 1) and 'reading aloud' (Item 8). In addition to these, senior students also think 'project work' is unhelpful (*Figure D.11*). They strongly complain that just copying is useless because they cannot think and do not understand (*Figure A.12 & A.13*).

<u>Common difficulties and ways to learn</u>

In Teacher A's school, the most common difficulties for both junior and senior students are 'weak vocabulary' (Item 5), 'boring curriculum' (Item 6) and 'poor writing skills' (Item 2) (*Figure A.14*). For junior students, the most helpful ways to learn English are 'interesting teaching'(Item 6) and 'more oral practice' (Item 4), more vocabulary training' (Item 5) while that for senior students are 'interesting teaching', 'more vocabulary training' and 'more listening practice' (Item 3) (*Figure A.15*).

In Teacher B's school, the most common difficulties for junior students are 'poor reading skills' (Item 1), 'poor speaking skills' (Item 4) and 'poor writing skills' (Item 2) while that for senior students are 'poor writing skills', 'poor listening skills' (Item 3), 'poor speaking skills' and 'weak vocabulary' (Item 5) (*Figure B.14*). Junior students think the most helpful ways to improve English are 'more English reading'(Item 1), 'interesting teaching' (Item 6) and 'more listening practice' (Item 3). Senior students tend to choose 'interesting', 'more oral practice' (Item 4) and 'more listening practice' (Item 3) (*Figure B.15*)

In Teacher C's school, the most common difficulties for junior students are 'poor writing skills' (Item 2), 'boring curriculum' (Item 6) and 'poor reading skills' (Item 1)while that for senior students are 'poor writing skills', 'poor listening skills' (Item 3),and 'poor reading skills' (Figure C.14). Both junior and senior students think the most helpful ways to improve English are 'interesting teaching' (Item 6), 'more English reading (Item 1) and 'more oral practice' (Item 4) (*Figure C.15*).

In Teacher D's school, the most common difficulties for junior students are 'poor writing skills' (Item 2), 'poor reading skills' (Item 1), 'poor listening skills' (Item 3)and 'boring curriculum' (Item 6) while that for senior students are 'poor speaking skills' (Item 4), 'poor listening skills' and 'weak vocabulary' (*Figure D.14*). Junior students think the most helpful ways to improve English are 'interesting teaching' (Item 6), 'more writing practice' (Item 2) and 'more English reading' (Item 1). Senior students tend to choose 'interesting teaching', 'more oral practice' (Item 4) and 'better training of teachers'(Item 7) (*Figure D.15*).

Opinions towards the NET

In Teacher A's school, junior form students like the NET a little more than the senior students, and they also like the lessons taught by the NET more. Both forms of students agree that one NET is not enough. More junior form students agree that the NET can raise their interest in learning English. They also agree that they can speak more English during the lesson. Both forms of students disagree that the NET can improve their reading and writing ability but they believe the listening and speaking ability can be improved. Finally, more junior students hope to be taught by a NET next year (*Figure A.18*).

In teacher B's school, senior students like the NET a little more. Far more of them enjoy the lessons taught by a NET. However, both forms of students tend to express no comment on whether one NET is enough in the school even if they agree that the NET can raise their interest in learning English. Still, more senior students think they can speak more English during the NET's lesson. For the four skills in English, only writing ability is believed not to be improved. More senior students agree that the NET can improve their reading, listening and speaking ability. Finally, the senior students tend to strongly agree that they hope to be taught by a NET next year (*Figure B.18*).

In teacher C's school, only slightly more senior students agree they like the NET in the school and also enjoy the lessons taught by the NET. However, far more of them disagree that one NET is enough. For junior students, more of them think the NET can raise their interest in learning English and that they can speak more English during the NETs' lessons. More senior students disagree that the NET can improve their reading and writing ability. For listening and speaking ability, it is the junior students who agree more that there is improvement. Finally, both forms of students hope to be taught by a NET next year (*Figure C.18*).

In teacher D's school, both forms of students equally agree that they like the NET in the school and they enjoy the lessons taught by the NET. However, far more senior students disagree that one NET is enough in the school. More junior students think the NET raises their interest in learning English while more senior students agree that they can speak more English during the lesson. More senior students disagree that their reading and writing ability can be improved. However, they still believe their listening and speaking can be improved. Finally, more senior students also hope to be taught by a NET next year (*Figure D.18*).

Time of using English out of class each week

In Teacher A's school, the average time of junior students using English out of class each week is 1.95 hours, but that of senior students is 3.41 hours. In Teacher B's school, the average time of junior students using English out of class each week is 1.53 hours, but that of senior students is about half an hour. In Teacher C's school, the average time of junior students using English out of class each week is 2.36 hours, but that of senior students is 1.65 hours. In Teacher D's school, the average time of both junior and senior students using English out of class each week is around one hour (Figure E.2).

4.2 Questionnaire for the Native English-Speaking Teachers

For the teacher questionnaire, 11 NETs returned the questionnaires. 8 of them are Australian while the rest 3 are British. Among the 8 Australian NETs, 4 of them are the subjects in the current study, so there are totally 7 more new respondents, namely R1 (Respondent 1) to R7 (Respondent 7). Questions were asked about their personal particulars:

- R1, a British, is a JET previously with 4 years' experience of teaching English as a second language (TESL). He was allocated to a band-one English-medium school.

- R2 is also a British NET but without any previous TESL experience. He is now teaching in a band-two English-medium school.
- R3 is the last British NET with 21 years' TESL experience. He is teaching in a band-two Chinese-medium school.
- R4, similar to the rest, is an Australian NET. He has 5 TESL experience and is allocated to a band-two Chinese medium school.
- R5, R6 and R7 are all allocated to band-five Chinese medium school. R5 and R7 have TESL experience less than 5 years while R6 has none.

As the data collected from the open-ended questions were all qualitative, the opinions were classified and are discussed in the Discussion Section.

CHAPTER 5 – Analysis of Results and Discussion

5.1 Demographics of the Four Cases

The NETs are educated under completely different education systems from that of Hong Kong. They are also trained to be English teachers in different cultural and social contexts. When they come into the schools and classrooms in Hong Kong, they bring their own cultural beliefs and practices learnt from their previous teaching careers. In this section, based on a summary and analysis of the interviews, classroom observations and questionnaires, a critical discussion is conducted, starting from the four cases in the study, and moving on to wider-ranging implications and suggestions for the NET scheme in general.

5.1.1 Teacher A - A Successful Demonstrator

Teacher A is a 52-year-old experienced NET from Australia. He has taught in the Tasmanian education systems for 30 years in positions from language teacher to principal. The band-one English-medium school in which he is now teaching was not allocated by the Education Department. He sent his application from Australia and negotiated directly with the school authority. The Education Department was not involved in the recruitment process. This arrangement smoothed the path for his adaptation into the school, for he could fully understand the background of the school, his role in the school and the expectations of the school before he accepted the offer. In fact, he did not worry much about school adaptation problems because he knew that every teacher in the school was energetic, worked hard and did very much for the students. The school was just like one of the best Australia schools. Since beginning his teaching in Hong Kong, he has received enthusiastic assistance from other local teachers. The seating plan in the staff room also helps a lot, as it is arranged that he sits with the panel, Form 2 and Form 4 English subject coordinators, which enables frequent discussions and interactions.

On the allocation of duties, he has no complaints, because his amount of duties is fair and reflects a similar allocation to the local teachers. He is responsible for 2A and 6S full-class general English and all Form 3 and Form 4 half-class oral English. All the classes are wholly handled by him, for there is no team-teaching arranged in the school.

As encountered by many other NETs, the greatest challenge for teacher A as a NET in the classroom was to understand students' level of English competence in different classes. In order to minimize the problem, he tried to build up a positive relationship with the classes and did some diagnostic testing in an informal way. He has not made many changes to his teaching style in Hong Kong. His personal teaching style is student-oriented. He likes to set the work in a normal classroom and then engage students in questions and worksheets on an individual or a group basis. In Hong Kong classrooms, he tends to talk more, to model English as a NET.

Being a NET in a band-one secondary school, Teacher A can achieve what he plans in each lesson. His teaching style rarely focuses on discipline management because the students are very attentive in the class and they are highly motivated in learning English. From the observations of his classes, most of his students were very attentive and they were also interested in the teacher's feedback. In Form 2A class, Teacher A started the lesson by asking students to bring out their textbooks and by giving a brief revision of the previous lesson. Although there was a continuous piling noise from the construction site next to the school, even students sitting at the back were not distracted and they still kept attentive during the lesson. Despite the large class size of 45 students, there was no discipline problem, so the teacher could focus entirely on his teaching. Meanwhile, Teacher A tried to use his sense of humnor with some jokes to interest the students. When questions were asked, most students raised their hand actively and enthusiastically. They spoke out their answers clearly and loudly in front of the class. In another Form 6 Science class, the students were doing some group presentations in the lesson. Even though they need not be present, the audience were listening to the presenters attentively. When the teacher asked for questions, however, no student attempted to raise any

questions. They were also reluctant to be the volunteer presenters. In Form 4E class, Teacher A spoke very slowly and clearly, compared with the other classes. As he explained, the students in this class were at the intermediate level so he had to speak slower and ask frequently whether the class understood his words. Actually, some boys were uninterested and puzzled about the teacher's instructions. They did not know what to do in the activity and began to discuss with friends in Cantonese. After several minutes' observation, Teacher A needed to stop the class and explain again how to form questions in the role-play in the HKCEE English oral examination. Similar to Form 6 students, students in this class were reluctant to be volunteers. They were unwilling to demonstrate the role-play in front of the class.

As for the class activities, he believed there was a big difference between oral classes and general English classes. He tends to give fun to the students in oral classes because there is only one period each week. They can learn the skills in English from other general English classes taught by local teachers. He therefore puts heavy emphasis on interesting the students. However, though the classes are split into half, time is still insufficient for every student to practise English.

In the summer timetable, each period lasts 35 minutes but at least 10 minutes will be wasted for students to transit from one classroom to another. The nature of junior and senior classes is also different. Teacher A would not do many class activities in Form 6 except for the group work for oral discussions. His teaching has to keep up with the English curriculum and the curriculum of other subjects as well, for Form 6 students are with huge workload arising from examination practices and the extra-curricular activities.

Generally speaking, the things that surprised Teacher A most about Hong Kong classrooms were the class size, the orderly nature of the classes and the poor design of the classroom for the communicative approach in teaching. There are 45 and 35students in his 2A and 6S class respectively for general English. In Australia, he used to teach only 25 students in a class. When teaching in Hong Kong, he noticed that there was more teacher talk and less group work.

5.1.2 Teacher B - A Depressing Survivor

Teacher B is a 51-year-old experienced NET from Australia. He has taught in the Sydney education systems for 18 years in positions from language teacher to English subject coordinator. He had ESL teaching experience in Turkey for 2 years. The band-five Chinese-medium school in which he is now teaching was allocated by the Education Department. Before he came, the previous NET in the school e-mailed him and gave him a very negative description of the school. However, he was still optimistic about the situation because he had taught in Turkey before. He was aware that some people might have a very negative view of another culture when they arrived there. The principal also faxed him and told him that the students in the school were extremely weak and academically difficult to deal with, and there were personal problem and social problems. Though he felt concerned, he was confident that he could manage it, given his 20-year teaching experience. When he arrived, the school and local teachers helped his adaptation a lot. The school arranged team-teaching for him so that he could team-teach with a local teacher in every lesson from Form 1 to Form 5. The school did not give him very bad classes. He teaches all the A, B, C classes and there are two classes D and E below. The local teachers are also very friendly and helpful and he gets on very well with them. He has a mentor sitting beside him giving him all the necessary information.

As for allocation of duties, he is responsible for 15 oral and listening classes from Form1 to Form 5. The classes are not split into half, but he can team-teach with a local teacher. For Form 6 and Form 7, he teachers the oral skills and the language system. He has little complaint about the duties, except that he would like the addition of one or two general English classes. He has little time to meet students regularly. The arrangement that satisfies him most is the Form 6 and Form 7 classes. He believes that NET teachers should have the experience of teaching material for examination papers (i.e. oral and language systems). It is inappropriate for them to be used

for teaching for all the papers because the NETs are not used to the examination system so they need time for more exploration.

The greatest challenge for teacher B as a NET in the classroom was to make students understand his words and achieve some discussion between the students and him in English. In order to do this, he tried to speak more slowly and simply and concentrate on developing students' vocabulary. His personal teaching style has remained relaxed and non-threatening in Hong Kong, but he has become more tolerant of aberrant activities like sleeping, and accepts that some students cannot really be made to learn. Meanwhile, he has become much more active and entertaining. He also speaks more, to compensate for the fact that students do not have enough English language to keep the discussion going. To his disappointment, he is still uncertain about the suitability of his teaching styles because his teaching does not seem to get easier week by week. The students did not build on previous knowledge and the majority of them do not improve much.

Being a NET in a band-five school, Teacher B can only do little to motivate and teach students. From an observation of his classes, his teaching is often affected by the students' low proficiency level in English and the disciple problems. In his Form 2A class, the best class in Form two, Teacher B started the lesson by asking a few questions to recall to students' memory the materials taught in the last lesson. For some difficult questions, he needed to change into Yes/No questions first and then ask for the reasons for the answers. However, some students still could not understand and he had to repeat the questions several times. During the lesson, the local assistant teacher helped with explanations in English and asked students very simple questions to initiate their thinking. In the middle of the lesson, when students were asked to practise some simple English conversation in pairs, discipline problems began to arise. Some students were hammering on the desk with their pencil box or fists. Others were talking loudly in Cantonese and moved to the desk across the row. Both teachers needed to walk around and stop the students doing this. When some students were asked to demonstrate the conversations

in front of the class, the rest became even noisier. In the best Form 5 class, Teacher B started the lesson by introducing a group discussion task immediately. Students needed to discuss their future wishes in groups. As many students asked others in Cantonese, the local teacher tried to restructure the introduction and give more explanations. She even suggested some of her personal opinions. Students were used to the practice, since they formed groups very quickly to do the discussion. However, all of them switched to English for discussion only when either the NET or the local teacher walked close to their desk. Both teachers were quite used to this situation because they did not remind the students to avoid discussing in Cantonese. In the Form 6 Arts class, Teacher B started the lesson by asking some revision questions. Then he asked the students to finish a worksheet in groups about some English vocabulary in a newspaper article. Teacher B walked group by group to help the students. However, as too much time was provided and the task was too difficult, students began to talk in Cantonese after five minutes. Although more than half of the class was talking, Teacher B still kept on helping with one group of students. In the Form 1 best class, many students were enthusiastic to answer questions at the beginning of the lesson, though some of them who sat near the windows talked in Cantonese. The situation got worse when the lesson went on. Two naughty students started to shout out some Cantonese words loudly. The two teachers had to walk near and stop them. When students did not understand Teacher B's words, they asked the local teacher questions directly in Cantonese. There was a small conversation between the students in Cantonese and the local teacher in English. When another two students who sat at the front started to produce some strange noises, the NET had to halt his teaching and stop the students. In some cases, students' English ability was so poor that the local teacher needed to explain in Cantonese. In the Form 4 intermediate class, students gave no response to the teacher and they all talked loudly in Cantonese. Teacher B kept explaining in English while students were asking questions continuously in Cantonese to the local teacher. Little was achieved in the lesson except for four students who were asked to demonstrate a role-play in front of the class.

For the class activities, Teacher B does more concrete activities with Form 1 or Form 2 students. These activities do not take a lot of time so that he can do more than one each lesson and the students will not get bored easily. For Form 3 students, he tends to introduce more team work for listening practice. Students are also asked to think more during the activities. From Form 4 to Form 6, the class activities focus on group discussions. He tries to find some exercises which move away from past papers. However, these senior students tend to resist them because they think everything they do should be directed towards the public examination, so the exercises are impractical.

Generally speaking, the things that have surprised Teacher B most about Hong Kong classrooms are the hostility of some students and their misbehaviour such as shouting, fighting and swearing. In Australia, as he observed, Hong Kong students are very motivated and they learn English very well, so their English is at a very high standard. He also finds some differences between Australian students, Turkish students and Hong Kong students. Australian students are very cooperative when the teacher is teaching. They are more conscious because most of them will go to university. Though there are fewer opportunities to go to university, students in Turkey are quite attentive in the lesson. However, in Hong Kong, students are aware that if they are allocated to a band-five school, they have no hope for the future. In other words, the banding system disillusions the students.

5.1.3 Teacher C - A Well-Prepared Adaptation

Teacher C is a 30-year-old NET from Australia. She has taught in France for 2 years, Britain for 3 years, Australia for 4 years and Japan for 2 years. She has 5 years' ESL teaching experience in these countries. Before she came to Hong Kong, she was a Japanese Expatriate Teacher. The band-five Chinese-medium school in which she is now teaching was allocated by

the Education Department. She thinks her teaching experience in Japan was helpful to understand Hong Kong students because students in both Japan and Hong Kong have similar attitudes towards English. In Japan, students have no motivation for English because they think Japanese is the best language, and it is enough for their future. In Hong Kong, students are only motivated by examinations to learn English. In addition, the local teachers and the principal in her school are extremely co-operative and supportive. She did not have any big problems in adapting to the school life. She was well-prepared to face students with low motivation and disciplinary problems.

For the allocation of her duties, she is responsible for all oral classes from Form 1 to Form 5 without any arrangement of team-teaching. She complains that her workload is heavy at times. As her days are long and seem to be non-stop, she does not get many chances to relax. Moreover, she does not enjoy teaching all oral classes because she is endlessly making resources or games. The classes are stressful, especially as the students' English is not so good. She has already made a request for a class where she can teach a mixture of general English and oral English next year. She believes this arrangement is the direct way to gain the same kind of respect as the other local teachers do from the students.

Teacher C pinpointed the greatest challenges as a NET in the classroom are students 'poor English proficiency level, discipline problems and their motivation in learning English. It is difficult for her to teach the students because their English levels are weak and they do not understand her so much. When the students do not understand her instructions in English, they would not do the activities. She also has problems disciplining the students as they are always noisy and often rude. It is inevitable that most students, who do not like English language, always talk in Cantonese. In order to minimize these challenges, Teacher C has taken a lot of steps. On the one hand, she makes the classroom activities interesting and laughs with the students a lot; on the other hand, she makes her voice firm and strong to let the naughty and noisy students know when she is angry, and she tries to manage the class to an acceptable noise

level. She will report all misbehaving students to the form teachers who will punish the students for her. She also feels it is very important to keep her English very simple and speak slowly, and she finds these strategies useful to manage the class.

The teaching style of Teacher C is normally creative and interesting, with some practical and pure survival modes. She does a lot of pair work, group work and question-answer techniques. She always makes handouts, so students have to write something down and then do it orally. She prefers less of her talking, so the students have to carry out conversations and ask each other questions. However, in Hong Kong, her best way to manage the class is to think more of survival. As the class sizes are too big and students' English is limited, a lot of the focus is on her. She has to do more controlled activities, which limits the number of English games she can play with the students. She also needs to do a lot of the classroom activities with the students together, since they do not like to speak English in their own groups.

In addition, Teacher C finds a great difference among different forms of students when she designs the class activities. Form 1 students' English ability is not as high as Form 3's but they are more enthusiastic. She always feels amazed when the Form 1 students understand her English and participate in the activities. She does a lot of language games such as drawing in Form 1 classes. Form 2 and Form 3 classes are very similar. Form 2 classes are not so bad as Form 3's. There are some very bad classes in Form 3 in which Teacher C spends lots of time on discipline management rather than teaching. Classroom activities become a bit difficult in these forms. For example, students are asked to watch a short movie and then they have to do a movie review. Form 4 students have very low English ability and they are very slow-going. Teacher C must help them with everything, so it takes her at least 10 minutes to get one response when she does some brainstorming activities. For Form 5 students, she only does group discussions with groups of 4 students after school or at lunch time.

Generally speaking, the thing that surprised Teacher C most about Hong Kong classrooms was the number of students in the classes. The big class size allows each student to spend only a

couple of minutes speaking in English. She was also shocked at the laziness and unwillingness to learn among the students. They lacked the diligence to study or to succeed. However, she did not feel depressed because she has met similar type of students in other foreign countries before.

5.1.4 Teacher D - A Problematic Adaptation

Teacher D is a 31-year-old NET from Australia. She has taught in Australia for 8years with one year's teaching experience of English as a second language. The band-four Chinese-medium school in which she is now teaching was allocated by the Education Department. The principal of her school is nice but the panel teacher is rather rude. She always has arguments with the panel teacher on the design of teaching materials or examination paper. She also thinks the school culture in Hong Kong is different from that of other countries. The local teachers actually do not support each other and there is an extremely top-down hierarchy in the school. Being a foreigner in such a school culture, she feels she has the lowest social status compared with the local teachers. It is very hard for her to give suggestions to the school, though the Education Department expects the NETI's to do so.

As for the allocation of her duties, she is responsible for all oral classes from Form 1 to Form 7. She has no real complaints other than the excessive amount of paperwork As she teaches all the classes in her school, she is required to attend all form meetings. She is physically tired every day with the oral lessons and the English corner. She believes there should be a much more detailed list of times or important dates in the year including procedures for the preparation of examination papers, as the paperwork suddenly becomes overwhelming at times.

The greatest challenge Teacher D faces in the classroom is to stop the students using Cantonese in her lesson. To her disappointment, the situation is so common that she cannot persuade or force students to speak only English even though she has carried out some reward or

punishment systems. When she came into the classroom on her first day, she was even surprised by the small and sterile classrooms in Hong Kong. She strongly complains that she has never taught in such a bland and uninspiring environment as in Hong Kong classrooms.

Teacher D was trained to be a communicative teacher of teaching English as a foreign language. However, in Hong Kong, she has been told by many local teachers and students that her teaching style is too innovative. Gradually, she finds her range of teaching methods has shrunk. She tries to stick to a few teaching methods which would work in the class, as she finds the students like things to be predicable. She rarely tries something new because her teaching experience in Hong Kong reminds her that it would be a horrible disaster if the innovative activity does not work in a lower-band school. The students would take advantage of that, and many discipline problems will arise. In fact, she is not a believer in rote learning or excessive examination practice, but she is now forced to practise these methods because many students (especially those from Form 4 to Form 7) complained that they did not have enough practice for the public examination.

Except for the discipline problems and the poor classroom environment, what depresses Teacher D most is the barrier which exists when communicating with the students and the local teachers. She is now teaching over 800 students in the school, and she does not really know what is going on in all the classes. On one occasion, she saw a serious case of bullying in which a gang of boys in her school was abusing a girl repeatedly. When she reported the case to their class teacher, the teacher just ignored the case and said that the girl would have no problems about it. Teacher D loves kids, but does not always know what is going on, and finds she cannot help the students very much.

5.2 Implications of the Cases

Each of the four subjects in the current study represents a specific case of adaptation of a NET in a secondary school in Hong Kong. By integrating the characteristics and details of the four cases, some common factors emerge and some conclusions and implications can be drawn with regard to different aspects of the adaptation of NETs to teaching in Hong Kong.

5.2.1 Cultural Adaptation in Hong Kong

The district where the NETs live in Hong Kong somehow affects their cultural adaptation. Teacher A, Teacher B and Teacher D are living in the New Territories. Teacher B and Teacher D placed strong emphasis on the influence of their location to their adaptation in Hong Kong. Both of them complained that they felt uncomfortable at the disgusting habits and rude behaviour of some Chinese people in the New Territories. As recounted by Teacher B:

> *The New Territories is really wild ... people in the bus take their shoes off and put their feet on the seat ... and it is very difficult to get used to.'(excerpted from the first interview with Teacher B)*

Teacher A pinpointed the greatest challenge in adapting to life in Hong Kong as being the personal isolation from well-established social groups and friends in Tasmania. However, he regarded this challenge in a very positive way because he thought he was forced to find new people with whom to establish new social contacts. Similar to Teacher D's suggestion, he also believed it was important for the NETs to develop a network of friends with whom to share teaching experiences. Both of them agreed that the regular NET meetings in Tsim Sha Tsui were very useful. Teacher A has also joined a Sporting Club (the Valley Hockey Club) and he has a personal list of things to do in Hong Kong and of societies to join, if he has time.

In fact, as explained by Teacher B and Teacher D, it is difficult to establish social relations with local people, largely because of the lack of English among common people in Hong Kong. Both of them are now living in hotels. Even here they noticed that there were not really many well-educated people who could speak English. The social friends of Teacher B are mainly restricted to friends in Australia who send him e-mails every morning.

Teacher C, on the other hand, worried little about her social circle as she has been living outside Australia for nine years, and she is used to meeting friends with different cultural and language backgrounds. She found it challenging to adapt to the life style in Hong Kong. She thought Hong Kong was a very stressful place to live in especially Mongkok, where the people always drove her crazy. The rapid pace of life and the Cantonese dialect are also difficult to adapt to:

> *'I found the Chinese people a little more stressful ... I think it is the language ... I think it is the way the words come out. One day I saw a mother and a daughter and they were speaking to each other and I thought ... oh ... they were having an argument ... but actually they were probably just saying 'Hi! How are you? How're your doing?' '*(excerpted from the second interview with Teacher D)

Among the seven respondents of the NETs' questionnaires, five of them also indicated that it was difficult to get used to the busy pace of life in Hong Kong and the rudeness of Hong Kong people. Homesickness was another challenge faced by two of them as they missed their family overseas. They tried to contact their family regularly by letter, e-mail and phone. Sometimes during public holidays in Hong Kong, they arranged for their family to visit. However, homesickness is not the most important challenge faced by the NETs, since most of them either have teaching experience outside their home country before or have come with their family to Hong Kong. In the current study, Teacher A and Teacher C had come to Hong Kong with their family. Teacher B and Teacher D had teaching experience in other foreign countries for two years and nine years respectively.

5.2.2 School Adaptation

Different schools have their unique school culture. Even local teachers sometimes find it difficult to adapt to another school when they change their teaching job. The NETs are therefore expected to face great challenges when they adapt to Hong Kong schools with a different education system and colleagues of different nationalities. Generally speaking, those NETs who were allocated to higher band schools are believed to be the fortunate ones since the principal and local teachers in higher band schools are more considerate, and the school is also more well-prepared to have a NET. However, though there are some complaints when the NETs attempt to adapt to lower band schools, it is not necessarily the case that they are bound to have problems of adaptation in their schools.

5.2.2.1 Relationship with local teachers

It was suggested in the *NET-WORKING* (Education Department, 2000) that the ideal model to implement the NET scheme smoothly was to establish a good relationship between the principal, the panel chairperson and the NET himself/herself (*Appendix B, Figure I*). All four subjects in the study, except Teacher D, did establish good relationships with the principal, the English panel chairperson and the other local teachers.

It is a common practice for schools to arrange a mentor to help the NETs. All four subjects, plus the seven respondents to the questionnaires, had a local teacher mentor sitting beside them and giving them help when necessary. This mentoring programme was highly valued:

> *'A particular teacher mentors me and she does an extremely great job. We work together in Form 6 class. That's really an advantage because there're lots of little things that you don't know and then you can find somebody sitting beside you and*

prepared to tell you what's going on and translate many forms that you've to fill in.'
(excerpted from the last interview with Teacher A)

'I've got a mentor sitting beside me and giving me information if l need. They're very friendly and very helpful, and I got on very well with them.''(excerpted from the first interview with Teacher B)

Local teachers are extremely helpful during the staff meeting. In Teacher A's school, a band-one schoo1, the English staff meetings were conducted in English but the general staff meeting was still in Cantonese. Despite the language barrier, he could still understand the discussion, since many local teachers volunteered to translate for him. Teacher B also felt happy to attend the staff meeting regularly as one of the colleagues would translate the conversation for him. Teacher C tended to hold a practical attitude towards staff meetings. Though all meetings were conducted in Cantonese, she still insisted on attending all of them. She believed she could thus show some degree of involvement with local teachers, even though she simply did her marking during the meetings. She strongly protested that she did not want to be isolated in any school gathering. Fortunately, her panel teacher was considerate and would translate important points for her after the meeting.

Teacher D, on the contrary, was rather negative about her relationship with local teachers. Her panel teacher was rather obstructive and rude, and she was forced to attend all meetings. On some occasions, she had to cancel a booking with the dentist and attend a meeting at which she knew nothing of what the teachers were talking about in Cantonese. She felt that local teachers did not really like foreigners very much, especially the panel chair. She remembered she had a very strong and vigorous argument with the panel chair about the design of examination materials before Christmas.

All the questionnaire respondents also admitted that they had a very good collaboration with the local teachers. Some of them commented that some improvement could be made on the

communication between the local teachers and the NETs. There should be more sharing of ideas and opinions on their teaching experience.

5.2.2.2 Allocation of duties

The four cases in the study revealed that there were more complaints on the allocation of duties from the NETs in lower band schools. Their concern was mainly based on the question of whether a NET should be an oral English teacher or a general English teacher. There is no concrete guidance proposed by the Education Department on the role of the NET in schools. Most schools can decide on their own use of the NET in their schools.

Teacher A was very satisfied with his allocation of duties. In addition to oral classes, he had two classes of general English- Form 2 and Form 4. He believed it was important for the NETs to teach general English classes so that they could apply many more types of teaching styles. It would give him some personal satisfaction, and most importantly, the local teachers could look at some foreign approaches to teaching general English.

Teacher B, from another perspective, expressed little concern on whether he should be an oral English teacher or a general English teacher. He believed that no matter whether he could be given a general English class next year, one NET was insufficient in the school. The proportion of NETs to students was very small. He was teaching over 500 students each week, and he could not get to know each of them well enough and really develop their English. He thought two NETs in the school would be great, as teachers could explore different ideas and teaching techniques. There would be more splitting of classes in the school so that the class load would be reduced. The NETs could then have more opportunities to meet students across different forms.

Teacher C and Teacher D, instead of focusing on the number of students they taught, strongly advocated that they should handle some general English classes next year, in order to gain the

same kind of respect from the students as the other local teachers did. They complained that it was extremely boring and repetitive to teach all the oral classes. However, as explained by Teacher C, whether she could have a general English class depended entirely on the decision of her principal:

> *'My principal thinks I'll bring some foreign or Western ideas into the classroom ... next year if I take some of the general English classes, I'm not able to teach those 19 classes of oral plus general English. She's reluctant and she's thinking what she can do because if she gives me general English, she has to take away some of the oral English periods*.' (excerpted from the second interview with Teacher C)

As admitted by Teacher C, the NETs could voice their opinions to the principal but they could do nothing further.

5.2.2.3 Team-teaching

Similar to the allocation of duties, the arrangement of team-teaching depended greatly on the school's decision and preference on it. The four subjects, whether they are now team-teaching with local teachers or not, expressed both positive and negative views towards team-teaching.

Though Teacher A did not team-teach with any local teachers, he believed team-teaching was a great idea. However, he admitted that a lot of supplementary arrangements should be made. For example, the school timetable should be more flexible. It was really a pragmatic school decision which could cause some problems between the NET and the local teachers. On the contrary, his panel teacher strongly rejected the value of team-teaching. She believed that the NETs should learn how to handle the classes on their own in the Hong Kong cultural context. They should adapt the local classroom situation to their own language skills and teaching strategies. It was a waste of resources if additional teachers were arranged to help the NETs. In fact, she would prefer class-splitting as the NET could have more time with each student in

every lesson. In Teacher A's school, there is one more foreign teacher, so classes can be split so that they both teach around 20 students.

However, Teacher D held totally opposite views. She believed team-teaching would improve the quality of students' language exposure and stimulate the class. She thought it was the way to share the NETs' experience for the benefits of the teachers, not just for the students. Team-teaching could give some valuable experience to the local teachers. In addition, when there are two or more teachers in every class, the students are surrounded with discussions and they can watch professionals talking about things. The quality of lesson would be better because the teachers have planned the lesson together. The students can get more opportunities to talk to the teachers. Advantageous as it is, Teacher D still thinks it is not easy to do so. It is unrealistic if the NET expects to have a wonderful time with the local teachers on the first day. It needs negotiation and preparation, but she strongly hopes that she can try team-teaching next year.

Among the four subjects, only Teacher B team-teaches with local teachers. His comments reflect a practical consideration of the value of team-teaching. On the whole, he supported team-teaching because he co-operates with the local teachers very well. The local teachers would speak strictly in English. They would rephrase his English in a simpler way, or use another simpler English word to express the meaning. In fact, it was apparent from class observations that one or two local teachers really translated the NET's English words into Cantonese for the students with poor English proficiency. The other teachers were quite co-operative and supportive. They helped with the discipline management and motivated students to participate in the classroom activities during the lesson. It was also noted by Teacher B, on team-teaching:

> '*I think it is very useful, particular in the school like mine. Normally, it is difficult for the NETs to manage the students. I got used to the classroom situation in some classes after several weeks, but in some classes, I can't tell the reasons why they*

don't respond. The NET teacher doesn't know enough of the school structure.'(excerpted from the second interview with Teacher B)

Teacher C tends to regard team-teaching as a kind of split-class teaching. She believes team-teaching is a great idea if both the NET and the local teacher understand their role and communicate with each other. The Chinese teachers may help with the discipline management in the classroom. The idea will be more effective if the classes are split, and both teachers take half of them:

'*There will be a better impact. Of course they're teaching the same thing, so as long as everything is jointed, they help with each other: But if team-teaching means the Chinese teacher sits at the back and watches the class ... no ... that's not team-teaching*. '(excerpted from the second interview with Teacher C)

The effectiveness of team-teaching is therefore based on the co-operation of teachers and the Chinese teachers' perspectives on it. Teacher C has already put forward the idea of splitting her oral classes into half. The Chinese teacher would take 20 students while she would take the other 20. She would prepare the lessons, and the Chinese teachers were also very interested in the idea.

5.2.3 Classroom Adaptation

In the classroom settings, the NETs and the local English teachers apparently have different cultural beliefs and teaching practices. The NETs are accustomed to the western teaching styles which emphasize more learners' roles in the learning process, while the local English teachers and the students are very examination-oriented. They find the traditional learning and teaching methods focused on drilling and rote learning very secure and useful for tackling examinations. When they adapt themselves into the Hong Kong secondary classrooms, in addition to the

classroom situation, the NETs are bound to fall into a dilemma of whether to adopt a more traditional Chinese teaching approach or to keep their own western teaching philosophy.

5.2.3.1 Class size

The class size in Hong Kong classrooms is much bigger than in other western countries. Most NETs would therefore have no experience, or even expectation of teaching oral English to a class size of around 40 students. All the subjects in the study believed handling the big class was their greatest challenge, and this is what surprised them most about the classrooms in Hong Kong.

> '*The class number is too big because there are 45 in the class and it doesn't matter whether you are a NET teacher or a local teacher; there's not enough time to talk with students in English*.'(excerpted from the last interview with Teacher A)

> '*The class is too big because the class of 40really means it is...impossible to develop students' ability*. '(excerpted from the first interview with Teacher B)

> '*In Australia, the most is about 30. There's a shock every day I walk into the class ... oh ... so many students*.'(excerpted from the second interview with Teacher C)

As claimed by Teacher D, the disciplinary problems increase with the number of students in the class. The difficulty in classroom management also increases in a bigger class. In addition to the smaller proportion of time given to each student, teachers' adoption of teaching styles and selection of classroom activities are inevitably affected.

5.2.3.2 Classroom management

Classroom management is easy to carry out in higher band schools because the students are more motivated and well-disciplined. However, it could be a prerequisite for effective teaching in lower band schools since there are far more disciplinary problems with a big class size of students.

In the first interview, Teacher A expressed no worry about the disciplinary problem in his classes. The students in his band one school are highly motivated. They work very hard and the school has high expectations of them. As his classes were split into half with another foreign teacher, he could have more time to teach and speak to each student. His focus was entirely placed on teaching the English language rather than disciplining or motivating the students. From the observation of his classes, it was also clear that he could achieve what he had planned before each lesson. The students were very attentive and hard-working. Though some of them were bored and tired, they would not distract others and keep silent in their seats. Even in the 4E class where students were a bit naughty and talkative, there was no serious disciplinary problem. Teacher A could still manage it and continue the lesson.

The experiences shared by Teacher B, Teacher C and Teacher D are very similar, for all of them are teaching in lower band schools. There are some classes which have extremely serious disciplinary problems. They have to think of different ways of dealing with the students. Though Teacher B is very depressed by his heavy workload and the poor English achievements of the students, he still maintains that the discipline problems in Hong Kong are not too serious, because the schools generally have a good discipline structure. When the structure is insisted on in school, teachers are given support to handle the disciplinary problems. He believes he is very fortunate because the common disciplinary problems he faces in the classroom are sleeping and talking. In fact, the local teacher with whom he team-teaches can always solve the problem for him. During the observation, it was noticed that the local teachers in all his classes mainly did the disciplinary work. They would warn the students and even threaten them

if they behaved badly in class. Sometimes, Teacher B would do the disciplinary work by himself.

> '*Sometimes I'd ask the students to stay back after class to do the work they didn't do in class, or talk with them after school. I think that s all I had to do. There was one boy today who didn't work at all, so I took him to the discipline master*.' (excerpted from the first interview with Teacher B)

Without any help from local teachers, both Teacher C and Teacher D have to solve the disciplinary problems by themselves. Both of them admitted that their strong and flexible character enabled them to manage the classroom discipline. Teacher C described two of her Form 3 classes as 'zoos' because the students were as wild as animals. Though she might exaggerate the situation to some extent, she finally knew how to manage these poorly-motivated students with serious disciplinary problems:

> '*I don't punish the students so much. I'll become very calm. Even when I'm angry I'll find some other way to punish them, so keep looking at them for one minute or move students or ask them to stand up for the whole lesson*.' (excerpted from the second interview with Teacher C)

She notices that the students know when she gets angry now, because some students will ask the others to keep quiet at that moment. She thinks it is important for the NETs to be reasonable in handling the disciplinary matters. Students should understand that they deserve punishment, and the teachers should praise them as much as they can when the students improve.

Teacher D prefers using body language to deal with disciplinary problems. She would use a lot of gestures to make students sit down or change their seats. Sometimes, the problem is so serious that she has to show her strong character by picking up the chair or desk in order to frighten the students. The use of body language always takes up lots of energy, which makes her feel extremely tired after school each day. She further complains that local teachers find it

hard to understand her because she is believed not to use the books and just to play games with students. These opinions depress her deeply since she is consuming her energy for the students every day.

5.2.3.3 Teaching styles

Though it is commonly believed that the NETs will adopt a communicative approach to teach students, like playing games with them, the students ‘questionnaires revealed that the most common classroom activities for all junior students in the four schools were based on the traditional teaching approach. These learning activities included 'listening to teacher', 'answering teacher's questions' and 'grammar exercises'. For senior students, there were more interactive classroom activities like 'group discussion', 'pair work' and 'oral presentation'.

Although Teacher A likes to teach students in a more interactive and relaxed way, he cannot do many songs and games with students because the curriculum in a band one school is extremely tight. He believes students can learn lots through songs and games but the activities are time-consuming. Itis not appropriate to do many songs and games in the current language-learning atmosphere in Hong Kong:

> '*I'm surprised at the amount of grammar work that the students do ... and for the local students ... learning English means learning grammar. You can't really step away from it too much because they'll feel a little bit uncertain of what is going on ... I think the songs and games have their place, but maybe better in the primary school or certainly in the junior forms of secondary schools. We tend to move away from that ... and we do it in Form 2 as a transition period between the beginning of secondary school and moving on to Form 3 or Form 4 ... and then you have the HKCEE.* '(excerpted from the last interview with Teacher A)

From the observation of his classes, no major difference was seen in his teaching style from that of the local teachers. Teacher's talk dominated most of the time in junior classes. Students needed to hear the instructions first, practise with classmates and demonstrate the conversations in front of the class. When students are used to conducting their discussions in Cantonese, they learn little in each lesson. Their listening skills may improve a bit when they are forced to listen to the more fluent native English during each lesson.

In lower band schools, the situation is even more complex. On the one hand, the NETs hope to adopt a more communicative approach to interest the students; on the other hand, they should strike a balance with the disciplinary problems. Should they teach students in a too innovative or relaxing way, students will take advantage of that and initiate some disciplinary problems. In fact, most of students in lower band schools are unmotivated in learning English. Besides, the NETs are expected to consider the requirements of the examination-oriented curriculum when they design the classroom activities.

From the classroom observations, the way in which Teacher B carried out the lesson was similar to that of Teacher A. Students were going through a serious of routine activities: hear the instructions first, practise with classmates and demonstrate the conversations in front of the class. In Teacher B's classes, the class size was bigger and there were more inattentive and badly-behaved students. Though the local teachers helped a lot with the discipline management, Teacher B still needed to stop at many points during the lesson in order to discipline the students. Apparently, only a small portion of students in each class could really learn English. Instead of considering a suitable kind of teaching style, Teacher B focuses on how to motivate students. He tries to find the activities which interest them so that they can keep interacting with him and talking with him. He also finds that most students in his band five school feel disillusioned about everything. Actually, he feels uncertain of how to motivate them:

'*Maybe some competitions ... this system teaches the students that the only way to succeed in life is by getting to the top ... but actually I think that's not true ... education isn't about getting to a band-one school or to the top . education is about being equipped for life*.' (excerpted from the second interview with Teacher B)

Teacher C admits that no matter what kinds of teaching style she adopts, the most important thing to do is the classroom management matter, with a class size of 40 to 45 students. She tries to interest the students and get them to talk in class, but the class will soon become too noisy for her to carry on her instructions or teaching. Though she notices that students will not speak in English during pair work or group discussions, she cannot avoid it by her own effort. When she asks one student up to answer questions, s/he can do that, but the other 39 students are talking in Cantonese too. In the end, she has been successful in letting at least some students understand that they should keep silent when teachers talk.

Teacher D shares the same opinion with Teacher C's. Additionally, she would give a lot of positive feedback like 'good', 'well done' and 'I like that' during the lesson. She believes these sorts of quick comments can encourage students to give more responses. She also encourages a variety of open-ended answers, not just one unique answer. She hopes the students will be more creative in their learning and use of English. Meanwhile, she admits that she should not be too innovative in designing the classroom activities. She would get a lot of trouble with students' discipline when the activity fails in the class.

In brief, for the NETs in lower band schools, their choice of class activities for junior students is based on whether the activities will interest the students. For senior students, the main focus is on whether the activities are related to the examination requirements. In the actual classroom situation of Hong Kong schools, they feel they are bound to have little achievement, with the big class size, unmotivated students and the disciplinary problems. They are forced to talk more during the lesson, since students' English is limited. Their teaching approach cannot be too communicative for fear of serious disciplinary problems.

5.2.3.4 Students' perspectives

From the students' questionnaires, their choice of classroom activities reflected that students, whether in band 1 or in band 5, were extremely examination-oriented. However, they still admit the value of a NET in the school and hope to be continually taught by a NET.

Most students in all four schools like 'songs and games' and 'watching TV/films' because they think these activities are interesting and relaxing (*Appendix G, Figure A.3, A.4, B.3, B.4, C.3, C.4, D.3, D.4*). Only a few of them believe they can practise more English through the activities. In fact, these activities, together with 'copying and memorizing' are regarded as the most unhelpful classroom activities for learning English. Students hold the view that 'songs and games' and 'watching films' are not learning activities. They can play but cannot learn English during these activities (*Appendix G Figure A.12, A.13, B.12, B.13, C.12, C.13, D.12, D.13*). Actually, 'songs and games' should have their value in English learning, but many students tend to choose 'grammar exercise', 'vocabulary exercise' or 'group discussion' as the most help activities. They believe that they can have more practice related to the examination through these activities (*Appendix G, Figure A.9, A.10, B.9, B.10, C.9,C.10, D.9, D.10*). Interestingly, 'grammar exercise' and 'vocabulary exercise' are also the most unfavourite classroom activities because students think that they are too boring. However, at the same time, students should face the examination reality and admit that they are useful for higher grades.

Generally speaking, both junior and senior students hold similar comments on how the NET can better help them improve their English (*Appendix G, Figure A.16, A.17, B.16, B.17, C.16, C.17, D.16, D.17*). They believe that the NET should adopt more interesting teaching methods to raise their interest in learning English. The NET should also talk more with them out of the class, just like friends, which can further improve their listening and speaking skills. In lower

band schools, students hope that the NETs can learn Cantonese, or they can speak English slowly and use simpler English words.

Both junior and senior students like the NET in the school, and they also enjoy the lessons taught by the NET. More senior students tend to disagree that one NET is enough in the school. As the NETs conduct more interesting activities in junior forms, more junior students agree that the NET can raise their interest in learning English and they can speak more English during the lesson. Apparently, both forms of students admit there is a much greater improvement in listening and speaking ability than in reading and writing ability. Finally, all of them agree that they hope to be taught by a NET the next year.

5.2.4 Positive Experience

While there are many problems for the NETs to adapt to the culture and classrooms of Hong Kong, they can still taste some positive experiences from many other aspects of life here. The experience of being a NET in Hong Kong is not necessarily wholly problematic and troublesome.

Being a NET in a band one school, Teacher A can always conduct his lessons smoothly. The most positive experience originates from students' great motivation and desire to learn. He greatly appreciates the students, saying that they are wonderful children with excellent outlook and potential.

Teacher B, though he can gain satisfaction from all his classes, still admits that he feels very happy to teach in Hong Kong. Actually he has made a lot of friends with Form 7 students in his school. They still keep in contact after they leave school. He has also gained some positive experiences in the drama and debating activities, and in some lessons in junior classes that worked.

Similarly, Teacher C feels happy when the students participate in all the activities, and they achieve the aims of the lesson. She feels especially excited when students sometimes come up to her after class and say 'I had fun today' or 'I liked the class today'. Some of her students will practice what they have learnt out of the classroom. During the lesson, she feels satisfied when she jokes around, and the students understand her jokes and laugh with her. Students also like her as a foreigner rather than an English teacher. There are only 2 visitors to her English Corner each week but over 250 students applied for her Japanese Club and 100 for the French Club.

For Teacher D, the most positive experience is to be with the students. She feels extremely happy when the students understand her body language and they are able to express themselves in English to her. She also receives a kind of satisfaction and respect when every student focuses on what she is saying on some special occasions in the school.

Generally speaking, the positive experiences of all the seven respondents in the questionnaires are related to the achievement of students. They feel satisfied when the students learn through the activities, especially when they see the improvement in students' speaking and listening abilities. Most of them also enjoy the times when they joke with students and laugh with them.

5.3 The Induction Programme

Many NETs who participated in the induction programme claimed that it was very useful for them to understand the culture and education system in Hong Kong. As most of the NETs came in the middle of August, the induction programme provided them with valuable information for their quick adaptation to Hong Kong within one week before the school semester began in September.

5.3.1 The Design of the Induction Programme

Until now, there has been three induction programmes conducted for the newly-arrived NETs. The design of the latest one in September 2022 was a bit different from the previous two. The first one was conducted by the School of Professional and Continuing Education of the University of Hong Kong, while the second one was conducted by the Hong Kong Institute of Education. These two induction programmes lasted for several days. The discussions were conducted by some teacher educators.

The latest one was conducted at the City University of Hong Kong by the Native English-speaking Teacher Association (NESTA). The programme was divided into two parts. The first part was at the City University from August 22 to 25 while the second part was at the British Council on September 16 and September 30. All the discussions were conducted by some experienced NETs.

The newly-arrived NETs were given a booklet on the first day of the induction programme. The information provided in the booklet included the programmes for the whole induction period and the NET Teacher Survival Guide. The guide contained almost everything the NETs needed to know about living and teaching in Hong Kong. The first section is the life in Hong Kong, consisting of: place of living, procedures for renting a flat, the cost of living, taxes, the MPF scheme, health insurance and leisure activities. The second section is about the education system in Hong Kong, including the structure of the education system, different types of schools in Hong Kong, problems in the education system and the current reform of the education system. The third section is about the role of a NET. Descriptions were provided of what a NET's typical day and typical year would be like in the school. Most importantly, suggestions were made on how to get on with local colleagues. The last section is about the students in Hong Kong, including their English standard and about the teenage life in Hong Kong.

In the first four days of the induction programme, most of the time was arranged to provide the NETs with information through talks. On Day 1, there are orientations about their immediate needs in Hong Kong, the NESTA, Chinese culture and youth culture. On Day 2, two talks were arranged about an overview of the education system in Hong Kong and the description of a typical school day of a NET. On Day 3,the focus was on the introduction and discussion of the NET scheme itself. On Day 4,two talks were arranged about the English language curriculum in Hong Kong and the current government initiatives. Video tapes were also presented about a typical English lesson from Band 1 and Band 5 schools. The programme each day ended with a small group discussion in which the newly-arrived NETs could ask questions and share experience with others.

The second part of the induction programme began two weeks after the school semester started. Day 5 programme was conducted on September 16. The programme focused on small group 'workshop' sessions to share opinions about different types of English extra-curricular activities and classroom management skills. Day 6 programme was conducted on September 30 in which classroom activities and the examination system were discussed.

5.3.2 Comments and Suggestions

Comments and suggestions on the induction programme were collected from four sources: the evaluation report of the NESTA, an interview with the secretary of the NESTA, the NETs who participated in the induction programme and personal observations on the induction. In general, the induction programme is believed to be useful and the division of the programme is strongly supported, though some areas need further improvement.

According to the evaluation report of the NESTA, it is advantageous for the NESTA to organize the induction programme. As the members of the NESTA are all previous NETs with at least two years' teaching experience in Hong Kong, they can deal with most questions and problems

and important issues through their direct experience, which creates a feeling of confidence in the new teachers and leads to a positive atmosphere during all sessions of the induction. The timing and location of the induction were fine, except there were some complaints about the final session (Day 6) which coincided with a long weekend. On average, there was a high attendance rate which was between 86% and 62%.

The most successful sections of the programme, as commented on by the NETs, were the discussions involving other teachers including the 'old' NETs and panel chairs on Day 3. They also appreciated the overview of the education system since they knew little or nothing about it before they arrived. All the 'workshop' sessions on the Saturday mornings in September (second part of the induction) were found to be very useful for the NETs because of their emphasis on practical tips. The organizers of the next induction programme should consider continuing these sessions. They may add a talk on the difficulties encountered by Cantonese speakers when learning English, and there should be more directions given by the NET helpers to the newly-arrived NETs involved in the sharing sessions.

The secretary of the NESTA also supported the above comments. She has been teaching in Hong Kong since 1998. She is now teaching in a band-five Chinese-medium secondary school. Generally speaking, she believes the induction programme held by the NESTA is the most successful one, since the NETs can share more practical ideas with others. She thinks further improvement can be made on the timing:

> '*The timing is not quite right ... because schools start to put demands on teachers to come to their own staff meetings about the same time ... so we would always have a bit of a drop-out problem*.'(excerpted from the interview with the secretary)

She also suggests that there should be more input on school culture and on survival techniques in the first few days. She thinks it is important to have the second phase of the induction

programme as a follow-up. The newly-arrived NETs can then share more concrete ideas and teaching experience in Hong Kong with the others, after being in the classrooms.

The four subjects of the present study have also very positive comments about the induction programme. Teacher A thinks the most useful areas are the information about cultural differences and the anecdotes about real situations from experienced NET teachers, but he believes there should be more time for small group discussions and questions. He also suggests the induction programme should have more school principals so that they can understand more about the NETs. It is important for them to be inducted as well, in terms of dealing with NET teachers.

Teacher B finds the sample lessons and the local knowledge about Hong Kong the most useful. He especially likes the talks held in September on specific classroom activities because the NETs can participate more in the discussion after they have had realistic experience in the classroom.

Teacher C thinks the induction programme is informative in all areas from administrative material to the situations in the classroom. As a band five teacher, she hopes there will be a special group discussion on the workings of Band 5 schools and vocational schools, to give the new NETs some idea of what to expect. There should also be more time to speak to a variety of both new and old NETs about their experience.

Teacher D thinks it is useful to meet the other new NETs and get useful phone numbers. She recommends that there should be a session about examination training, because she thinks it is very hard to teach Form 4 to Form 7 students when she does not know the format of the examinations and how to give marks.

The questionnaire respondents also believe that the most useful area in the induction programme is to talk and share opinions and experience with the old NETs. Some of them

suggest there should be a couple of social activities during the induction period such as an afternoon trip to the Peak.

From personal observations on Day 6, each session of the programme was well-planned. The 'workshop' sessions were the most useful since the NETs could share valuable experiences with others. For example, they showed each other examples of workable teaching materials for lower band school. They learnt some practical skills of classroom management, such as turning off the fan, in order to let students ask for this in English. Some old NETs shared their skills in dealing with class size or with disciplinary problems, for example, sticking photos on the sitting plan to help recognize the students, or 'using a pistol' to show the NET is angry and not joking. The new NETs were also reminded to set classroom questions without key answers so that students could be trained to be more creative. The use of themed lessons also interests students and motivates them to participate.

On the whole, it is suggested that the future induction programme should be organized in a similar way to the latest one in 2000. The organizers should remain some direct and effective sharing of experience between the new NETs and the old NETs. The new NETs can gain some cultural and background information on the education system in the first half of the induction. With more experience in local classrooms, they can participate more in the discussions in the second half of the programme, and the time of discussion should be longer. In addition, the organizers may include some information about school culture or a particular session on band 5 NETs. The induction programme will be more relaxing if one or two afternoon trips can be arranged.

5.4 Recommendations for the Improvement of the NET Scheme

In order to improve the implementation of the NET scheme, there should be collaborative efforts made between the Education Department, the school authorities and the NETs. The

Education Department is the recruiter of the whole scheme; the school authority is the facilitator, while the NETs are the participants. It is important to gain triangular supports and improvements for the whole scheme.

5.4.1 The Education Department

Lots of complaints have been made to the Education Department about the recruitment process and the allocation arrangement of the NET scheme. The examination-oriented education system has also been blamed for the limited achievement of the NETs in the school. In order to enable students to learn in an English environment better, some improvements should be made before the next recruitment procedures start.

5.4.1.1 The recruitment process

Apart from professional qualifications and teaching experience, the Education Department should also consider the personal characteristics of the applicant, especially those who would be allocated to lower band schools. It is widely believed that most NETs in lower band schools find it difficult to adapt to the school. The three cases of NETs who are in lower band schools reveal some unique characteristics for a NET to successfully adapt.

For the NETs who are allocated to band five schools, it is extremely important for them to be young, flexible, strong, with strong sense of humor and with teaching experience in foreign countries. Both Teacher C and Teacher D are very young NETs. When they faced the difficulties in band five schools, they would complain, but at the same time, they were thinking of ways to solve the problems by lowering their expectations or amending their teaching styles. Compared with them, Teacher B is a bit lucky because he could team-teach with local teachers who would solve most disciplinary problems for him. However, based on his previous 20 years' teaching

experience in Australia, he could not really accept students with extremely low English proficiency and poor discipline in his class. He was greatly depressed by the low achievement of his students. He even admitted he would not re-new his contract next year, and he has been planning to retire after finishing the teaching post in Hong Kong. By contrast, the young teachers have greater enthusiasm in facing and overcoming the challenges in lower band schools.

Teacher C also believes the NETs in Band 5 school need a certain kind of flexibility. For example, in one afternoon after school, a student spoke some foul language to her on the street. She just ignored it because it was impossible to remember his face owing to the large number of her students in the school. After all, it is no use for punishment or detention afterwards. She also believes that a NET in Band 5 should have teaching experience in different countries. As she has met students with low motivation, just like Hong Kong students, before, she would be more prepared to face the challenge and would not feel depressed too easily.

The NETs in band 5 should also be strong in personality. Classroom management is very difficult and the NETs need to have a range of management techniques. What they used before may not work in Hong Kong classrooms. The NETs should be dominant enough to tolerate some difficult times. They need to have a lot of personal resources, and not to become depressed when they find the students really do not want to learn English. When they go through low days, it is important for them to have courage to recover.

A strong sense of humor is also important for NETs in all bands of schools. In order motivate students to learn, the NETs should have a lot of teaching strategies and jokes to interest the students. It is expected by the students that they will have fun in the class of a foreign language teacher. From the students' questionnaires in the study, all students think the NETs should adopt some interesting teaching methods to cultivate a less boring learning atmosphere.

It is also suggested that the Education Department should consider whether English is a foreign or a second language in Hong Kong. If English is better regarded as a foreign language, the NETs should also have certain years' experience of teaching English as a foreign language rather than a second language.

Before the recruitment process, it is important for the Education Department to provide the applicants with more information about the education system and classroom situations in Hong Kong. Most NETs complained that they knew of the banding system only when they arrived Hong Kong. Some of them even learnt about the education system in Hong Kong from the induction programme. Though every NET was given a video tape about the classroom situation in Hong Kong, the secretary of the NESTA strongly rejected its usefulness:

> '*I really don t think the ED knows what school is like on a daily basis and what the teacher would like to know ... that video is useless ... it doesn't show the difference or explain the difference*.' (excerpted from the interview with the secretary)

She hopes the future NETs can get more information before they take up the teaching post. It is unfair to NETs if they are still coming to Hong Kong as blindly as she did in 1998.

5.4.1.2 Allocation of schools

Adaptation to the school always becomes difficult if there is miscommunication between the NETs and the school. At present, the NETs are allocated to each school by the Education Department, except for those who would like to employ the NETs on their own. There is no concrete guidelines or requirements for the allocation arrangement. Teacher B, Teacher C and Teacher D also do not understand why they were allocated to the lower band schools.

There should be a better match between the school situation and the potential of the NET. For example, a NET who is proficient in English drama is better suited to teach in a school with a

Drama Club. The NET will then enjoy the teaching in the school more. In order to achieve a better match, the Education Department could require all schools to apply for the allocation of NETs. The schools have to state in an application form their proposed use of the NET, as an oral English teacher or as a general English teacher or as an integration of both. Meanwhile, the range of extra-curricular activities available in the school should also be mentioned. Based on the information gained from the application form, the Education Department can examine the potential of the NETs and allocate one who suits the school situation most. The NET could arrive in Hong Kong earlier, to adapt to the social and school life. For those who are unable to do so, frequent communication through e-mails between the NET and the school before coming to Hong Kong is important. The NET can thus understand the school culture better, and they can be better prepared when they take the job.

5.4.1.3 Communication with the NETs

All the four subjects in the study complain that little support had been provided from the Education Department since they arrived in Hong Kong. The Education Department seems to be involved only in the recruitment process. The NETs cannot receive any further follow-up support from the Department.

Teacher A believes that some face-to-face contact with the people in the Education Department should be arranged for the NETs, to express their ideas and opinions to the Education Department. Teacher B thinks the Education Department should be more approachable. He cannot see any support given by the Department and wonders what exactly they have done for the NETs. Teacher C would like the lines of communication to be more open with the Education Department. She would like to see some information sessions with the Department so that they can hear about the problems that are occurring with NETs. Similarly, Teacher D strongly

recommends that the Education Department should provide some days for the NETs to gather socially to share experiences and solve problems.

5.4.1.4 Urgency for reform

Education reform cannot be achieved within a short period of time. The issue of the NETs in Hong Kong schools is complicated and involves many influential factors, such as the examination-oriented curriculum and the banding system. The NET scheme can be said to have highlighted that reform in the education system should be implemented without further delay, in order to avoid more disillusioned, unmotivated and examination-oriented students.

The Education Department must accept that Hong Kong students are too examination-oriented. The NETs can really do little communicative teaching because their classroom activities have all to be ultimately related to the examination-oriented curriculum. Otherwise, as experienced by Teacher A, students will complain that they learn nothing in the lesson because the teacher does not provide any grammar or vocabulary training. They prefer the NET to stick to the traditional approach of examination training, but with some games and jokes during the lesson to raise their interest. When the teacher is expected to teach oral and listening only, as experienced by Teacher B, most students still think the teacher should do more grammar exercises, rather than focus on listening to cassettes or playing language games. In other words, Hong Kong students are not yet prepared to accept a western approach of teaching because of the current examination-oriented education system. Teacher A strongly complained about the education system:

> '*I think the banding system works to damage the Hong Kong education system. It's very nice to teach in a band-one school but ... really it's terrible in band five, and the examination system is too university dominating. I think the university has too*

much influence on the curriculum.' (excerpted from the last interview with Teacher A)

However, Teacher B tended to hold a different view. He approved of the banding system and the examinations. As there are not enough places for tertiary education in Hong Kong, Hong Kong students are used to competing from their early schooling. It is totally different from the West or even Australia, where there are sufficient tertiary places for students and where it is a normal path for students to attend university. Besides, in order to compete with the students in mainland China and Singapore, it is necessary to have an examination system, to cultivate the elite in our society. If not, students' standard will further deteriorate. Examinations are therefore not welcome, but are a necessary evil.

It is difficult to say whether Teacher B's opinions are correct. In fact, the Education Department has already proposed the abolishing of some public examinations. The subject of streaming within schools is of course an interesting and much debated one worldwide. The Hong Kong Education Department's current reform should consider this carefully, but should concentrate on the top level of the education system. When there are more university places, as in western countries, students will no longer need to compete so vigorously for the limited places in tertiary education. They will have more choice in what they want to study, because there are enough university places. Competition can still exist at tertiary level with some universities regarded as more prestigious than others, and students will work hard to enter these. However, students will not be so examination-oriented in their primary and secondary education, since university education is guaranteed. They will be more motivated to learn their favourite subjects plus some core subjects like English language.

5.4.2 The School Authorities

Even though a potentially good NET is allocated to a school, good adaptation is not achieved without the collaboration and support from the school authorities. When arranging the duties of the NETs, the principal is advised to consider the role of the NET in the school and the value of team-teaching in the school.

Most NETs in lower band schools are allocated to teach all the oral classes in the school. They always complain that the teaching is boring and repetitive, and they cannot gain the same type of respect as a local teacher does. They cannot get much satisfaction from such teaching. In addition, most NETs are trained to be proficient English language teachers, with an array of teaching activities and strategies. When they are given oral classes only, they can apply only a very small portion of their teaching skills in the classroom.

In order to make use of the NETs in a broader and more effective way, school principals and panel teachers are encouraged to attend the NETs' induction programme as well. They can understand the NETs more and receive information of how to better prepare the NETs for their schools. It is important that schools consider giving the NETs one or two general English classes. The NETs can then gain some respects as true English teachers. The NETs can also apply more teaching skills and strategies in teaching general English, and both local teachers and students can benefit. Local teachers can take a look at the western way of teaching general English, and students can learn in a more innovative way.

The school may also help the NET organize some workshops for the local teachers. During the workshops, local teachers can have more opportunity to speak English through group discussions, which will gradually improve their listening and speaking abilities. The NET can share his/her teaching experience with the local teachers, which may directly improve the quality of teaching in the school. In fact, when the NET leaves the school, the school can still benefit if the local teachers have integrated both the NET's experience and their strategies into

their teaching. The NET can thus widen the local teachers' horizon in teaching English, and share with them their teaching experience in different cultural contexts.

5.4.2.1 The value of team-teaching

Given enough resources, team-teaching is better arranged as a kind of split-class teaching. It is an effective way to solve the problem of big class size because each teacher can thus take half of the class. The NET and the local teacher can still plan the lesson together, but they need to face the class and handle the problems on their own. It is also better for the NET to experience the realistic classroom teaching situation of Hong Kong. Teachers should conduct their teaching and do classroom management simultaneously.

However, with limited resources, it depends on the school to judge whether team-teaching is cost effective. Team-teaching is no doubt beneficial, for the local teachers can handle all the disciplinary matters so that the NET can conduct the teaching smoothly. The local teachers, as they understand students' language proficiency more, can always rephrase the NET's instructions into simpler English for them. On the other hand, there are certain flaws. As the discipline management is done by the local teacher, the NET cannot entirely experience a realistic Hong Kong classroom. Without realistic teaching experience, the NET cannot fully adapt to the school culture and classroom situation in Hong Kong. In addition, local teachers ‘medium of instruction is not guaranteed to be English. Some local teachers may explain the vocabulary and instructions for students in Cantonese.

5.4.3 The NETs

Since the first implementation of the NET scheme was in 1998, there are already some NETs in Hong Kong who have been teaching here. Their experience in adaptation can offer valuable

assistance for the newly-arrived NETs in future. Perhaps the most valuable advice the experienced NETs have to offer is that new NETs should try to gain support from as many different sources as possible, since teaching English in Hong Kong is never an easy job and can sometimes be quite depressing.

5.4.3.1 Cultivation of a social circle

It is important for the new NETs to establish a social circle. When they are having low days in school, they can share their negative experience with other NETs. For teachers in lower band schools, they may have regular meetings for sharing experience in tackling students' behavioral problems and in managing classroom disciplinary matters. The NETs can also exchange ideas within an internal e-mail network available to the NETs only.

5.4.3.2 Gaining support from local colleagues

The NETs should also try every means to gain support from local colleagues including local teachers and the panel teacher. When they have a good relationship with the panel teacher, the NETs can adapt to the current classroom situation better. The NETs should understand that every one in Hong Kong lives under stress. When they talk with local teachers, their approach should be simple and friendly. It is also important to help people as much as they can. In order to facilitate the management of classroom discipline, NETs should try to establish a good relationship with the discipline committee.

5.4.3.3 Participation in extra-curricular activities

The NETs should join more diversified extra-curricular activities. When they join other clubs besides the English society, the NETs can meet students with different interests. They can gain satisfaction through organizing some extra-curricular activities for the students. Students will be forced to speak more English to the NET during the interactions in these activities.

5.5 The Value of the NET Scheme

During the years since the NET scheme has been implemented, many complaints and suggestions have been raised in press reports or by some teacher educators. However, without a complete reform of the education system, the achievement of the NET scheme will always be very limited. It is perhaps better to be regarded in the meantime as a transitional scheme within the overall language teaching policy for Hong Kong.

The ultimate aim of the NET scheme is to increase students' English language exposure in the school. In practice, most students gain very little English improvement, since they only meet the NET for one single oral lesson every cycle, with a class size of 40 students. On average, each student can only talk with the NET for a few minutes each cycle.

From the NETs' point of view, they cannot achieve a lot during each lesson. The big class size and the students' poor proficiency in English force them to have more teacher talk during the lesson. When they speak more, students will have even less time to practise their spoken English. Thus, the most important role of the NETs in the school becomes one of joking with students, playing with them and trying in different ways to interest them. To their disappointment, most Hong Kong students are rigidly examination-oriented. This orientation forces them rather than motivates them to study. The interactive language activities designed

by the NETs cannot change this situation much. Moreover, many students reject learning through songs or games, as they think these activities cannot help with the examination.

The academic value of the NET scheme is restricted by the class size and by the educational system itself. However, the scheme still has its value. It is an important resource for all bands of schools because the NETs can always offer students the chance to see more and understand better how another society operates. The NETs also serve to broaden the views of local teachers, and give them some new ideas in teaching.

5.6 Business and Management Perspectives

From a business and management perspective, the NET scheme can be conceptualised as a large-scale human resource and organisational initiative, rather than merely a pedagogical intervention. One critical issue emerging from the findings relates to resource allocation and cost-effectiveness. Given the substantial financial investment involved, the relatively limited impact on students' overall English proficiency raises questions about efficiency and return on investment. The evidence suggests that the effectiveness of the scheme is constrained by systemic factors such as large class sizes, examination-oriented curricula, and limited opportunities for authentic language use. This indicates that, from a management standpoint, the NET scheme operates within an environment where inputs (e.g. recruitment of qualified NETs) are not adequately aligned with enabling conditions. Therefore, without parallel investments in structural reforms, the scheme risks being perceived as a high-cost intervention with modest outcomes, highlighting a classic tension between policy ambition and operational effectiveness.

Another important dimension concerns human resource management (HRM), particularly in relation to recruitment, retention, and staff motivation. The high turnover rate among NETs reflects challenges in international staff deployment, including cultural adjustment, role

ambiguity, and mismatch between expectations and actual working conditions. At the same time, perceived inequities in remuneration and benefits between NETs and local teachers have contributed to reduced morale and potential resistance within schools. From an HRM perspective, this points to the importance of equity, organisational justice, and employee engagement in shaping collaborative practices. The findings suggest that effective management of the NET scheme requires not only the recruitment of qualified personnel, but also the development of supportive working environments, clear role definitions, and fair reward structures that sustain both NETs and local teachers.

The study also highlights the significance of organisational culture and cross-cultural management in the implementation of the NET scheme. NETs are required to operate within a cultural and institutional context that differs markedly from their own professional backgrounds, leading to potential misalignment in teaching styles, classroom expectations, and communication patterns. This cultural distance can limit the effectiveness of NETs if not properly managed. From a management perspective, successful integration depends on the extent to which schools can foster an inclusive organisational culture that values diversity and promotes mutual adaptation. Mechanisms such as structured induction programmes, mentoring systems, and professional collaboration platforms are therefore essential in facilitating cross-cultural understanding and reducing marginalisation of expatriate staff.

In addition, the role of leadership and school-based management emerges as a crucial factor influencing the success of the scheme. The findings support the notion that effective utilisation of NETs depends heavily on the strategic direction set by school leaders, particularly principals and English panel heads. In schools where leadership promotes collaboration, shared vision, and clear communication, NETs are more likely to contribute meaningfully to curriculum development and classroom practice. Conversely, weak or ambiguous leadership results in underutilisation, with NETs often confined to peripheral roles such as oral English instruction. This reflects broader theories of instructional leadership and decentralised management, where

local decision-making capacity determines how resources are mobilised and integrated into school practices.

Finally, the implementation of the NET scheme can be understood through the lens of change management, as it represents a policy-driven attempt to transform language teaching practices in Hong Kong. The findings indicate that resistance from stakeholders, structural constraints, and misalignment between policy goals and classroom realities have limited the extent of change achieved. Effective change management would require clearer communication of objectives, stronger stakeholder engagement—including teachers, students, and parents—and alignment of institutional practices with policy intentions. Without such alignment, the scheme is likely to remain a supplementary initiative rather than a transformative force within the education system.

CHAPTER 6 – Conclusion

6.1 Pedagogical Implications

The NETs' western teaching approach- more student-centred and activity-based, is very important to language learning. Instead of the learners being spoon-fed, they are encouraged to express their own views and participate in collaborative language activities. However, when the NETs come into a classroom with a different cultural context, students' perspectives are different. Pedagogically speaking, the NETs should first understand the Hong Kong English learners, and then adapt their western teaching approach to Hong Kong classroom settings.

6.1.1 Understanding of the Learners

Many NETs have very high expectations of Hong Kong students before they come to Hong Kong. They have seen lots of extremely diligent and smart overseas students from Hong Kong in different foreign countries. However, these are the elite who represent only a small proportion of all Hong Kong students. The NETs must try to understand the learning philosophy and strategies of most Hong Kong Chinese learners.

Under the current examination-based school system, students are not encouraged to think creatively and critically. In the traditional teacher-centred classroom, they are not taught to develop problem-solving and team-work skills. Most of the teachers rely heavily on textbooks and stand in front of the class to deliver their teaching. Students are therefore used to having little interaction with their teachers during the language learning process. Scollon & Wong (1994) believe Confucian ideas on learning are deep-rooted in the mind of Asian students. Students tend to be extremely quiet in the classroom and are reluctant to ask or answer questions, because questioning is thought to imply that the teacher is not teaching well and

there is leaving unanswered questions. Scollon & Wong (1994) also remind foreign teachers of their role in the classroom:

> *In intercultural classrooms many problems arise because westerners tend to deny or at least play down any authority they actually have, which leaves Asians quite confused about just who is in charge* (p.22).

The NETs should understand that they cannot adopt some very communicative or innovative teaching approaches when they first walk into the classrooms. Most of the students cannot accept an entirely learner-oriented and activity-based teaching approach suddenly. Patience and time should be given to them in order to encourage their participation during the lesson. Eventually, the NETs may be able to change the students' Confucian ideas on learning, through more interactive language activities.

The NETs should also understand Hong Kong students' motivation in learning English. Since most of them are instrumentally-motivated learners, the preparation and practice for school examination or public examinations are their ultimate goal in each lesson. The NETs should realise that they can do little to change this motivation, as long as the examination-oriented curriculum still exists in the education system.

6.1.2 Adaptation of the teaching style

With an increased understanding of Hong Kong students, the NETs should therefore strike a balance between innovative teaching approaches and the students' Confucian ideas on learning. Some changes in the NETs' teaching styles are required to suit the students' learning habits and their level of English proficiency.

Teachers should be prepared to face a classroom situation where students are unwilling to answer questions and to participate actively in the class. There has to be a lot of teacher talk, with a sense of humor and some lighted-hearted approaches, in order to motivate students to participate in the activities. Smiles and positive feedback are always essential. Meanwhile, teachers need to observe whether the students understand their English. For low-ability students, it may be necessary to speak much slower and to use the simplest wordings. Whether team-teaching with local teachers or not, the NETs should themselves try to deal with disciplinary problems. They can then understand students' behaviour better.

The NETs should pay special attention to designing classroom activities. 'Songs and games' seem to be more welcome, but students always perceive them as useless, because they cannot see a direct link between these activities and the examinations. 'Grammar exercises' or 'copying and memorizing' are not welcomed by the students, but they believe these activities are essential for preparing for the examinations. 'Reading aloud' is good for the students to practise speaking, but most students will find it extremely embarrassing to stand up and speak English in front of all their classmates. In some of the worst cases, students may be totally discouraged from learning when they have once been sneered at by their classmates.

6.2 Limitations of the Present Study

As an example of a case study research, the collection of data in the current study relies heavily on the cooperation of the subjects. All the arrangements for interviews and classroom observations depend on the time given and willingness of the subjects. As the researcher cannot control or guarantee the amount of data collected, a limitation of the current study lies in aspects of the data collection process.

The first limitation arises from the classroom observations. Two teachers, one in a band one school and the other in a band two school, felt free to be observed for one whole day during the first semester. The data collected during the classroom observations were very valuable in revealing the reality of the teaching situation where teachers both conduct the teaching and deal with disciplinary matter. However, for the other two teachers who are in lower band schools, it was understandable that they would not want to be observed because of their embarrassment at the extremely poor discipline of their students. Teacher D even admitted that her English panel chair refused to allow any classroom observation of English classes.

The second limitation relates to the interviews. All subjects were interviewed at least three times during the research period. Teacher A, Teacher B and Teacher C agreed that the interviews with them could be tape-recorded, and field notes were also taken during and after the interviews. However, the interviews with Teacher D were not tape-recorded since she was reluctant to allow this. In order to gain some authentic data from her, detailed field notes were taken during the interviews. Some of her unique and representative opinions were directly dictated and taken down verbatim. Fortunately, the opinions expressed in her questionnaire compensated to some extent for possible data loss during the interview. In addition, the English panel chair in Teacher A's school was also reluctant to be tape-recorded, so field notes were all that was possible during this interview.

Finally, the sources of data collection could have been more diversified. In the study, the data collected were mostly from the NETs' and the students' perspectives. There was not much input from the school authorities. Due to time-pressures, interviews could be successfully arranged only with one English panel chair, in Teacher A's band one secondary school. There is therefore a lack of data from the school authorities in the lower band schools. In addition, students' perspectives were derived entirely from the answers to their questionnaires. Interviews with students could not be successfully arranged during the data collection period, since it proved too inconvenient and impractical to arrange the suitable time.

However, despite these limitations in the data collection process of the current study, the combination of data collected from the NETs through interviews, classroom observations and questionnaires give a very realistic picture of their adaptation to teaching English in Hong Kong. Together with the data collected from students through the questionnaires, the NETs' teaching styles in Hong Kong classrooms can also be illuminated. Hence some concrete recommendations to improve the NET scheme can be drawn, based on the data collected and the analysis of the results.

6.3 Implications for Further Research

The present study has provided, through a detailed and multi-faceted examination of four newly-employed NETs, valuable information on differences in pedagogical expectations and practice between NETs and local English teachers, and on possible problems for the NETs of cultural and classroom adaptation. So far, only a few research studies and seminars have been conducted on the NET issue. Moreover, the current study covers only a small portion of the research area. Hence there is clearly ample scope for further research about the NET scheme.

Similar multi-case studies could be conducted with more variety in school banding and with more nationality difference among the subject NET teachers. In the current study, one subject is from a band one school, while the other three are from band four or band five lower band schools. Necessary cultural and classroom adaptations have been compared between NETs in the band one school and in the lower band schools. NETs who are in middle band schools may have their own and different, adaptation problems. A more extensive comparison among NETs in higher band, middle band and lower band schools would produce data for a comprehensive analysis of the differing adaptation situations for the various NETs within the scheme.

The nationality factor is especially worth further analysis. In the present study, all the subjects selected were of the same nationality, namely Australian. This had the advantage that, since the nationality variation remained constant, a more focused study could be conducted on other factors in the NETs' cultural and pedagogical adaptation to Hong Kong. However, since the total body of NETs come from different English-speaking countries, there will be such factors as significant accent difference among the NETs from different countries which would be of interest. In fact, even in the current study it was observed that NETs can have different accents even though they come from the same country- Australia. Some of them live in different parts of the country, while others have long taught in other foreign countries. It would be valuable to study how the students adapt to accent differences with the second or third NETs in their school. From the NETs' perspective, further research could be conducted on how NETs with different cultural backgrounds adapt to the Hong Kong classrooms. Teaching styles used in different countries may be more or less adaptable to Hong Kong students.

An important dimension for future development of the NET scheme lies in the systematic incorporation of parental perspectives into policy review and school-level implementation. As highlighted throughout the study, parents in Hong Kong often hold strong expectations regarding academic achievement and English proficiency, with a clear preference for approaches that align with examination success and future career prospects. These expectations significantly shape school practices and student learning behaviours, often reinforcing teacher-centred and assessment-driven instruction. Therefore, engaging parents as key stakeholders through structured consultation mechanisms—such as surveys, focus groups, and school-based forums—would provide valuable insights into their priorities and concerns. This would also allow policymakers to identify areas of misalignment between pedagogical innovation and parental expectations, thereby facilitating more contextually grounded reforms to the NET scheme.

At the same time, there is a need to enhance parent understanding of the broader educational value of communicative and student-centred approaches that NETs typically promote. Many parents may perceive such approaches as less directly relevant to examination performance, despite their long-term benefits for language proficiency and learner autonomy. Schools could play a proactive role by strengthening home-school communication, organising parent education programmes, and demonstrating the impact of interactive pedagogies on students' listening and speaking development. By bridging the gap between parental expectations and contemporary language teaching practices, a more supportive environment can be created for pedagogical innovation. Ultimately, recognising parents as active partners rather than passive observers will contribute to a more holistic and sustainable implementation of the NET scheme.

6.4 Summary and Conclusion

The current multi-case study has observed in depth four newly-arrived NETs over a period of nearly seven months. Interviews, observations and questionnaires were conducted during the research period in order to collect more authentic, objective and representative data on the NETs' adaptation to the Hong Kong school situation. Since three of the subjects come from lower band schools, the results of the study may be especially useful for future NETs who are allocated to such lower band schools.

Different schools have different school cultures, but generally speaking, there are four major challenges for the NETs in adapting to Hong Kong classrooms: large class size, unmotivated students, low proficiency in English, and disciplinary problems. The NETs can alleviate these difficulties by splitting the classes where possible with local teachers, by adopting innovative but still culturally acceptable classroom activities, and by slowing the speed of delivery of the English instructions. From the students side, they may be expected to gradually change their

Confucian ideas of learning if they are frequently exposed to western kind of teaching approaches and to interactive language teaching activities.

In order to improve the NET scheme, the Education Department, the school authorities and the NETs themselves should equally take the responsibility. Most importantly, the Education Department should consider the applicants' personal characteristics during the recruitment process. There could be thus better arrangements for the allocation of schools. From the point of view of the school authorities, they need to consider whether the NET in the school should be allowed to handle some general English classes and not be restricted to oral work, and also whether more effort should be given to effective team-teaching. For their part, the NETs should be prepared to make changes to their usual teaching styles in Hong Kong classrooms. Those who are allocated to lower band schools should ideally be young, flexible, strong, with a good sense of humor, and preferably with teaching experience in other foreign countries.

Finally, the effectiveness of the NET scheme depends heavily on the teachers ‘adaptation to the local classroom settings. The Education Department should clarify that the NET scheme is best regarded as a transitional scheme. While the scheme is being adopted in Hong Kong, local teachers should also be receiving more training to help them reach a high proficiency level of English. In the end, it must never be forgotten that local non-native English teachers have this great advantage, namely that they understand the difficulties for Hong Kong Chinese learners of English, since they have been learners of English themselves.

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SCM Post (3/2/1999) Banding system linked to murder SCM Post (5/3/1999) Exam culture is failing our students

SCM Post (15/3/1999) One in three overseas English teachers set to quit SCM Post (16/3/1999) English lessons

SCM Post (25/7/1999)Language problems

SCM Post (19/11/1999) Cruel system allows only minority to succeed

SCM Post (9/3/2000) Talk the talk of education

SCM Post (1/6/2000) Education fails to meet SAR's needs SCM Post (4/6/2000) Fairer schooling with two bands of hope SCM Post (10/7/2000) Too soon to rejoice in demise of tests SCM Post (9/12/2000) Anger over secondary allocation

SCM Post (10/1/2001) Project uses IT to add life to English learning

SCM Post (15/1/2001) Education system should aim to unearth the potential of children SCM Post (20/1/2001) 200 posts to fill in NET and international sectors

SCM Post (3/3/2001) Multi-link hopefuls warned to forget entry tests SCM Post (7/4/2001) Stuck with six hundred names to put to a face SCM Post (10/5/2001) Schools opt for English

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APPENDICES

Appendix A (Tables)

Table 1 Summary of the Evaluation Programmes on the NET scheme

DATE	SOURCE	NATURE OF STUDIES	TOPIC	BRIEF DESCRIPTION
17th April, 1999	The Hong Kong Standing Committee on Language Education & Research (SCOLAR)	Seminar	Native-speaking English Teachers (NETS) scheme for Hong Kong Secondary Schools	A seminar was conducted in Hong Kong Baptist University about the effectiveness of the NET scheme in Hong Kong secondary schools. Different educationalists including administrators, principals, local teachers, NET teachers and university representatives participated to share their beliefs and opinions on the NET scheme.
31st May, 1999	The Hong Kong Institute of Education (HKIE)	Surveys and Questionnaires	Monitoring & Evaluation of the Native-speaking English Teacher Scheme (MENETS)	This is an on-going two-year research project involving an in-depth and comprehensive investigation of the NET scheme. The objectives of the evaluation are to monitor the effectiveness of the induction programmes, examine the NETs' teaching approach, and investigate any effect on students' language proficiency and attitude.
February, 1999	Hong Kong Education Convergence	Surveys and Questionnaires	A survey on the NET scheme	As complaints were frequency made and problems arose early at the recruitment stage of the NET scheme, the questionnaires were designed to investigate the views of NETs on the scheme, the recruitment procedure, the school and the induction programme. 142 questionnaires were returned.
1999	Canadian Consulate General	Surveys and Questionnaires	A survey of the Canadian NET teachers	With a view to helping the Education Department improve the NET scheme, the questionnaire was designed to better understand the experiences of 80 Canadian teachers in Hong Kong. The results may provide reference for the Canadian teachers who are strongly interested in the scheme under the recruitment drive. The Canadian NET teachers' experiences and recommendations were included in the report of the questionnaire.

Source:

Standing Committee on Language Education and Research (SCOLAR). (1999). Native-speaking English Teacher (NET) Scheme for Hong Kong Secondary Schools. *Teachers' Professional Development Seminars*. Baptist University, Hong Kong, April 17, 1999.

Hong Kong Institute of Education (1999). *Monitoring & Evaluation of the Native-speaking English Teacher Scheme(MENETS)* (SCOLAR Reference No. E/02/98. First Interim Report, 1 November 1998-31 May 1999). Hong Kong: Author.

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Canadian Consulate General (1999). *A survey of the Canadian NET teachers*. Hong Kong: Canadian Consulate General.

Table 2 Research studies about the attitudes or motivations of Hong Kong students since 1994

Title of Articles/Studies	Year, (Vol., No.)	Source	Author name(s)
Motives and Methods: Motivation, Strategy Choice, and Language use among Secondary school students learning English in Hong Kong	1994	City Polytechnic Research Report no.39	Richards, S.
English and Chinese in Hong Kong: pre-1997 language attitudes	1994, 13, 1	World English	Penningon, M.C. Yue, F.
Young People's Command of Language	1995	The Hong Kong Federation of Youth Groups	nil
Language and Attitudes in the Transitional Period of Hong Kong	1996, 37	New Horizons in Education	Lai, E. F.
How do Secondary Students Perceive their English Learning Experience?	1996, 37	New Horizons in Education	Yu, C. Liu, N. F. Littlewood, W.
Hong Kong students and their English	1996	University of Hong Kong	Littlewood, W. Liu, N. F.
English in Hong Kong: Emergence and Decline	1996, 3, 2	Current Issues in Language & Society	Joseph, J. E.
Hong Kong Chinese Students' Approach towards English Language Learning Revisited	1997, 2, 1	HKPU Working Papers in ELT & Applied Linguistics	Tong, W. M.
English in Hong Kong	1997, 13, 3	English Today	Boyle, J.
Language Attitudes at the Handover: Communication and Identity in 1997 Hong Kong	1997, 18, 2	English World-Wide	Hyland, K.
English as a medium of instruction in post-1997 Hong Kong: What students, teachers, and parents think	1997, 28	Journal of Pragmatics	Tung, P. Lam, R. Tsang, W. K.
Current Language Attitudes of Hong Kong Chinese Adolescents and Young Adults	1998	In *Language in Hong Kong at Century's End*	Axler, M. Yang, A. Stevens, T.
By Carrot and by Rod: Extrinsic Motivation and English Attainment of Tertiary Students in Hong Kong	1998	In *Language in Hong Kong at Century's End*	Lin, A. Detaramani, C.
The Functions and Status of English in Hong Kong: A Post-1997 Update	1999, 20, 1	English World-Wide	Li, D. C.
Motivation to Learn English in Hong Kong	1999, 12, 3	Language, Culture and Curriculum	Lai, E. F.

Table 3 Money expected to be spent on the NET scheme

	1998-99	1999-00	2000-01	2001-02
(a) Salaries	$168.38m	$297.12m	$304.96m	$307.13m
(b) Passage and baggage allowance	$34.60m	$1.76m	$65.26m	$3.54m
(c) Special allowance	$68.70m	$121.23m	$124.43m	$125.32m
(d) Medical allowance	$1.79m	$3.17m	$3.25m	$3.28m
(e) Contract gratitude	0	0	$86.59m	$4.35m
Sub-total for remuneration package	$273.48	$423.30m	$584.51m	$443.64m
(f) Supply teachers	$8.42m	$1.48m	$1.52m	$1.53m
(g) Recruitment related expenses	$22.15m	$4.74m	$7.09m	$4.24m
(h) Evaluation	$3.0m	$12.0m	$1.5m	$1.5m
Offset by:- Costs of the English teacher posts in schools adopting Chinese as the teaching medium which will be filled by the new English teachers	(78.52m)	($139.07m)	($143.20m)	($144.35m)
TOTAL	**$220.93m**	**$302.45m**	**$451.42m**	**$306.56m**

Source:

HK Standard (18/11/1997). Government to spend $38m to recruit English Teachers.

Table 4 Terms commonly associated with quantitative and qualitative approaches to research

Qualitative Research	Quantitative Research
Advocates use of qualitative methods	Advocates use of quantitative methods
Concerned with understanding human behaviour from the actor's own frame of reference	Seeks facts or causes of social phenomena without regard to the subjective states of the individuals
Naturalistic and uncontrolled observation	Obtrusive and controlled measurement
Subjective	Objective
Close to the data: the 'insider" perspective	Removed from the data: the "outsider" perspective
Grounded, discovery-oriented, exploratory, expansionist, descriptive, and inductive	Ungrounded, verification-oriented, confirmatory, reductionist, inferential, and hypothetical-deductive
Process-oriented	Outcome-oriented
Valid: "real", "rich", and "deep" data	Reliable: "hard" and replicable data
Ungeneralisable: single case studies	Generalisable: multiple case studies
Assumes a dynamic reality	Assumes a stable reality

Source :

Nunan, D. (1992). *Research Methods in Language Learning*. New York: Cambridge University Press.

Table 5 Quantitative and Qualitatie research approaches

ORIENTATION	QUANTITATIVE	QUALITATIVE
Assumptions about the world	A single objective reality, i.e., measured by an instrument	Multiple realities, e.g., interviews of principal, teachers and students about a social situation
Research Purpose	Establish relationships between measured variables	Understanding a social situation from participants' perspectives
Research methods & process	Procedures (sequential steps) are established before study begins	Flexible, changing strategies; design emerges as data are collected
Prototypical study (Clearest example)	Experimental design to reduce error and bias	Ethnography using "disciplined subjectivity"
Researcher Role	Detached with use of Instrument	Prepared person becomes immersed in social situation
Importance of context	Goal of universal context-free generalizations	Goal of detailed context-bound generalizations

Source:

McMillan, J. and Schumacher, S. (1997). *Research in Education: A Conceptual Introduction*. New York: Addison-Wesley Educational Publishers Inc.

Table 6 Description of subjects

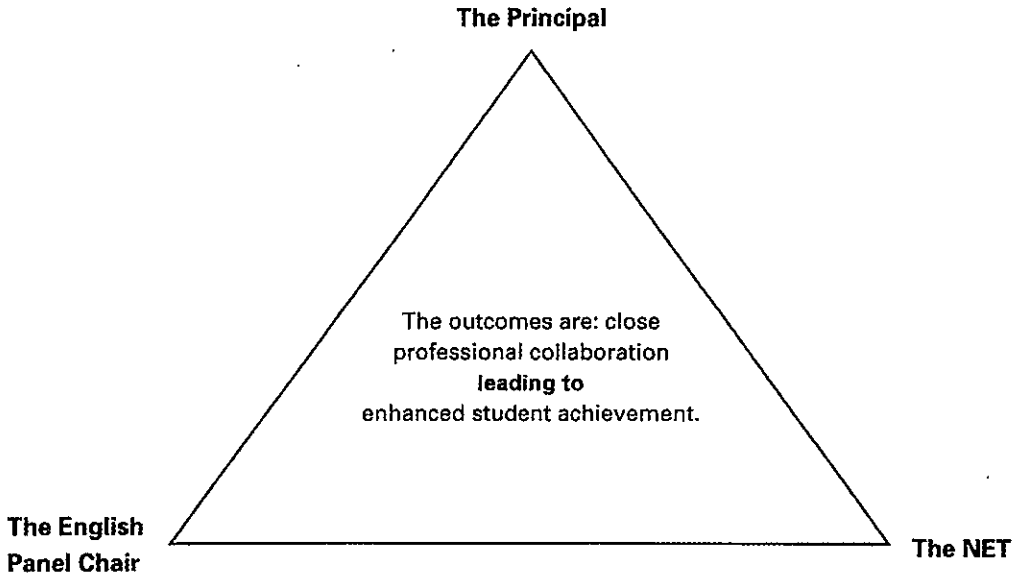
	Sex	*Nationality*	*Age*	*Teaching Experience*	*Teaching Experience in Southeast Asia*	*School Banding*	*Medium of Instruction*
Teacher A	Male	Australian	52	30 years in Australia	Nil	Band 1	English
Teacher B	Male	Australian	50	22 years in Australia and 2 years ESLT experience in Turkey	Nil	Band 5	Chinese
Teacher C	Female	Australian	30	4 years in Australia, 2 years in France, 2 years' in Britain and 2 years in Japan, totally 5 years of ESLT experience	2 years in Japan	Band 5	Chinese
Teacher D	Female	Australian	31	8 years in Australia with 1 year's ESLT experience	Nil	Band 4	Chinese

Table 7 Summary of the subjects' teaching duties and extra-curricular activities

	School Banding	*Medium of Instruction*	*Teaching Duties per cycle*	*Teaching Load per cycle*	*Extra-curricular activities*
Teacher A	Band 1	English	Full English: 2A (8 x 40mins) 6S (8 x 40mins) Oral (half class): All From 3 and Form 4 classes (10 x 40mins)	26 lessons (40mins each)	Debating Speech Festival Chore Speaking Badminton coaching (On average, the activities take 3 hours each week)
Teacher B	Band 5	Chinese	Oral & Listening(whole class): All classes from Form 1 to Form 5 Oral & Language System (whole class): All classes from Form 6 to Form 7	24 lessons (40mins each)	Debating Drama Speech Festival
Teacher C	Band 5	Chinese	Oral (whole class): All classes from Form 1 to Form 5 Assistant Form 1 teacher – lunch supervision Detention supervision (once every 4 months) Exam supervision Teacher Observation of English teachers (once a term)	34 lessons (40mins each)	English club (once every two months) English newsletter (once a month) English Airtime (once a month) English Room (3 lunchtimes a week) F.5 Oral practice (2 lunchtimes a week) Japanese Club (3 times a month) Advanced English Program Supervision (2 times a month)
Teacher D	Band 4	Chinese	Oral (whole class): Form 1A, 1B, 1C Form 2A, 2B, 2C Form 3A, 3B, 3C Form 4A, 4C Form 5A, 5B, 5C, 5D Form 6A, 6S Form 7A, 7S	29 lessons (40mins each)	English corner (every day after school & 3 lunchtimes per cycle) Proof-reading

Appendix B (Figures)

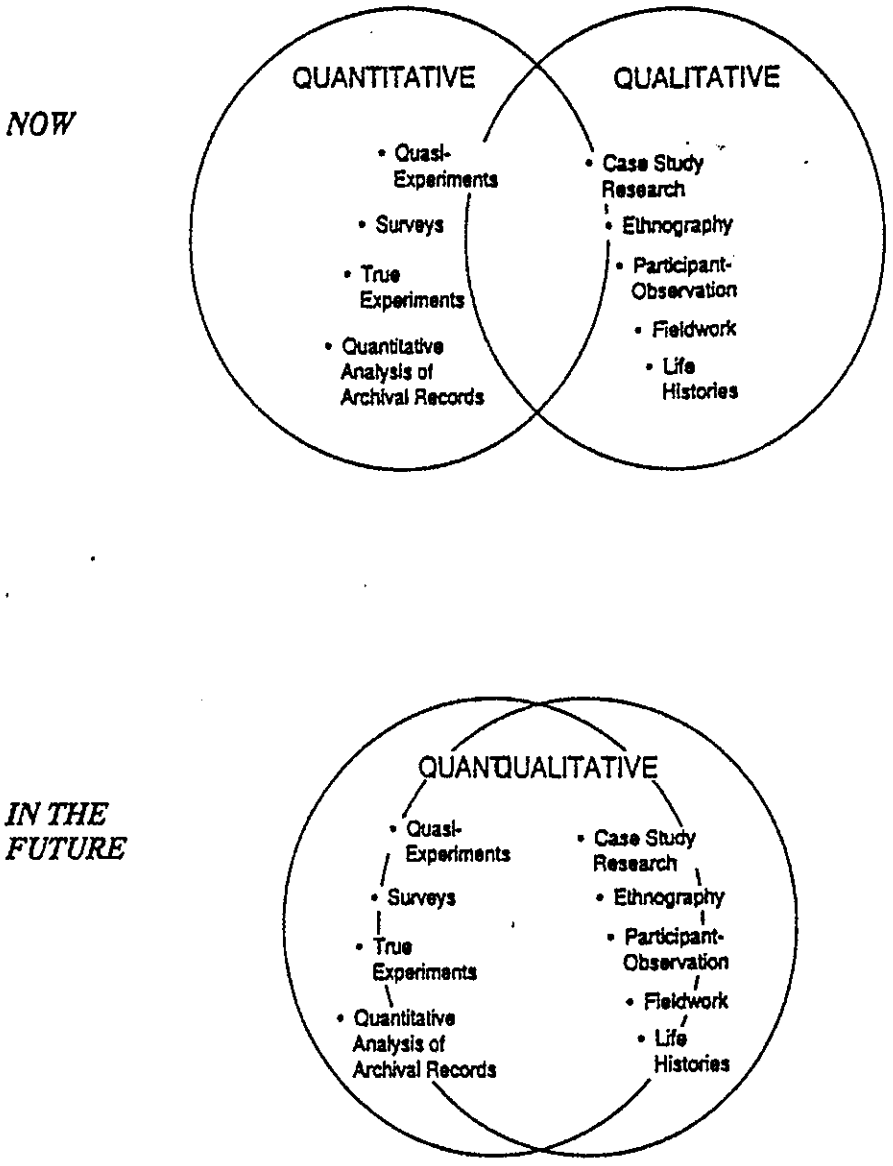
Figure 1 An ideal model of the NET scheme



Source:

Education Department (2000). *NET-WORKING: Examples of good professional practice within the NET scheme.* Hong Kong: Education Department, p.46.

Figure 2 A gradual integration of quantitative and qualitative research



Source:

Yin, R. (1994). *Discovering the Future of the Case Study Method in Evaluation Research*. Evaluation Practice. 15 (3), 283-90.

Appendix C (Forms)

Figure 1 The handout of the current study

Brief Introduction of the Thesis Research

TITLE

A Multi-Case Study of Four Newly employed Native English Teachers (NET) in Hong Kong Secondary Schools

SIGNIFICANCE

- ☺ Understand more the possible problems of cultural adaptations.
- ☺ Explore more the practical difficulties for the new arrival NETs.
- ☺ Provide useful findings for the design of the pedagogical and cultural content of future induction programmes.
- ☺ Enhance collaboration among the NETs, the schools and the students.

RESEARCH PERIOD

➢ 3 months only on two-week basis ➣

PERSONAL PARTICULARS

Name : Chu Shun Lung, Kenneth

Institute : Department of English, the Chinese University of Hong Kong

Contact no. : 9263 3270

E-mail : kenneth_csl@yahoo.com / s990364@mailserv.cuhk.edu.hk

Thank you very much for your sincere attention and help !

Figure 2 The reply slip

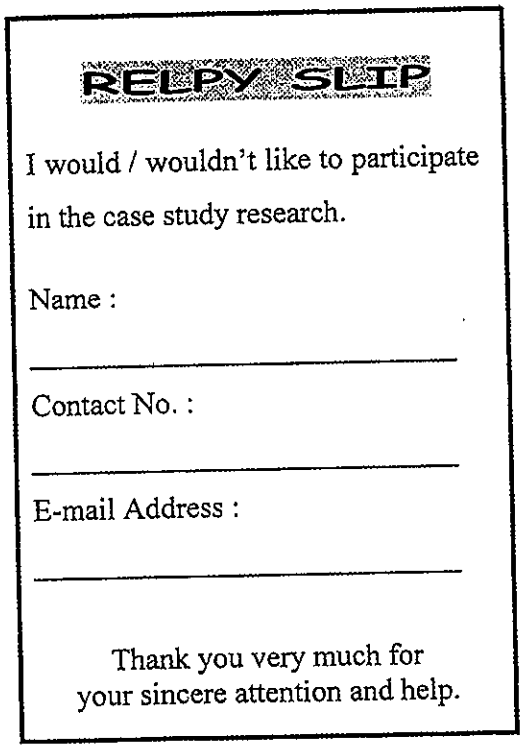


Figure 3 The form for collecting preliminary particulars

PRELIMINARY PARTICULARS FOR RESEARCH ARRANGEMENT

This form aims to collect all the particulars essential for the research arrangement. The information will be used for educational purposes only and kept confidential under any circumstance. Thank you for your help in advance.

Personal Particulars

1. Name : _____
2. Age : _____
3. Nationality : _____
4. Jobs taken before coming to Hong Kong (Please specify):

   _____

   _____

   _____
5. Do you have any teaching experience in Southeast Asian countries before? Y / N

School Particulars

6. Name of the School appointed by the Education Department:

   _____
7. School Banding : 1 2 3 4 5
8. Medium of instruction : Chinese / English
9. Are you the first NET in the school? Y / N / Unknown
10. Jobs appointed in the new semesters (Please specify):

    _____

    _____

    _____
11. Are you satisfied with the current job arrangement? Any opinion or suggestion?

    _____

    _____

    _____

    _____

    _____

    _____

Figure 4 The consent form

Dear _____,

I'm a student of Master of Philosophy in English Applied Linguistics at the Chinese University of Hong Kong. I'm going to conduct my thesis research as a multi-case study of four newly arrived Native English Teachers (NET). The purpose is to describe, explain and explore the NET scheme in terms of cultural adaptation in order to suggest significant findings and provide valuable input for the design of the NETs' induction programme.

I would be very grateful if you fill the reply slip below. Any information related to the NET or the students will be used for educational purposes only and kept strictly confidential under any circumstances.

Best wishes

Yours sincerely,

Chu Shun Lung, Kenneth

REPLY SLIP

I * agree/disagree to allow *Mr. Chu Shun Lung, Kenneth* to collect research data related to me and my students for the M. Phil thesis as a multi-case study of four newly arrived NETs.

_____ _____

Signature of the teacher Date

* Please delete as appropriate

Figure 5 The observation form for collecting general impressions

1. How does the teacher start the class?

2. Are the students well-prepared and motivated for the class?

3. How can the teacher motivate the students?

4. What is the teacher's teaching style?

5. How does the teacher handle discipline problems?

6. General feeling towards the students

7. General feeling towards the class

8. Other Comments

Figure 6 The observation form for collecting specific student-teacher interactions in the class

Teacher : _____
Class : _____
Class Size : _____
Date : _____
Page : _____

Time	*Observation*	*Inferences*

Appendix D (Questionnaire for Students)

Introduction 簡介

I am a postgraduate student in English Applied Linguistics at the Chinese University of Hong Kong. I am conducting a study concerning the Native English-speaking scheme in Hong Kong secondary schools. I would like to ask for your kind assistance in completing the following questionnaire. All the materials and information collected will be used for the purpose of the study only. Your help would be very much appreciated.
本人乃香港中文大學應用英語學研究生，現正進行一項有關外籍英語教師計劃的研究。本人很希望您能花點時間把下面的問卷填好。所有資料只用作是次研究。多謝幫忙。

Personal Particulars 個人資料

Age 年齡	
Sex 性別	*Male 男 ( )* *Female 女 ( )*
Form 年級	*1 ( )* *2 ( )* *3 ( )* *4 Arts 文 ( )* *5 Arts 文 ( )* *6 Arts 文 ( )* *Science 理 ( )* *Science 理 ( )* *Science 理 ( )*
Medium of Instruction in school 學校教課語言	*Chinese 母語 ( )* *English 英語 ( )*
How many hours of English lessons do you have each week? 每星期大約有多少小時英語課?	
What does the native teacher teach you? 外籍教師教您什麼?	*Oral only 口語 ( )* *All skills of English 所有英語 ( )*
How many hours do you spend on learning using English out of class each week? 每星期大約有多少小時於課堂外學習/運用英語?	

Section A Self-assessment 甲部 自我評估

Please fill in the following appropriate box to rate your English ability.
請將以下最貼切形容您的英語能力的空格填滿

	Excellent 非常好	Good 好	Average 一般	Poor 差	Very Poor 非常差
Reading Ability 閱讀能力	◇	◇	◇	◇	◇
Writing Ability 寫作能力	◇	◇	◇	◇	◇
Listening Ability 聆聽能力	◇	◇	◇	◇	◇
Speaking Ability 說話能力	◇	◇	◇	◇	◇

Section B English Class Activities 乙部 英語課堂活動

Sixteen class activities are listed below. Please choose **FIVE** of these to answer the questions below.
根據以下列出的英語課堂活動，請於以下各題以數字排出適當的次序：

1. Copying and memorizing 抄錄及背誦	*9. Answering teacher's questions 答問題*
2. Grammar exercise 文法練習	*10. Pair work 兩人課堂練習*
3. Vocabulary exercise 生字練習	*11. Project work 做報告*
4. Group discussion 小組討論	*12. Songs and games 唱歌及遊戲*
5. Oral presentation 口語報告	*13. Writing compositions 作文*
6. Listening to cassettes 聆聽錄音帶	*14. Watching TV/films 看電視/電影*
7. Listening to teacher 聆聽老師講課	*15. Debate 辯論*
8. Reading aloud 大聲朗讀	*16. Others 其他: _____*

In the class of the native English-speaking teacher (NET): 於外籍教師的課堂之中，	1 2 3 4 5
1. In order of importance, rank the 5 most common class activities. 順序排出五樣最常見的課堂活動	___ » ___ » ___ » ___ » ___
2. In order of importance, rank the 5 class activities that you like most. 順序排出五樣最喜愛的課堂活動	___ » ___ » ___ » ___ » ___ *Reason 原因:* _____
3. In order of importance, rank the 5 class activities that you dislike most. 順序排出五樣最不喜愛的課堂活動	___ » ___ » ___ » ___ » ___ *Reason 原因:* _____
4. In order of importance, rank the 5 class activities that help your English most. 順序排出五樣最能幫助提升英語能力的課堂活動	___ » ___ » ___ » ___ » ___ *Reason 原因:* _____
5. In order of importance, rank the 5 class activities that help your English least. 順序排出五樣最不能幫助提升英語能力的課堂活動	___ » ___ » ___ » ___ » ___ *Reason 原因:* _____

Section C Difficulties in English learning 丙部 英語學習困難

(I) Twelve difficulties in learning English are listed below.
以下是十二種學習英語的困難:

1. Poor reading skills 閱讀技巧差	*7. Poor teaching 老師教得不好*
2. Poor writing skills 寫作技巧差	*8. Little practice 缺乏練習機會*
3. Poor listening skills 聆聽技巧差	*9. Lack of interest 缺乏興趣*
4. Poor speaking skills 說話技巧差	*10. Low marks in exam 考試低分*
5. Weak Vocabulary 缺乏詞彙	*11. Don't know how to learn 無從入手*
6. Boring curriculum 課程沉悶	*12. Others 其他:* _____

	1st	2nd	3rd	4th	5th
1. In order of importance, rank the 5 which are most difficult for you in learning English. *請順序排出五個最困難的情況*	___ »	___ »	___ »	___ »	___

(II) Twelve ways to improve your English are listed below.
以下是十二種幫助學習英語的方法:

1. More English reading 增加課外閱讀	*7. Better training of teachers 提高師資*
2. More writing practice 增加寫作練習	*8. Extra lessons after school 放學補課*
3. More listening practice 增加聆聽練習	*9. More English lessons in school 增加課堂*
4. More oral practice 增加說話練習	*10. More native teachers 增加外籍教師*
5. More vocabulary training 增加生字訓練	*11. Nothing can be done 無辦法*
6. Interesting teaching 富趣味性的教學	*12. Others 其他:* _____

	1st	2nd	3rd	4th	5th
1. In order of importance, rank the 5 which would help you most in learning English. *請順序排出五個最能幫助您的方法*	___ »	___ »	___ »	___ »	___

2. How do you think the native English-speaking teacher (NET) can best help you?
您認為外籍英語教師可以怎樣才最能幫您提升英語能力?

Section D The Native English-speaking Teacher 戊部 外籍英語教師

Do you agree with the following statements concerning the Native English-speaking Teacher (NET)? Please fill in the appropriate box.
您同意以下關於外籍英語教師的句子嗎? 請將以下最貼切的空格填滿。

	Strongly Agree 非常同意	Agree 同意	Disagree 不同意	Strongly Disagree 非常不同意	No comment 沒有意見
1. I like the NET in my school. *我喜歡校內的外籍英語教師*	◇	◇	◇	◇	◇
2. I enjoy the lessons taught by the NET. *我喜歡外籍英語教師的課堂*	◇	◇	◇	◇	◇
3. One NET is enough in my school. *校內有一個外籍英語教師已足夠*	◇	◇	◇	◇	◇
4. The NET raises my interest in learning English. *外籍英語教師提高我對英語的興趣*	◇	◇	◇	◇	◇
5. I speak more English during the NET's lesson(s). *我在外籍英語教師的課堂內說多了英語*	◇	◇	◇	◇	◇
6. The NET helps me to improve my reading ability. *外籍英語教師改善我的閱讀能力*	◇	◇	◇	◇	◇
7. The NET helps me to improve my writing ability. *外籍英語教師改善我的寫作能力*	◇	◇	◇	◇	◇
8. The NET helps me to improve my listening ability. *外籍英語教師改善我的聆聽能力*	◇	◇	◇	◇	◇
9. The NET helps me to improve my speaking ability. *外籍英語教師改善我的說話能力*	◇	◇	◇	◇	◇
10. I hope to be taught by a NET next year. *我希望外籍英語教師能明年繼續教我*	◇	◇	◇	◇	◇

11. Please describe the things which you <u>like</u> the most about the NET's teaching:
請形容在外籍英語教師的教導下您<u>最喜歡</u>的事情

12. Please describe the things which you <u>dislike</u> the most about the NET's teaching:
請形容在外籍英語教師的教導下您<u>最不喜歡</u>的事情

THANK YOU VERY MUCH!

Appendix E (Questionnaire for NETs)

Introduction

I am a postgraduate student in English Applied Linguistics at the Chinese University of Hong Kong. I am conducting a study concerning the experiences of newly arrived native English-speaking teachers (NETs) in Hong Kong. I would like to ask for your kind assistance in completing the following questionnaire. All the materials and information collected will be used for the purpose of the study only. Your name will be kept strictly confidential. Your co-operation would be very much appreciated as the results may be of help to future NETs.

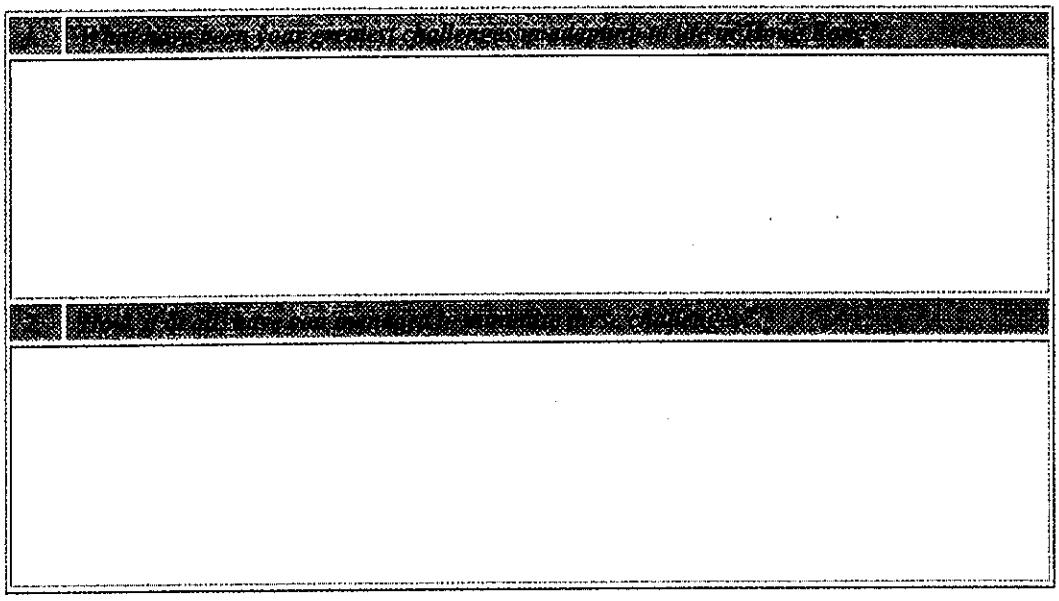
Personal Particulars

Name		
Age		
Sex	Male ( ) Female ( )	
Contact No.		
Nationality		
For those who have taught in Hong Kong before:	Brief Description	No. of Year(s)
Have you had any teaching experience in Chinese communities before?		Yes( ) No( )
How many weeks/years have you taught English in Hong Kong?		

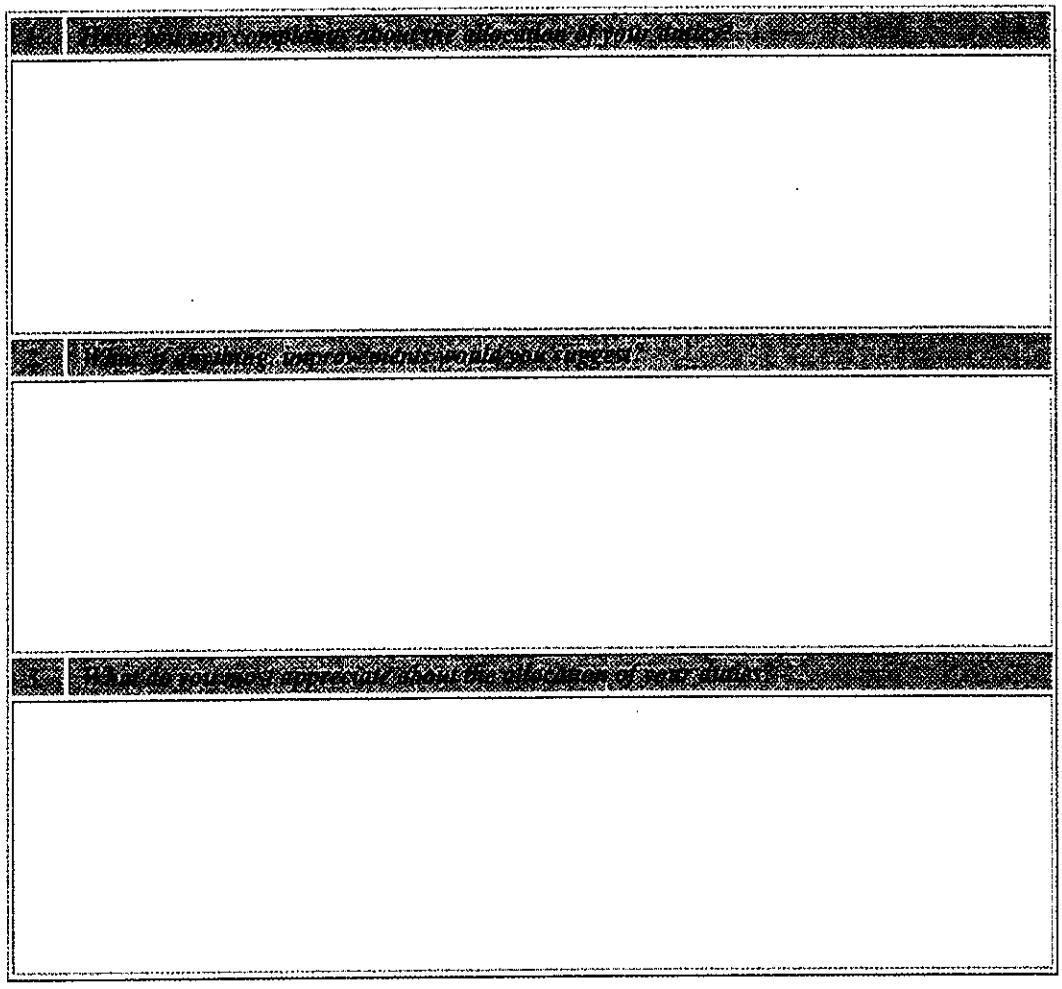
Hong Kong School Particulars

School Banding	1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( )	
Medium of Instruction	Chinese ( ) English ( )	
Do you live in the SWD?	Yes ( ) No ( )	
Please indicate (tick) the grade levels you are teaching and the number of hours per cycle:	Teaching	Extra-curricular activities

Section A Cultural Adaptation



Section B Allocation of Duties



Section C Teaching Experience

1.	*Which year level(s) do/did you teach? (Please tick all that apply)*
2.	*What has been your most positive experience as a NET in (a) classroom?*
3.	*What has been your most positive experience as a NET in (a) classroom?*
4.	*Briefly, how would you describe your personal teaching style?*
5.	*What rewards, if any, have you had in your teaching as a native speaker of English?*
6.	*Generally speaking, what (if anything) would you most change about your classroom?*

Section D Support Given

1.	*Which are the most useful forms of support offered to the pupil/parent/teacher?*
2.	*What, if anything, would you recommend should be done by the Department of Education?*
3.	*Which are the most important areas of support offered by the Department of Education?*
4.	*What, if anything, would you recommend should be done by the Department of Education (through the instruction and/or the teaching time)?*
5.	*Which are the most important areas of support offered by your school?*
6.	*Education, if anything, would you recommend should be done by your school?*
7.	*What would you say about your collaboration with the local teacher? Could any improvement be made?*

Section E General Points

1.	[illegible]
2.	[illegible]
3.	[illegible]
	Yes ( ) *No ( )* *Don't know yet ( )*
4.	[illegible]
5.	[illegible]

This is the end of the questionnaire. Please return it, using the enclosed envelope, before February 28, 2001. Thank you very much for your co-operation.

For any enquiry, please feel free to contact me.

Name: Kenneth Chu
Mail Address: Room 324, Fung King Hey Building, Department of English, the Chinese University of Hong Kong, Shatin
E-mail Address: kenneth_csl@yahoo.com
Mobile: 9263 3270

THANK YOU VERY MUCH!

Appendix F (Questionnaire from the 'Young Post')

Questionnaire published through the *Young Post* on January 10 & 17, 1995.

The University of Hong Kong is carrying out a survey named LEAP (Learning Experience, Attitudes and Proficiency), a research project conducted by the English Centre of HKU, which aims at finding out the learning experience, attitudes and proficiency of secondary and tertiary students.

We would like students (from Form 4 to Form 7) to answer the questions below and send them back to us as soon as possible. Please address your reply to LEAP Survey, Young Post, 5/F Morning Post Building, Tong Chong Street, Quarry Bay, Hong Kong.

Questions for Young Post readers

Section A

Name: Age:

Sex: Name of school:

Form (Circle an answer): 4 5 6 7

Stream (Circle an answer): Arts Social Science Science Technical Commercial

Medium of instruction at school (Circle an answer):

Mostly English Mostly Cantonese Mix of Cantonese & English

How many years have you studied English at school? _____ years

Approximately how many hours do you spend on learning/using English out of class per week? _____ hours

I am a holder of (you can circle more than one):

	Overall grade obtained in English:
HKCEE	_____
HKHL	_____
HKAL	_____
Others(Please specify) _____	_____

Would you like to be interviewed about your English learning experience? If yes, leave your telephone number and address:

Tel: _____ Address: _____

Section B

Take a look at the following class activities. For questions 1 to 4, choose from the numbered activities below and rank your answers. For example, in question one, if you put down 3 2 11 16, 3 will be the most frequent followed by 2, 11 and 16.

1 Pronunciation practice
2 Dictation
3 Reading aloud
4 Vocabulary exercise
5 Grammar exercise
6 Conversation practice
7 Error correction by teacher
8 Error correction by classmates
9 Answering teacher's questions
10 Copying and memorizing
11 Examination practice
12 Pair work
13 Group discussion
14 Project work
15 Drama, role-play, songs and games
16 Reading books/newspaper articles
17 Writing essays/short stories
18 Watching TV/video/films
19 Listening to cassettes
20 Listening to teacher
21 Oral presentations
22 Guessing/brainstorming activities

23 Others(Please specify) _____

1. Rank the 4 class activities that you have most often. ____ ____ ____ ____
2. Rank the 4 class activities that help you improve your English most. ____ ____ ____ ____
3. Rank the 4 class activities that help you improve your English least. ____ ____ ____ ____
4. Rank the 4 class activities that you enjoy most. ____ ____ ____ ____

5. Please give a reason for your answers in question number 2.

_____

_____

6. Please give a reason for your answers in question number 3.

_____

_____

7. Please give a reason for your answers in question number 4.

_____

_____

8. What <u>other</u> activities would you like to do or what more could your English teacher do to help you improve your English? Why?

_____

_____

9. Which of the following <u>out-of-class</u> experiences with English do you have? **(Circle as many as you have.)**

1 Watching English TV programs
2 Watching English movies
3 Listening to English radio
4 Listening to English songs
5 Writing to pen friends
6 Writing diaries in English
7 Writing to English newspapers
8 Reading English newspapers
9 Reading English magazines
10 Reading English menus, notices, etc.
11 Reading English books
12 Reading English dictionaries (print or electronic)
13 Keeping a vocabulary notebook
14 Speaking English with teachers
15 Speaking English with tourists
16 Speaking English with native speakers
17 Going to English tutorial schools
18 Doing part-time jobs, e.g., tutoring
19 Travelling or holidays abroad
20 Joining clubs or societies
21 Using computer software or games
22 Others(Please specify) _____

10. Rank the 4 most frequent experiences. ____ ____ ____ ____
11. Rank the 4 experiences that help you improve your English most. ____ ____ ____ ____

Section C

12. How do you feel when you use/learn English in class or outside class? **(Circle no more than 3 numbers.)**

1 Unnatural, self-conscious
2 Stupid, silly
3 Anxious, nervous
4 Fear, panic
5 Hate it
6 Want to avoid using it
7 Different from other people
8 Superior to other people
9 Become like a foreigner
10 Don't care if I learn or use it or not
11 Should learn or use it well
12 Comfortable
13 Educated
14 Confident
15 Happy, excited
16 Sense of achievement

17 Others(Please specify) _____

13. Please give a reason for your answers in question number 12.

_____

_____

14. What are your main reasons for learning English? **(Circle no more than 3 numbers.)**

1 For study
2 For passing examinations
3 For future work
4 For travel
5 For emigrating to another country
6 For a better life, status
7 I like English
8 I am good at English
9 English is an international language
10 I have no choice
11 For a better understanding of the world outside of Hong Kong
12 For a better understanding of British/ North American/Australian culture
13 For a better understanding of English TV, films, songs, books, etc.
14 For communicating with English-speaking people
15 Others(Please specify) _____

Circle a number for questions 15 to 18 & 21.

	Strongly disagree <----------> Strongly agree					
15. I do many things, e.g., watch English TV, learn and revise vocabulary often, to learn/improve my English.	1	2	3	4	5	6
16. I like English-speaking people, their culture and their way of life.	1	2	3	4	5	6
17. I think English should have a strong role in HK in the future.	1	2	3	4	5	6
18. I learn English only for better career prospects.	1	2	3	4	5	6

19. Please give a reason for your answer in question number 16.

_____

_____

20. Please give a reason for your answer in question number 17.

_____

_____

	Very poor <----------> Excellent					
21. Rate your <u>overall</u> English language ability.	1	2	3	4	5	6

Appendix G (Statistical Results)

PART A Student Questionnaires from Teacher A's school

Figure A.1 The most common class activities

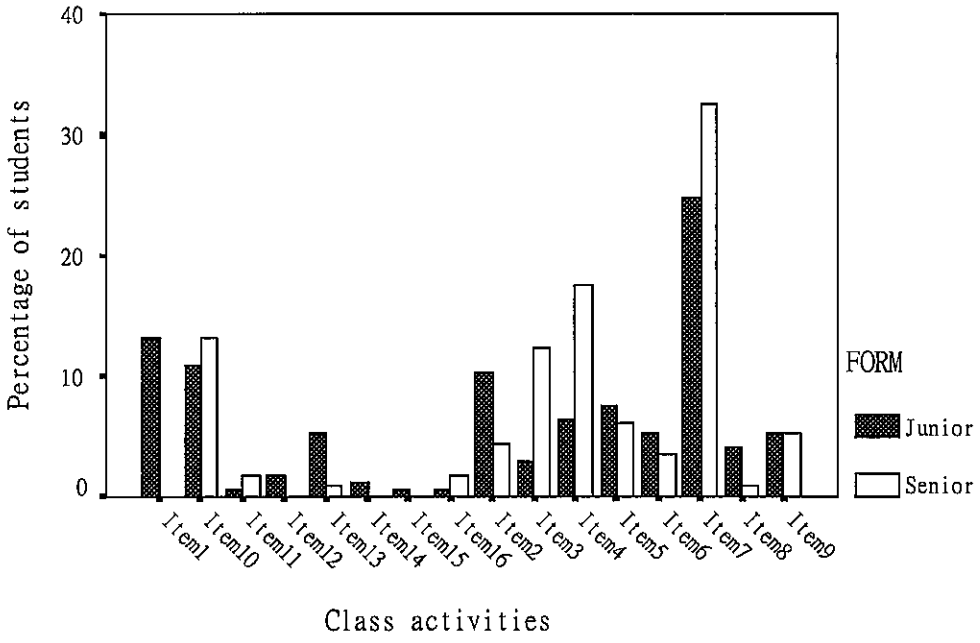


Figure A.2 The most favourite class activities

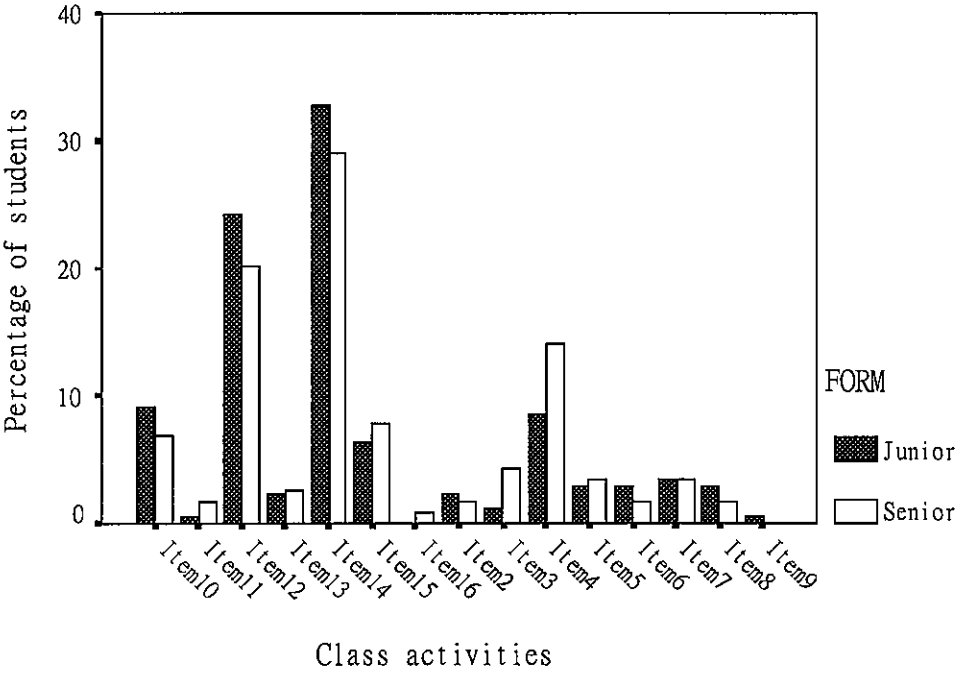


Figure A.3 **Reasons for junior students to choose the most favourite three activities (Item 14, 12, 10)**

Reasons	No. of students
1. These activities are interesting.	36
2. These activities are more relaxing.	4
3. These activities are effective in learning English.	7
4. I like watching TV.	1
5. I can learn oral English through watching films	1

Figure A.4 **Reasons for senior students to choose the most favourite three activities (Item 14, 12, 4)**

Reasons	No. of students
1. I can express my opinions freely.	1
2. The activities are more interesting.	16
3. I can learn from discussions.	2
4. Discussion gives students much room to practice oral	1
5. I can learn through watching films	2
6. The activities are more relaxing	2

Figure A.5 **The most unfavourite class activities**

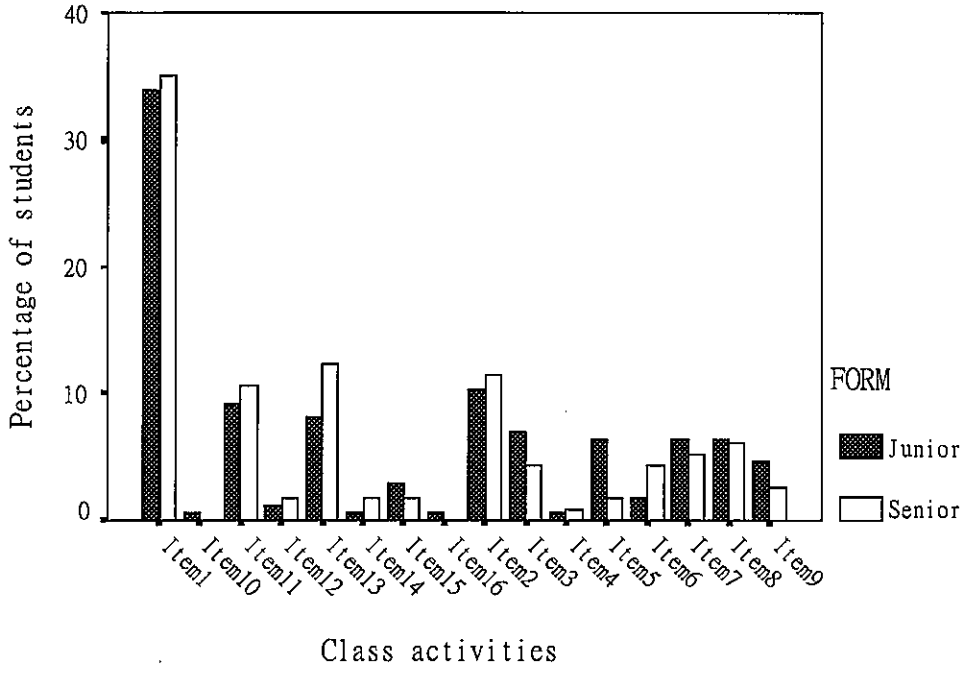


Figure A.6 **Reasons for junior students to choose the most unfavourite three activities (Item 1, 2, 11)**

Reasons	No. of students
1. These activities are boring.	48
2. I hate copying.	1
3. 'Copying and memorizing' is useless	4
4. It's difficult to do project work.	2
5. It takes much time to finish a project	1

Figure A.7 **Reasons for senior students to choose the most unfavourite three activities (Item 1, 13, 2)**

Reasons	No. of students
1. The activities are too boring.	20
2. Time consuming	2
3. 'Copying and memorizing' is useless.	1
4. It's troublesome to work with others	1

Figure A.8 **The most helpful class activities to improve English**

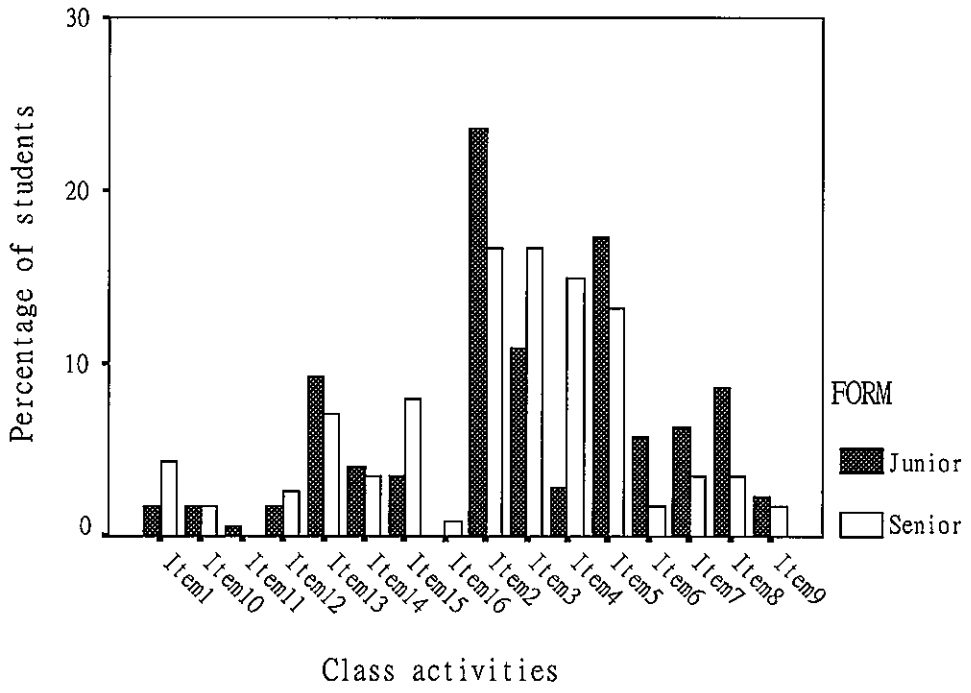


Figure A.9 **Reasons for junior students to choose the most helpful three activities (Item 2, 5, 3)**

Reasons	No. of students
1. More practices in grammar	14
2. More chances to speak English	1
3. These activities are useful	3
4. Oral Presentation is interesting & practical (more chance to speak)	8
5. I can learn English directly when doing grammar exercise	1
6. My vocabulary is very weak	3
7. Related to examinations	1

Figure A.10 **Reasons for senior students to choose the most helpful three activities (Item 2, 3, 4)**

Reasons	No. of students
1. I can use more English when doing grammar exercises.	1
2. I can do more exercises	1
3. I can improve my oral skills	5
4. Grammar exercise helps me directly	1
5. These activities are useful	1
6. Grammar is the important foundation of English.	3
7. They are practical skills of using English.	1

Figure A.11 **The most unhelpful class activities to improve English**

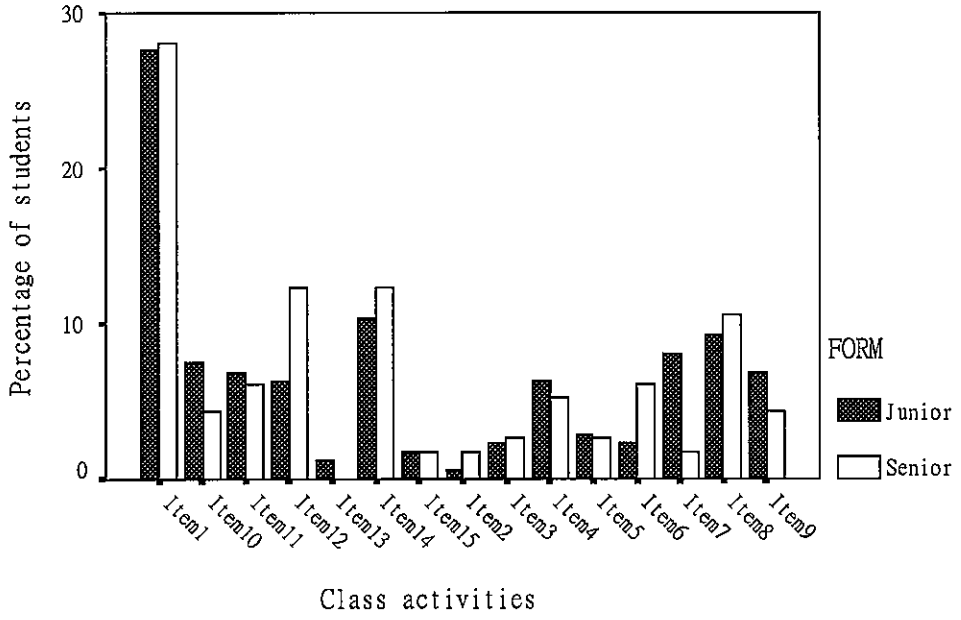


Figure A.12 Reasons for junior students to choose the most unhelpful three activities (Item 1, 14, 8)

Reasons	No. of students
1. These activities are boring.	8
2. These activities are useless	17
3. I do something else during these activities	1
4. I always chat with others in Cantonese during watching films/ playing games	3
5. I don't understand the content of the film	1
6. Just copying without understanding	5
7. Only an one-way learning activity	1

Figure A.13 Reasons for senior students to choose the most unhelpful three activities (Item 1, 12, 14)

Reasons	No. of students
1. Learning without thinking	3
2. Time consuming with low effectiveness	1
3. Not interested in these activities	1
4. It's difficult to learn from songs and games in senior levels	2
5. Copying is useless	5
6. Watching films can't help directly	1
7. It's boring to watch films	1

Figure A.14 The most common difficulty in learning English

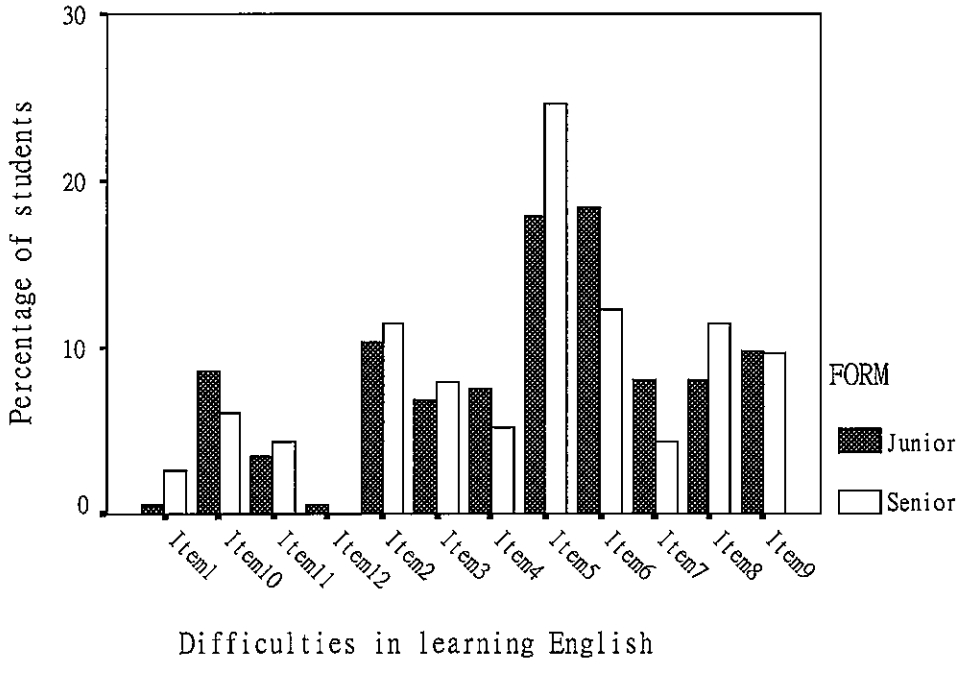


Figure A.15 The most helpful way to improve English

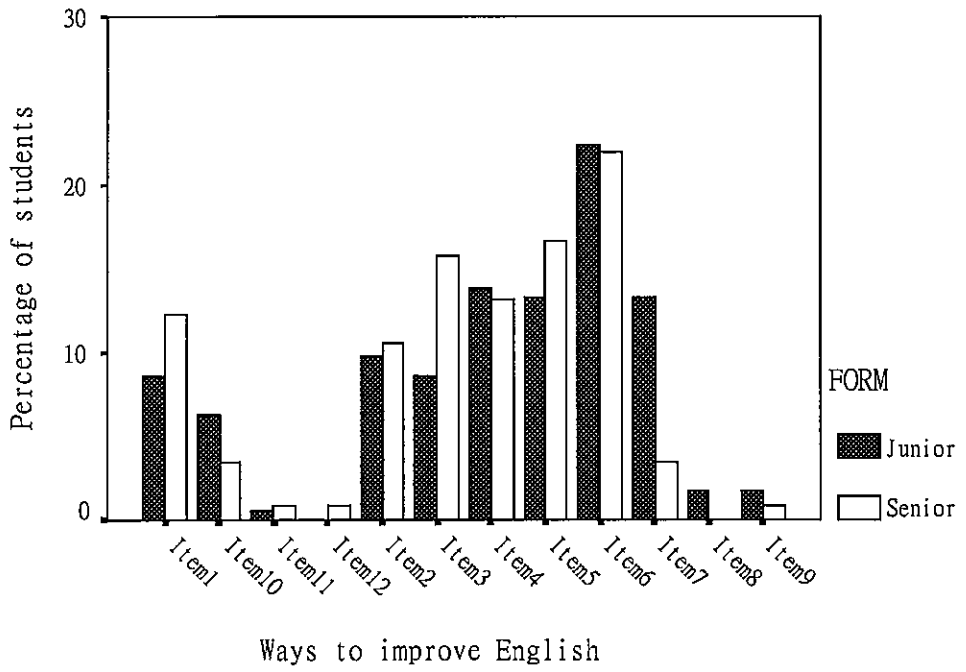


Figure A.16 Opinions of the junior students for the NET to better help improve English

Opinions	No. of students
1. Talk more with us.	26
2. There should be fewer students in the class.	1
3. Teach more grammar	5
4. More writing practice	9
5. Teach more vocabulary	7
6. More interesting teaching	12
7. More notes about English	2
8. More practice	3
9. More listening practice	6
10. More oral practice	19
11. More considerate to students' progress and ability	1
12. More reading	2
13. A balanced focus on four skills	2
14. There should be more than one lesson.	1

Figure A.17 Opinions of the senior students for the NET to better help improve English

Opinions	No. of students
1. More listening and oral practices.	4
2. Talk more with us just like friends. (to improve our oral skills)	20
3. Teach more idiomatic expressions.	2
4. More writing practices.	3
5. Organise more activities	1
6. Choose some good articles for students to read	1
7. Talk with students about the culture of his country.	2
8. Introduce more vocabulary	1
9. More interesting teaching.	3
10. Focus on oral strength of students.	1
11. Give students more exercises for examination.	1
12. Prevent to speak too fast or use difficult words	2
13. Encourage students to speak more.	6
14. To help students one by one	1
15. Extra lessons after school	2
16. Increase our confidence through playing games or debate	1

Figure A.18 Opinions of students towards the NET (Section D)

		Q.1	*Q.2*	*Q.3*	*Q.4*	*Q.5*	*Q.6*	*Q.7*	*Q.8*	*Q.9*	*Q.10*
Junior Students	*Mean*	4.05	3.74	2.17	3.45	3.37	2.93	2.83	3.90	3.79	3.99
	N	87	87	87	87	87	87	87	87	87	87
	Std. Deviation	.86	.97	1.01	1.08	1.13	1.05	1.10	1.03	.99	.98
Senior Students	*Mean*	3.88	3.39	2.00	2.96	2.84	2.53	2.46	3.82	3.65	3.58
	N	57	57	57	57	57	57	57	57	57	57
	Std. Deviation	.47	.82	.94	.96	1.10	.76	.85	.83	.83	1.07
Total	*Mean*	3.98	3.60	2.10	3.26	3.16	2.77	2.68	3.87	3.74	3.83
	N	144	144	144	144	144	144	144	144	144	144
	Std. Deviation	.73	.93	.99	1.06	1.14	.97	1.02	.96	.93	1.03

Note: 1 ('strongly disagree), 2 ('disagree), 3 ('no comment'), 4 ('agree'), 5 ('strongly agree')

Figure A.19 **The things that junior students like most about the NET's teaching (Section D)**

Opinions	No. of students
1. He's patient and not very strict.	3
2. I can watch English films	2
3. I don't have homework.	3
4. I can do more listening and oral practice.	10
5. Interesting teaching	4
6. I can sing songs.	2
7. I can speak more English.	10
8. Discussion	7
9. I can play games	11
10. More relaxing	7
11. Pair work	3
12. Reading and writing	14
13. I can communicate with him and know more about his culture.	6

Figure A.20 **The things that senior students like most about the NET's teaching (Section D)**

Opinions	No. of students
1. They are friendly.	1
2. More relaxing class.	11
3. Group discussions	7
4. We are forced to speak English as the NET can understand English only.	1
5. He introduces me the culture and custom of his own country.	5
6. Reading aloud	1
7. I can talk with the NET in English	5
8. Their style of teaching is not so restricted.	2
9. Improve my listening ability	2
10. Fee Free to speak in class.	6
11. There is not much homework.	1
12. Read news article	1
13. Pair work	1
14. Play games	3
15. Debate	1

Figure A.21 The things that junior students dislike most about the NET's teaching (Section D)

Opinions	No. of students
1. Just listening to teacher	10
2. The class is very noisy.	1
3. Just talking with friends, not much with teacher.	1
4. Difficult to communicate with the teacher	2
5. I don't understand his English.	6
6. He cannot speak Cantonese.	1
7. He teaches too slowly.	1
8. Reading poems	1
9. Boring lessons	7
10. Need to speak to the class loudly	1
11. Copying and memorizing (too much and always meaningless)	12
12. There are not many grammar exercises	3
13. His teaching is not very good (e.g. waste lesson time to do homework)	5
14. Dictation	1
15. Reading	4
16. Examination without notes	3
17. Not many chances to learn vocabulary	1

Figure A.22 The things that senior students dislike most about the NET's teaching (Section D)

Opinions	No. of students
1. Difficult to communicate with him.	4
2. Reading aloud	3
3. His teaching skills are not very good.	2
4. Read poems	1
5. Answering questions	2
6. I can't understand his English. (Different accents from us)	6
7. He speaks too much, too boring to listen	5
8. Far behind the teaching schedule.	2
9. He doesn't know the syllabus	1
10. Read newspaper	1
11. The lesson is too free.	3
12. When he gives us tests.	1
13. Grammar exercises.	1
14. No examination skill is taught.	2
15 His handwriting is illegible.	3

PART B Student Questionnaires from Teacher B's school

Figure B.1 The most common class activities

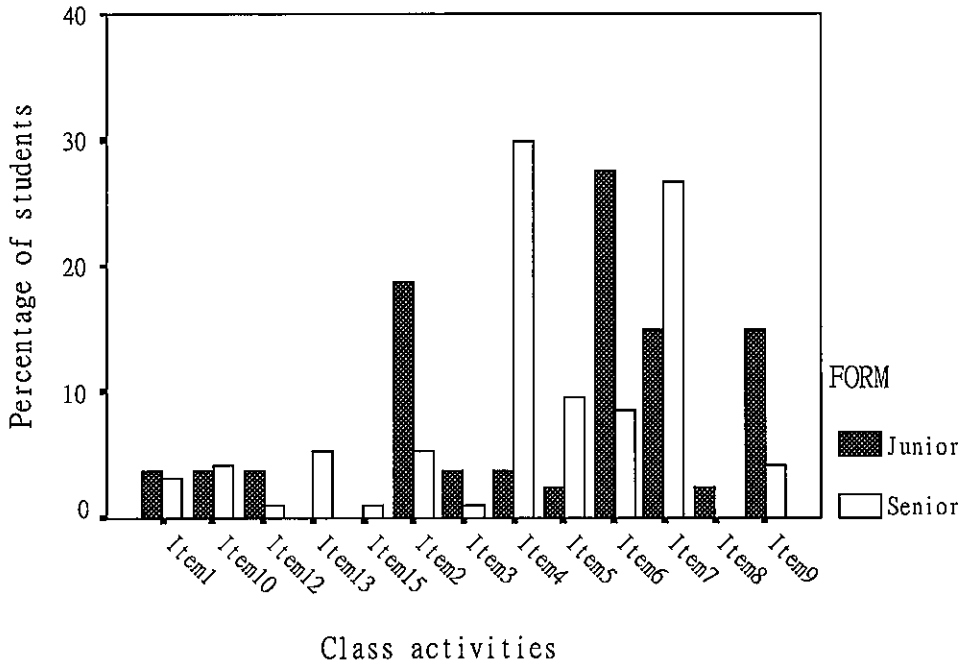


Figure B.2 The most favourite class activities

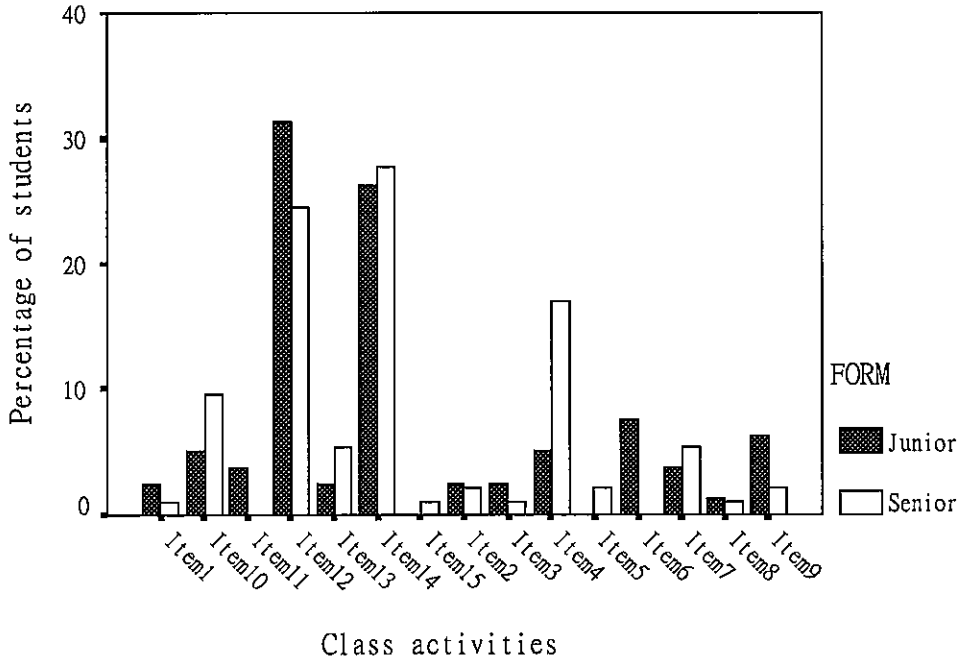


Figure B.3 **Reasons for junior students to choose the most favourite three activities (Item 12, 14, 6)**

Reasons	No. of students
1. These class activities are more relaxing.	5
2. These activities are not difficult.	3
3. I can play during the activities.	7
4. We seldom have these activities in other lessons.	1
5. I can learn more English in these activities	3
6. These three activities are not boring/interesting.	2
7. I like watching TV/films/VCD.	2

Figure B.4 **Reasons for senior students to choose the most favourite three activities (Item 14, 12, 4)**

Reasons	No. of students
1. These three activities are not boring/interesting.	19
2. I like watching TV/films/VCD.	5
3. These class activities are more relaxing	3
4. I can learn vocabulary through singing English songs	1
5. I can speak more English when discussing, singing and playing games	3
6. I can learn English actively	1

Figure B.5 **The most unfavourite class activities**

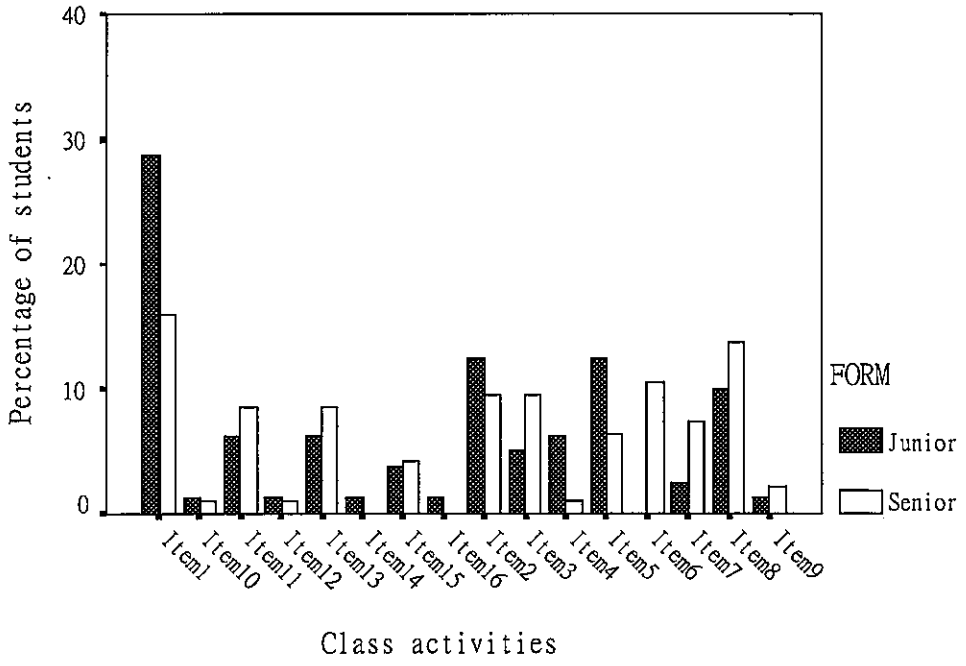


Figure B.6 **Reasons for junior students to choose the most unfavourite three activities (Item 1, 2, 5)**

Reasons	No. of students
1. The activities are boring.	12
2. I don't like copying from the board.	5
3. It's difficult and embarrassing to read aloud in front of the class.	2
4. These activities can't raise my English ability.	1
5. I don't like speaking English.	2
6. Oral presentation is very difficult.	6

Figure B.7 **Reasons for senior students to choose the most unfavourite three activities (Item 1, 8, 6)**

Reasons	No. of students
1. The activities are boring.	21
2. It's difficult to learn.	1
3. I have to speak English when reading aloud.	2
4. The activities waste time.	1
5. I don't like listening to cassettes.	2
6. I don't like copying from the board.	1
7. I have to be self-disciplined and attentive.	1

Figure B.8 **The most helpful class activities to improve English**

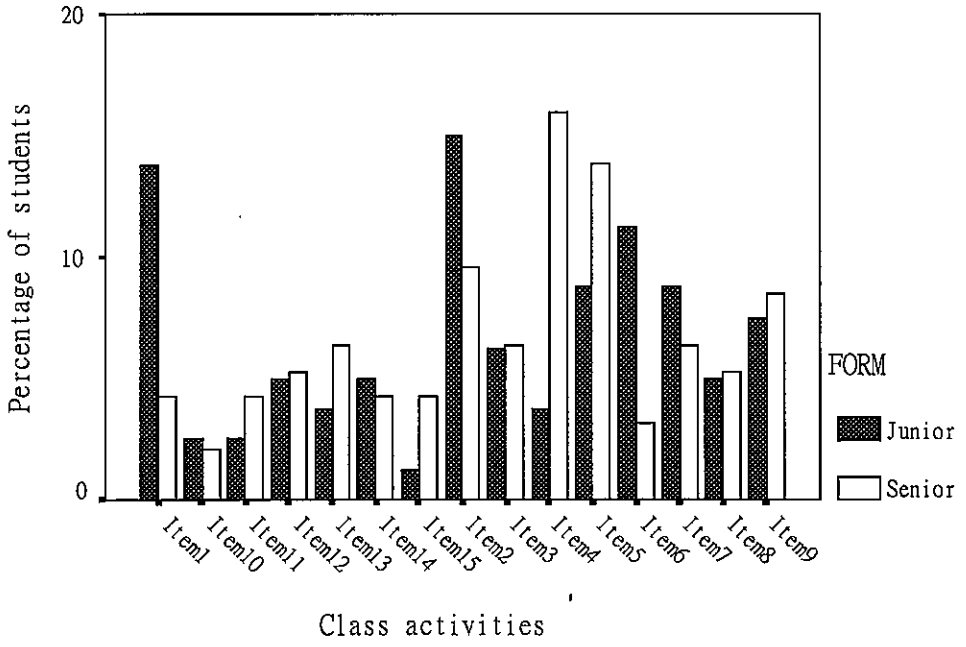


Figure B.9 **Reasons for junior students to choose the most helpful three activities (Item 2, 1, 6)**

Reasons	No. of students
I can practise my English more.	4
These activities can raise my English standard.	7
I can learn more vocabulary.	2

Figure B.10 **Reasons for senior students to choose the most helpful three activities (Item 4, 5, 2)**

Reasons	No. of students
Grammar exercise helps memorization.	2
I can do well in these activities.	1
I can speak more English during discussion.	8
My speaking ability can enhance my overall English ability	1
They are the fundamental stage for English learning	2

Figure B.11 **The most unhelpful class activities to improve English**

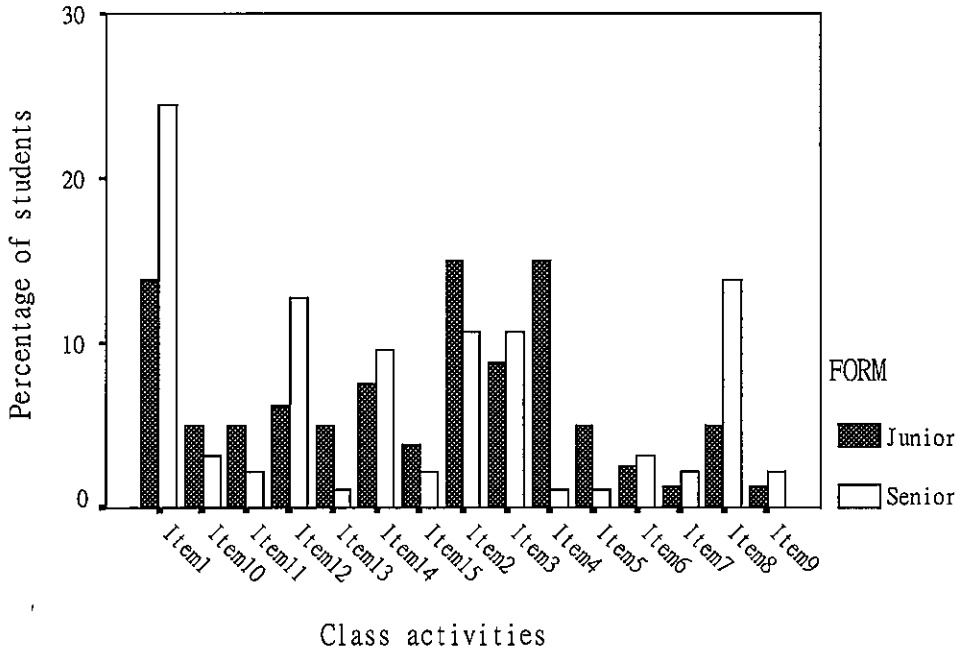


Figure B.12 Reasons for junior students to choose the most unhelpful three activities (Item 2, 4, 1)

Reasons	No. of students
We can only play when watching TV/films. It's not a kind of learning.	4
We can only write English in 'copying and memorizing'.	8
It seems to learn nothing in these activities.	1
The activities are boring.	1
Group discussion can't raise my English ability.	3
The activities are useless.	2

Figure B.13 Reasons for senior students to choose the most unhelpful three activities (Item 1, 8, 12)

Reasons	No. of students
The activities waste time.	1
The activities are useless.	6
I don't understand.	2
We can only play in songs and games. It's not a kind of learning.	6
We can only write English in 'copying and memorizing'.	6
We can't think much in 'copying and memorizing'	2
The activities are boring.	1

Figure B.14 The most common difficulty in learning English

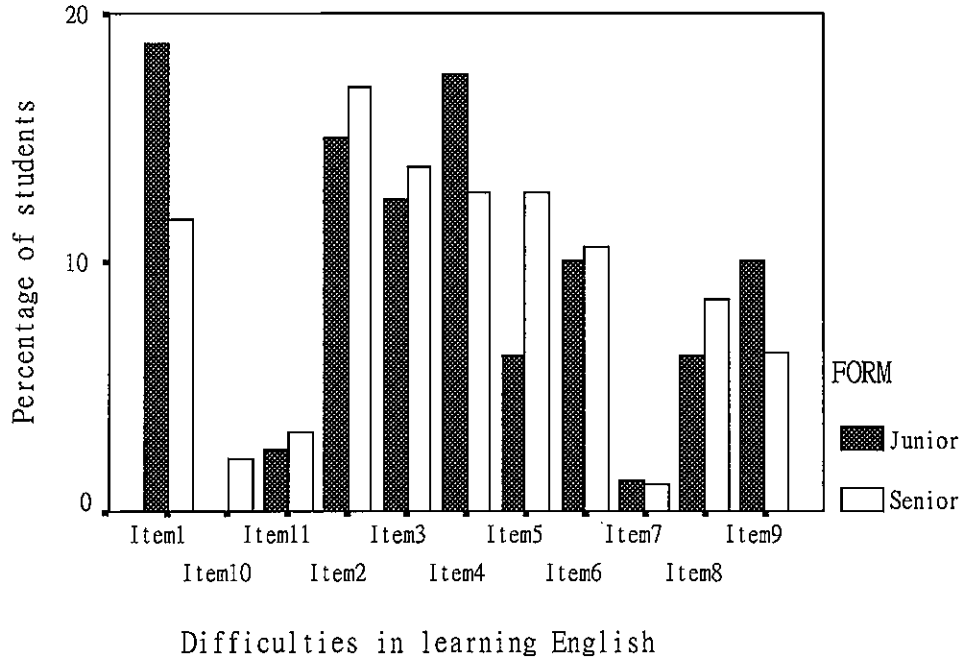


Figure B.15 The most helpful way to improve English

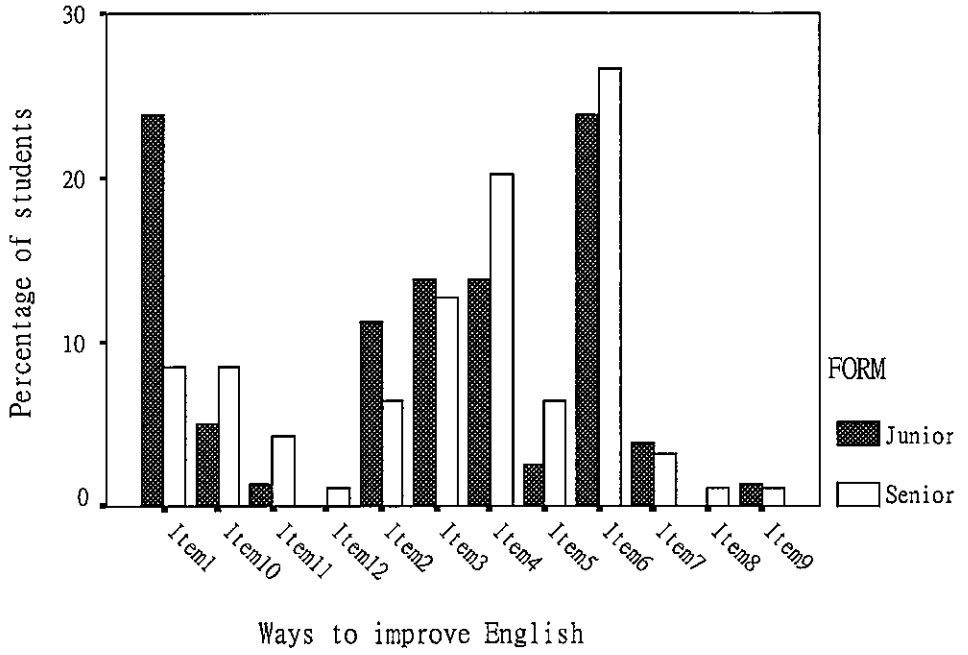


Figure B.16 Opinions of the junior students for the NET to better help improve English

Opinions	No. of students
1. He should learn Cantonese.	8
2. We can read more English books and do some work with computer. It will be funny. Students should not use Cantonese during the lesson.	1
3. Do more exercises.	1
4. When we cannot understand the NET's English, a local teacher can teach us once more.	1
5. Use more entertaining teaching materials/methods.	12
6. More listening and oral practices.	6
7. Ask the whole class more questions.	1
8. He can speak slower and use simpler English.	2
9. He should teach us more English vocabulary and sentence.	2
10. Conduct extra-curricular activities in English	1
11. Too many games during the lesson.	1
12. More compositions.	1

Figure B.17 Opinions of the senior students for the NET to better help improve English

Opinions	No. of students
1. Let each student speak English outside school.	1
2. Try to get along well with us or even make friends so that we may have a close relationship. (Talk with students more in daily English)	10
3. Learn practically. (practical oral, knowledge about foreign culture ...)	1
4. More listening and oral practices.	5
5. More reading and writing practices.	5
6. Teach English grammar	1
7. Lead the students to speak English.	1
8. We can listen to English of different accent.	1
9. Speak slower and use simpler words.	3
10. More entertaining games and teaching materials.	9
11. More discussions.	2

Figure B.18 Opinions of students towards the NET (Section D)

		Q.1	*Q.2*	*Q.3*	*Q.4*	*Q.5*	*Q.6*	*Q.7*	*Q.8*	*Q.9*	*Q.10*
Junior Students	*Mean*	3.92	3.43	2.83	3.20	3.25	3.28	2.75	3.57	3.30	3.88
	N	40	40	40	40	40	40	40	40	40	40
	Std. Deviation	.97	1.13	1.30	1.32	1.41	1.15	1.24	1.30	1.30	1.18
Senior Students	*Mean*	4.23	4.26	2.96	3.70	3.40	3.34	2.98	3.79	3.79	4.47
	N	47	47	47	47	47	47	47	47	47	47
	Std. Deviation	.84	.74	1.25	1.08	1.26	.98	1.05	1.00	.88	.83
Total	*Mean*	4.09	3.87	2.90	3.47	3.33	3.31	2.87	3.69	3.56	4.20
	N	87	87	87	87	87	87	87	87	87	87
	Std. Deviation	.91	1.02	1.27	1.22	1.33	1.06	1.14	1.14	1.12	1.04

Note: 1 ('strongly disagree), 2 ('disagree), 3 ('no comment'), 4 ('agree'), 5 ('strongly agree')

Figure B.19 **The things that junior students like most about the NET's teaching (Section D)**

Opinions	No. of students
1. I can play games/have competitions during the lesson (in English).	31
2. I can draw pictures during the lesson.	3
3. I can listen to English songs.	4
4. I can do more listening and oral practice.	2
5. Reading	1
6. Answer questions	1
7. Ask questions	1
8. Singing	1

Figure B.20 **The things that senior students like most about the NET's teaching (Section D)**

Opinions	No. of students
1. Debate	2
2. I like the atmosphere that everyone is trying to speak English.	1
3. Group Discussion (can express opinions and enhance speaking ability)	5
4. Sincere and enthusiastic	2
5. Joking	4
6. Many games during the lesson.	5
7. More listening and oral practices.	3
8. More entertaining teaching	10
9. To talk with the NET.	5

Figure B.21 The things that junior students dislike most about the NET's teaching (Section D)

Opinions	No. of students
1. When we are asked to do reading exercises.	2
2. When I forget to bring the textbook.	1
3. The NET cannot speak Cantonese	3
4. When we are asked to practise listening textbook.	8
5. Drawing	4
6. Copying from the blackboard.	2
7. Reading aloud	2
8. Composition	1
9. Answer questions	1
10. Boring lessons	1
11. Pair Work	2
12. Teacher's talk	4
13. Doing homework.	1
14. I cannot understand the NET's English	1

Figure B.22 The things that senior students dislike most about the NET's teaching (Section D)

Opinions	No. of students
1. Somebody does not speak English during group discussions.	1
2. Story-telling (boring)	1
3. Fewer oral practices	1
4. Playing games	1
5. Doing comprehension exercises.	1
6. Sleeping	1
7. I cannot understand the NET's English	11
8. Listening Practice	2
9. Writing	1

PART C Student Questionnaires from Teacher C's school

Figure C.1 The most common class activities

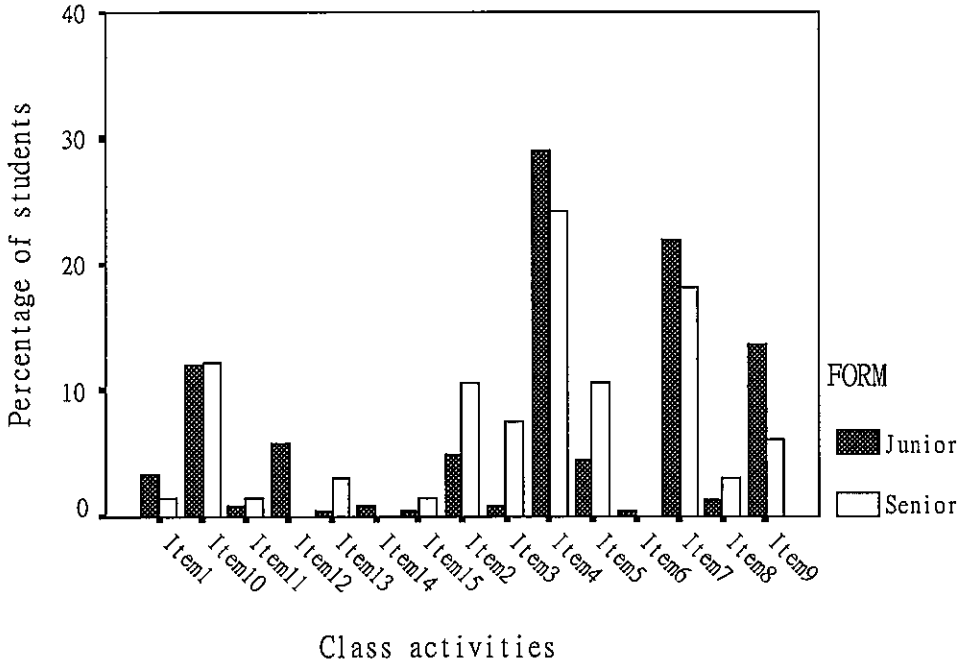


Figure C.2 The most favourite class activities

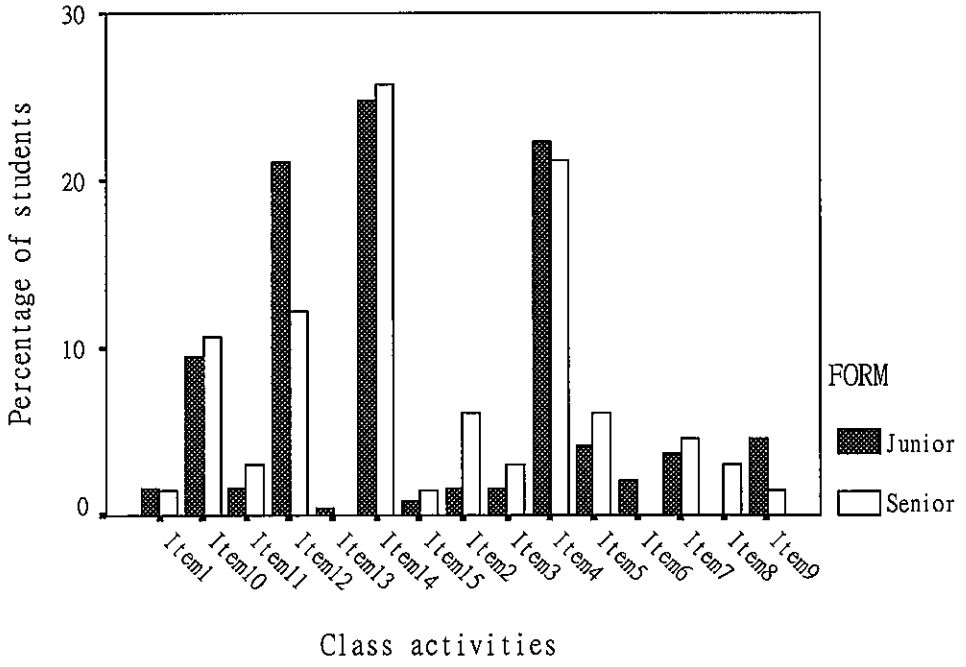


Figure C.3 **Reasons for junior students to choose the most favourite three activities (Item 14, 4, 12)**

Reasons	No. of students
1. These activities are interesting.	29
2. We can think more when watching TV/films	1
3. I can learn freely.	2
4. These activities cultivate our interest in learning English	1
5. I like playing	12
6. I can talk with other classmates.	1
7. I like watching TV/films	3

Figure C.4 **Reasons for senior students to choose the most favourite three activities (Item 14, 4, 12)**

Reasons	No. of students
1. These activities are easier.	3
2. These activities are interesting.	13
3. These activities are more relaxing.	3
4. We can learn more during songs and games.	1
5. We don't need to prepare before songs and games.	1

Figure C.5 **The most unfavourite class activities**

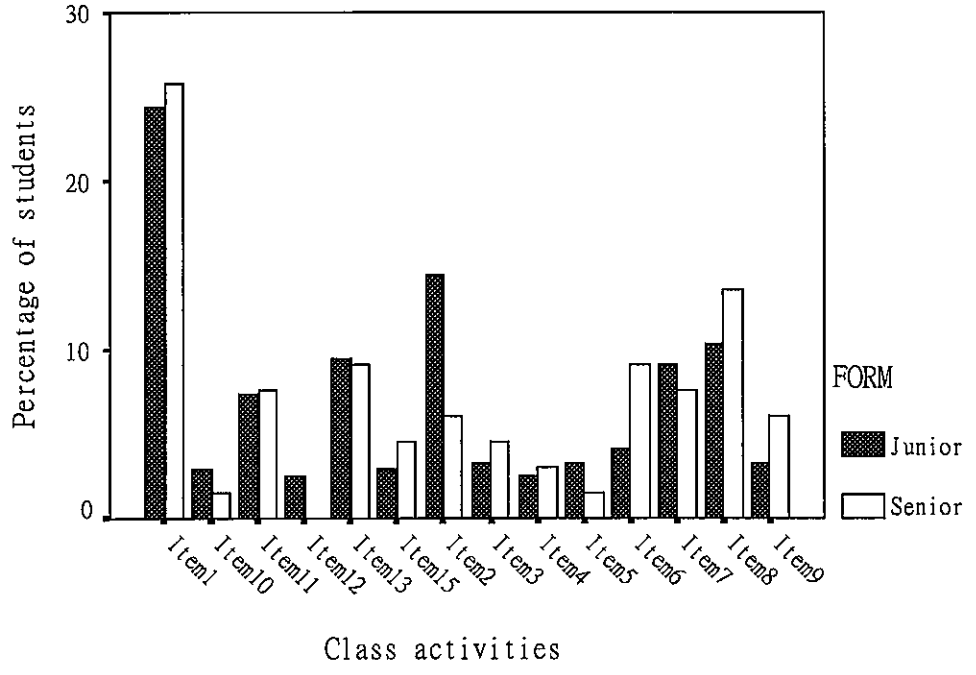


Figure C.6 **Reasons for junior students to choose the most unfavourite three activities (Item 1, 2, 8)**

Reasons	No. of students
1. These activities are boring.	29
2. I don't like copying	4
3. These activities are useless	1
4. These activities are difficult	1
5. I can't express my opinions when copying and memorizing	1

Figure C.7 **Reasons for senior students to choose the most unfavourite three activities (Item 1, 8, 6)**

Reasons	No. of students
1. The activities are boring.	12
2. The activities are difficult.	3
3. These activities cannot help raise English standard.	1

Figure C.8 **The most helpful class activities to improve English**

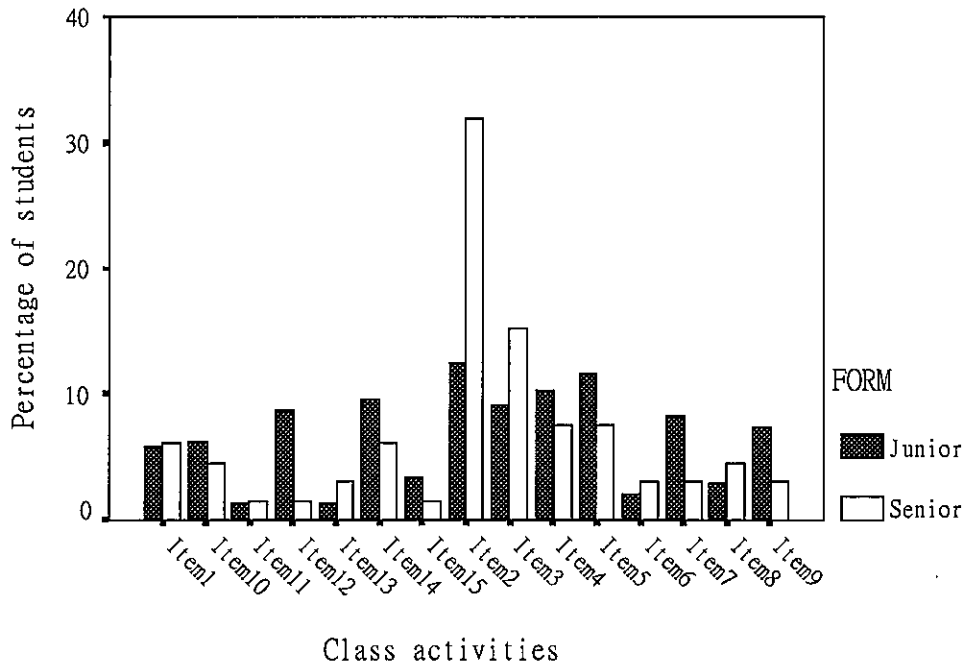


Figure C.9 **Reasons for junior students to choose the most helpful three activities (Item 2, 5, 4)**

Reasons	No. of students
1. These activities are useful.	4
2. More oral presentation can raise English ability	7
3. More group discussion can raise English ability.	2
4. Grammar exercise can raise English ability.	10
5. I can learn more English in these activities.	1
6. It's easier to do group discussion.	1

Figure C.10 **Reasons for senior students to choose the most helpful three activities (Item 2, 3, 4, 5)**

Reasons	No. of students
1. These activities are useful.	4
2. I like learning English through group discussions.	1
3. Oral presentation is funny.	1
4. I'm more attentive when doing these activities	2
5. The things learnt from these activities are more important	1
6. More practice	1
7. It's easy to understand grammar.	1
8. I can talk with others in Cantonese during group discussions.	1

Figure C.11 **The most unhelpful class activities to improve English**

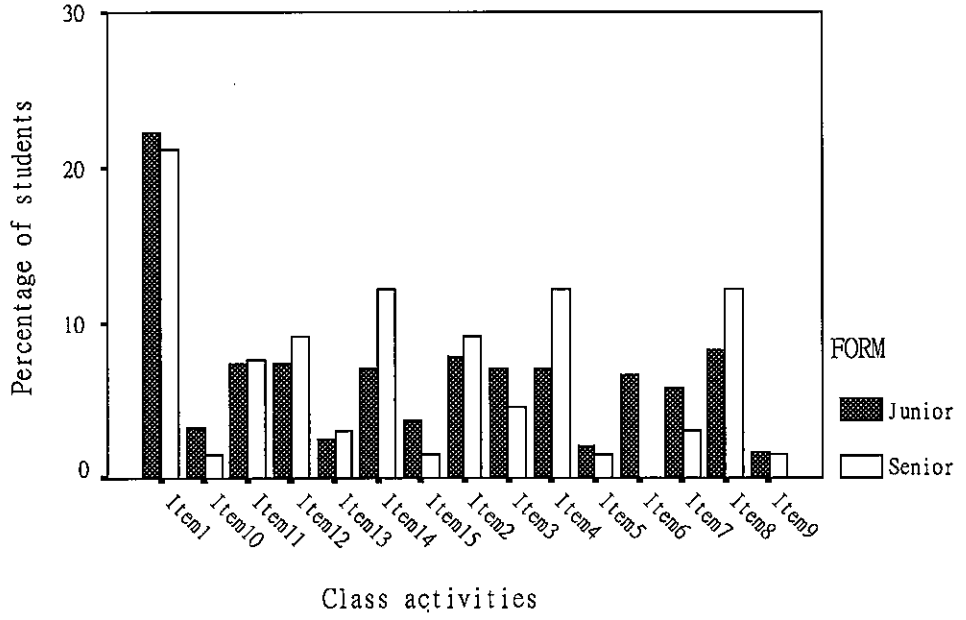


Figure C.12 Reasons for junior students to choose the most unhelpful three activities (Item 1, 8, 2, 12, 14)

Reasons	No. of students
1. Song, games and watching TV/films cannot raise English ability.	2
2. Watching TV/films is boring.	1
3. We just play games, not learning.	7
4. We cannot speak much English when copying.	6
5. Copying and memorizing is boring.	5
6. Copying is a mechanical activity	4
7. It's difficult to do grammar exercise.	1
8. We cannot speak English when doing grammar exercise	1

Figure C.13 Reasons for senior students to choose the most unhelpful three activities (Item 1, 14, 4, 8)

Reasons	No. of students
1. These activities are useless.	2
2. I can't speak more during group discussion because of my poor vocabulary.	2
3. We cannot learn vocabulary when watching TV/films	2
4. These activities waste time.	1
5. Copying and memorizing cannot improve my English.	1
6. We cannot use much English when copying and reading aloud.	1

Figure C.14 The most common difficulty in learning English

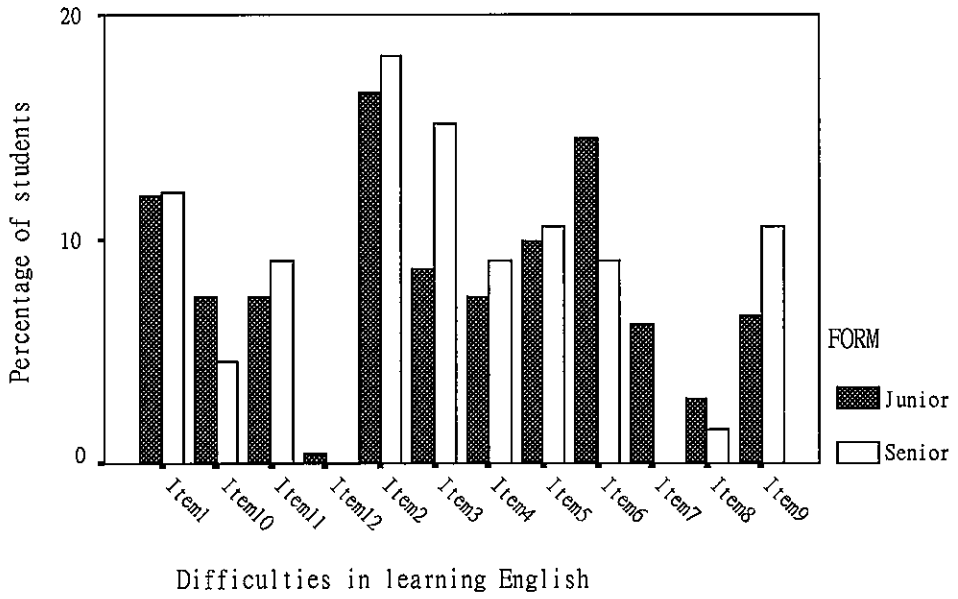


Figure C.15 The most helpful way to improve English

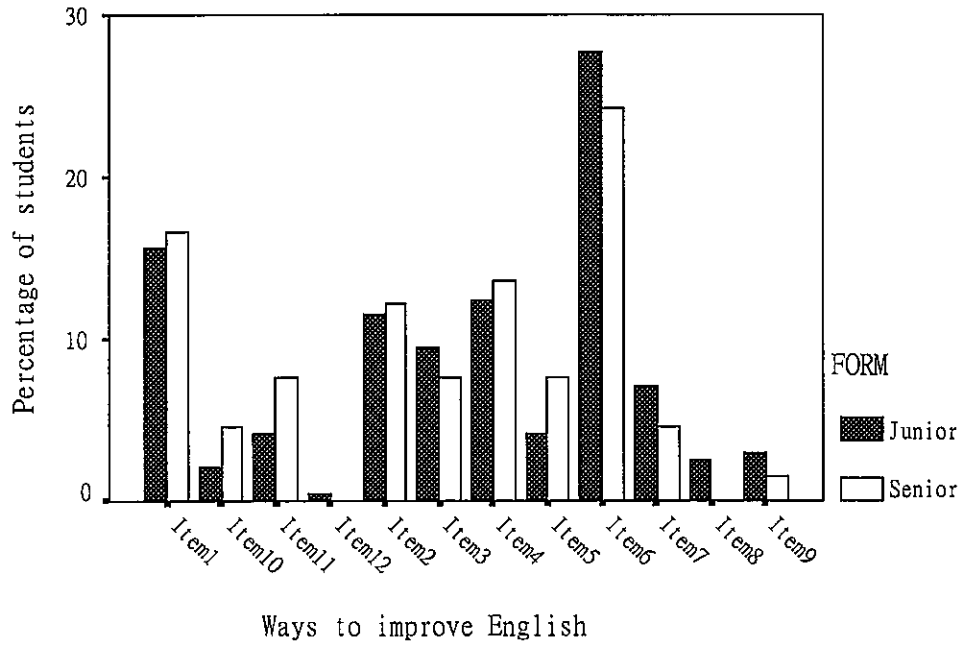


Figure C.16 Opinions of the junior students for the NET to better help improve English

Opinions	No. of students
1. Talk more with us (understand our problems and improve our oral)	11
2. The NET should ensure the students understand her English.	1
3. More learning activities outside classroom.	4
4. More extra reading.	3
5. More vocabulary training	4
6. More speaking and listening training	8
7. Listen to students' opinions patiently, don't get angry easily	2
8. Correct our grammar immediately when we speak English.	1
9. More interesting teaching.	20
10. She should know Cantonese.	6
11. Teach some daily expressions more	3
12. Play more games	3
13. Speak slower and simpler English.	1
14. She should understand what students need	1
15. Nothing can be done.	1
16. She should control the discipline.	1
17. More group discussions	4
18. Increase more English lessons.	2

Figure C.17 Opinions of the senior students for the NET to better help improve English

Opinions	No. of students
1. She should teach writing and grammar	1
2. More interesting teaching	1
3. More reading and writing practice	4
4. More oral and listening practice	5
5. Teach commonly used expressions.	1
6. Teach oral skills	1
7. Nothing can be done.	1
8. Talk more with students.	2
9. Improve her monotonous tone.	1
10. More relaxing lessons.	1
11. More games during the lesson.	2
12. Boring teaching.	1
13. To be a real English teacher to teach all skills of English.	1
14. Teach from the simplest, especially vocabulary.	3
15. Listen to her good pronunciation	1
16. We must speak English with her.	1

Figure C.18 Opinions of students towards the NET (Section D)

		Q.1	*Q.2*	*Q.3*	*Q.4*	*Q.5*	*Q.6*	*Q.7*	*Q.8*	*Q.9*	*Q.10*
Junior Students	*Mean*	3.64	3.42	3.00	3.40	3.34	3.02	2.83	3.45	3.53	3.63
	N	121	121	121	121	121	121	121	121	121	121
	Std. Deviation	1.04	1.05	1.22	1.05	1.07	1.06	1.11	1.04	.98	1.16
Senior Students	*Mean*	3.73	3.70	2.45	3.24	3.09	2.58	2.55	3.24	3.39	3.88
	N	33	33	33	33	33	33	33	33	33	33
	Std. Deviation	.91	1.02	1.00	1.12	1.23	1.00	.97	1.12	1.12	.70
Total	*Mean*	3.66	3.48	2.88	3.37	3.29	2.92	2.77	3.41	3.50	3.68
	N	154	154	154	154	154	154	154	154	154	154
	Std. Deviation	1.01	1.04	1.19	1.07	1.11	1.06	1.08	1.06	1.00	1.08

Note: 1 ('strongly disagree), 2 ('disagree), 3 ('no comment'), 4 ('agree'), 5 ('strongly agree')

Figure C.19 The things that junior students like most about the NET's teaching (Section D)

Opinions	No. of students
1. More discussions in the classroom.	19
2. When answering correctly, she'll praise me.	1
3. We can play games.	31
4. Novel ways of teaching.	1
5. She always tells jokes.	2
6. I have to speak English in class.	2
7. She raises our interest in learning English.	1
8. Her body language helps explain the vocabulary.	1
9. She talks with us in simple English.	5
10. Interesting teaching	6
11. She won't scold us easily.	1
12. We can watch TV/films.	7
13. More practice.	2
14. She teaches us how to pronunciation English words.	1
15. She's friendly.	2
16. I can listen to the teacher.	1
17. She's enthusiastic in teaching.	1

Figure C.20 The things that senior students like most about the NET's teaching (Section D)

Opinions	No. of students
1. I can listen more to her English.	2
2. Group discussions.	8
3. I can talk with friends in Cantonese	2
4. Her pronunciation is very clear.	2
5. She tells jokes occasionally.	4
6. We can play games during the lesson.	2
7. Oral training	1
8. More vocabulary for daily use.	1
9. She improves my speaking ability.	1
10. Watch films.	1
11. Pair Work	1

Figure C.21 The things that junior students dislike most about the NET's teaching (Section D)

Opinions	No. of students
1. I don't understand her English.	8
2. I have to speak English.	2
3. Boring curriculum.	2
4. She only speaks English.	3
5. Copying and memorizing	10
6. Boring teaching.	8
7. The games are not interesting (complicated and repetitive)	3
8. Read aloud in class.	2
9. Writing	1
10. She's rude and gets angry easily.	2
11. Watch films	1
12. Pair work	1
13. Answer questions loudly	4
14. Group discussions	1
15. Listen to teacher's talking.	5
16. Punish us (time when she speak the most loudly)	2
17. Teach too quickly, no time for students to think her words.	3
18. Project	2
19. Poor teaching	1
20. She cannot control the classroom discipline.	1
21. No improvement in English	2
22. Communication problems	1

Figure C.22 The things that senior students dislike most about the NET's teaching (Section D)

Opinions	No. of students
1. Boring curriculum	1
2. Copying and memorizing	2
3. She keeps asking questions all the time.	1
4. I can't understand her English.	5
5. She speaks English only.	1
6. Answering questions	2
7. Group discussions	1
8. Read aloud vocabulary	1

PART D Student Questionnaires from Teacher D's school

Figure D.1 The most common class activities

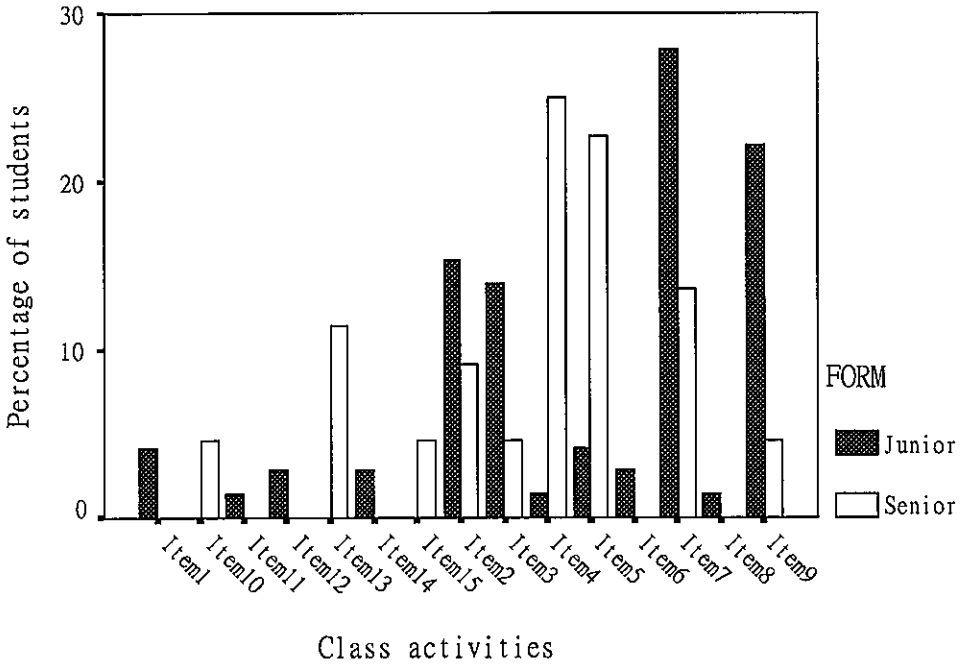


Figure D.2 The most favourite class activities

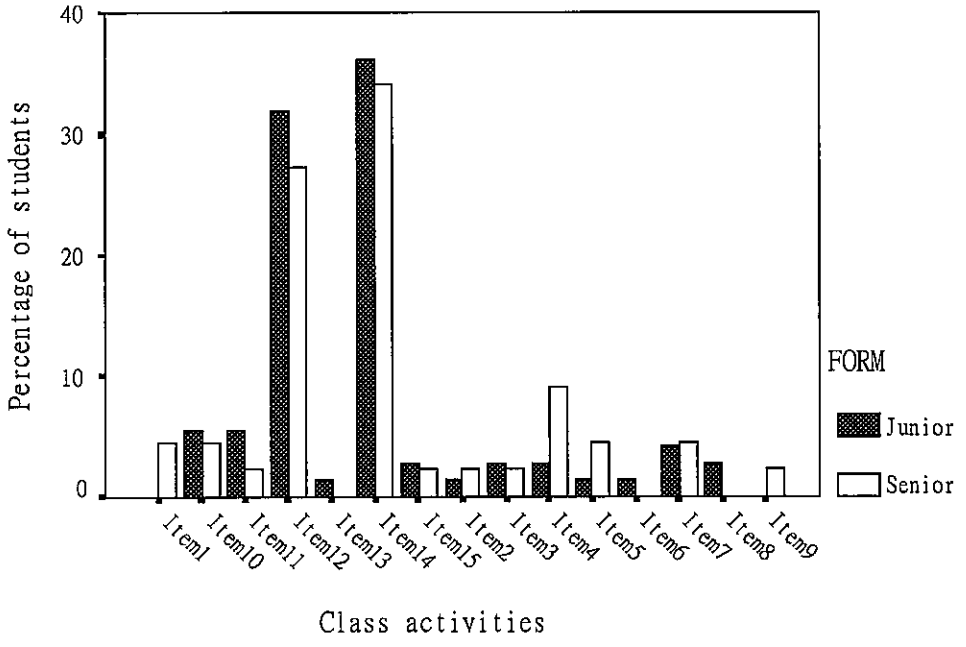


Figure D.3 **Reasons for junior students to choose the most favourite three activities (Item 14, 12, 11, 10)**

Reasons	No. of students
1. The activities are interesting.	10
2. Because I like the activities.	8
3. We can learn much knowledge.	1
4. It's my hobby to sing songs.	1
5. We can communicate with others through project work.	1
6. The activities are more relaxing.	2
7. I can learn English in more diversified ways.	1
8. I can learn English when watching TV/films.	1
9. I won't be scolded by the teacher.	1

Figure D.4 **Reasons for senior students to choose the most favourite three activities (Item 14, 12, 4)**

Reasons	No. of students
1. The activities are interesting.	9
2. The activities are useful.	2

Figure D.5 **The most unfavourite class activities**

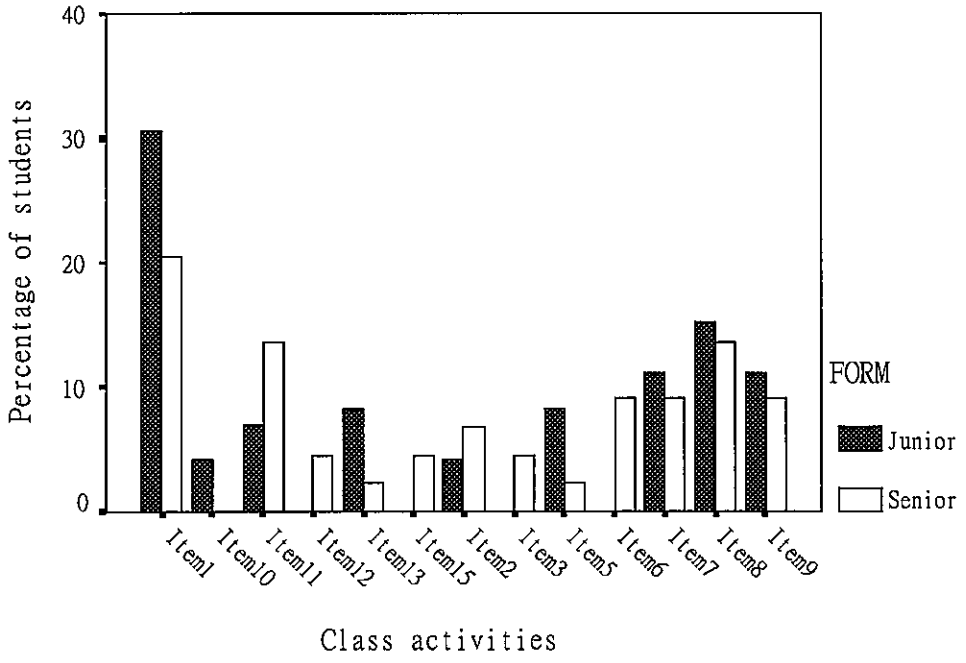


Figure D.6 **Reasons for junior students to choose the most unfavourite three activities (Item 1, 8, 7, 9)**

Reasons	No. of students
1. The activities are boring.	11
2. It's embarrassing to read alone in front of the class.	2
3. Because I don't like the activities.	5
4. I'm afraid of speaking.	1
5. It's useless to just copy.	4
6. Because my English is poor.	1

Figure D.7 **Reasons for senior students to choose the most unfavourite three activities (Item 1, 11, 8)**

Reasons	No. of students
1. The activities waste time.	2
2. It's difficult to co-ordinate when reading alone.	1
3. The activities are boring.	6
4. I don't like speaking English.	2
5. The activities are useless.	2
6. The activities are traditional ways of learning.	1

Figure D.8 **The most helpful class activities to improve English**

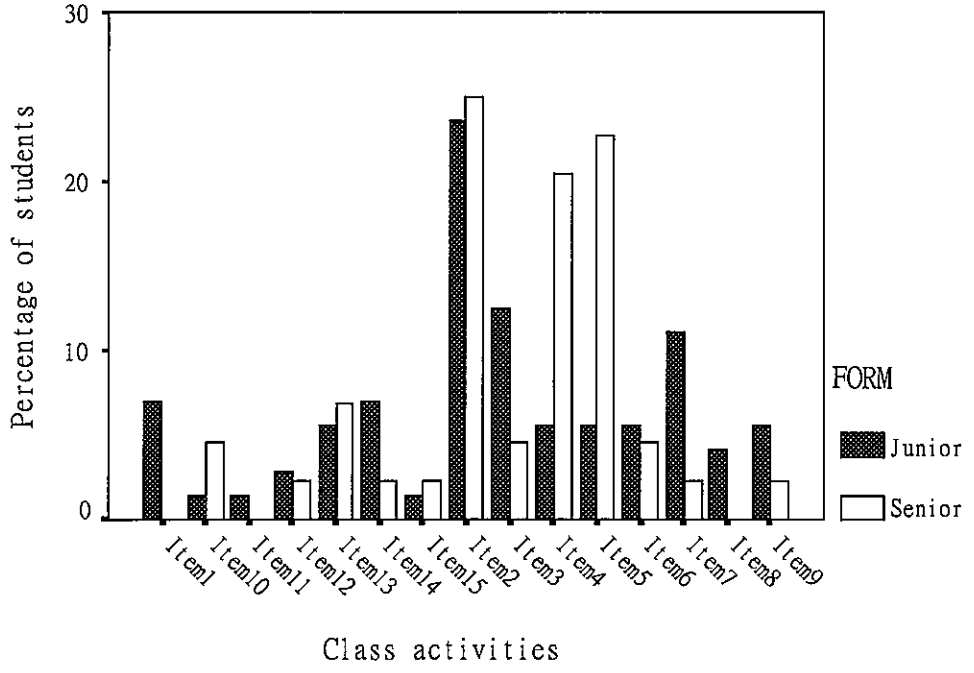


Figure D.9 **Reasons for junior students to choose the most helpful three activities (Item 2, 3, 7)**

Reasons	No. of students
1. I feel more serious when doing grammar exercises	1
2. I can practise more.	1
3. It's easy to learn grammar.	1
4. These activities can raise my English standard.	9

Figure D.10 **Reasons for senior students to choose the most helpful three activities (Item 2, 5, 4)**

Reasons	No. of students
1. The activities are interesting.	2
2. It more free to learn.	2
3. More practice make perfect	4
4. It's practical to do group discussion.	1
5. More chance to speak English	3
6. Grammar can help public exams.	1

Figure D.11 **The most unhelpful class activities to improve English**



Figure D.12 **Reasons for junior students to choose the most unhelpful three activities (Item 1, 8, 12)**

Reasons	No. of students
1. I can learn much English when singing songs and playing games.	1
2. These activities are not related to English learning.	2
3. Just copying is useless.	3
4. It's boring to just copy.	4
5. I always don't know why I have to copy.	1
6. The activities waste time.	1

Figure D.13 **Reasons for senior students to choose the most unhelpful three activities (Item 1, 11, 8)**

Reasons	No. of students
1. Copying is useless	2
2. Reading aloud is useless.	3
3. Not all students can speak English.	2
4. We can't remember what we have copied.	2
5. The activities are meaningless.	1
6. Most classmates do not participate in group discussions.	1

Figure D.14 **The most common difficulty in learning English**

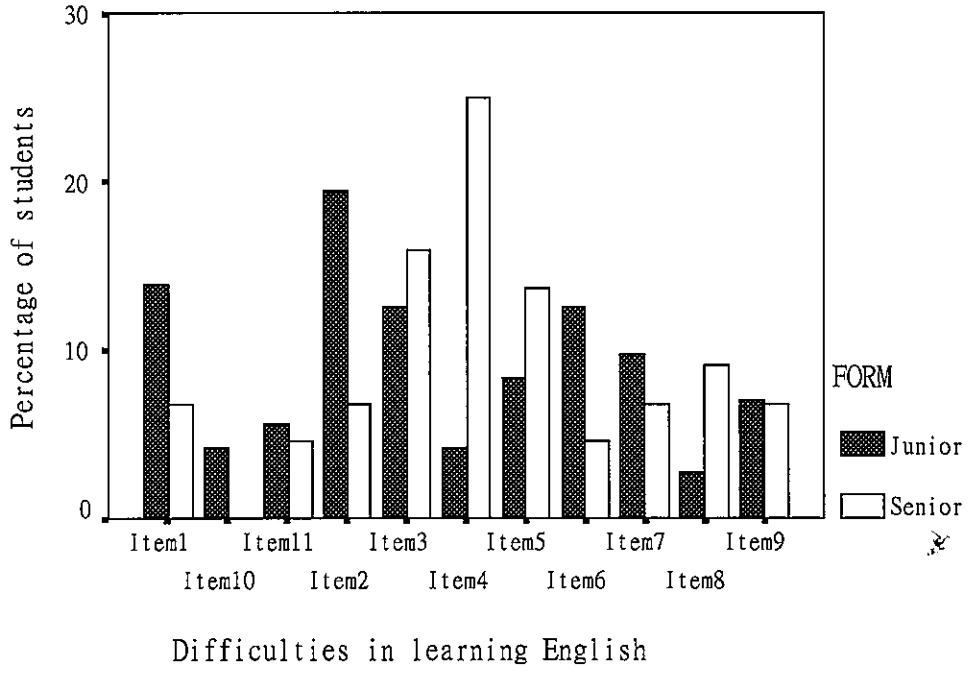


Figure D.15 The most helpful way to improve English

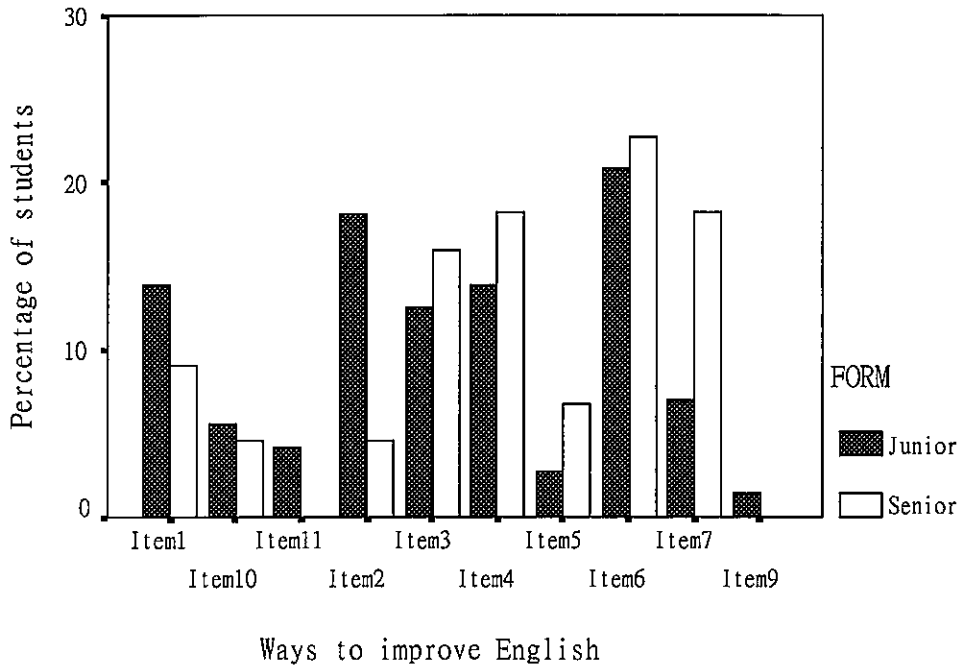


Figure D.16 Opinions of the junior students for the NET to better help improve English

Opinions	No. of students
1. She should know Cantonese or a local teacher will translate her English into Cantonese.	6
2. I can learn the culture of another country.	1
3. I can learn some English idioms and common usages	1
4. They may teach us the right pronunciation in small groups.	4
5. She may play more entertaining games with us.	7
6. We have to speak English because she doesn't know Cantonese.	2
7. She should understand the difficulties of Hong Kong students in learning.	1
8. She can teach us more English	2
9. Watch more films.	1
10. She should give us more exercises.	1
11. Teach us oral skills and reading skills.	1
12. There should be more NETs.	1

Figure D.17 Opinions of the senior students for the NET to better help improve English

Opinions	No. of students
1. She should talk more with us outside classrooms.	6
2. She should speak slower.	1
3. More oral practices.	4
4. Listen and learn her correct pronunciation.	1
5. There should be more NETs.	1
6. More lessons taught by the NETs.	1
7. More discussion about news articles.	1
8. I must speak English when I talk with them.	1
9. More group discussion and oral presentation.	2
10. Entertaining teaching methods.	1
11. If they know Cantonese, they can translate for us.	1

Figure D.18 Opinions of students towards the NET (Section D)

		Q.1	*Q.2*	*Q.3*	*Q.4*	*Q.5*	*Q.6*	*Q.7*	*Q.8*	*Q.9*	*Q.10*
Junior Students	*Mean*	3.81	3.61	2.89	3.39	3.39	3.03	2.44	3.53	3.56	3.69
	N	36	36	36	36	36	36	36	36	36	36
	Std. Deviation	.89	1.23	1.19	1.25	1.10	1.13	.97	1.06	.97	1.19
Senior Students	*Mean*	3.82	3.45	2.23	3.14	3.64	2.45	2.32	3.82	3.95	4.09
	N	22	22	22	22	22	22	22	22	22	22
	Std. Deviation	.73	.80	1.07	.99	.90	.74	.72	.80	.84	.68
Total	*Mean*	3.81	3.55	2.64	3.29	3.48	2.81	2.40	3.64	3.71	3.84
	N	58	58	58	58	58	58	58	58	58	58
	Std. Deviation	.83	1.08	1.08	1.18	1.03	1.03	.88	.97	.94	1.04

Note: 1 ('strongly disagree), 2 ('disagree), 3 ('no comment'), 4 ('agree'), 5 ('strongly agree')

Figure D.19 The things that junior students like most about the NET's teaching (Section D)

Opinions	No. of students
1. We can learn English together.	1
2. Lots of jokes	7
3. Interesting teaching	10
4. I can play games during the lesson.	2
5. She's very kind.	2
6. Very relaxing	1
7. I can watch TV/films.	2
8. I can listen and speak more English.	2
9. She helps us pronounce English words	3

Figure D.20 The things that senior students like most about the NET's teaching (Section D)

Opinions	No. of students
1. I know how to speak well.	1
2. She improves my speaking skills through some interesting games.	4
3. She always tells jokes.	3
4. More chance to speak English.	2
5. I can know the culture of her country.	2
6. The discussion topic is interesting.	1
7. They can teach us correct pronunciation.	1
8. They can teach us through more interactive teaching methods.	4
9. She pushes me to speak more English	1
10. I can chat with her.	1
11. She's friendly.	2
12. There should be more group discussion.	1
13. We can learn some vocabulary in her jokes.	2

Figure D.21 **The things that junior students dislike most about the NET's teaching (Section D)**

Opinions	No. of students
1. I don't know what I have to do in the class.	1
2. I have to answer questions if I'm chosen.	1
3. She can't listen to Cantonese.	2
4. When we are asked to read aloud individually.	1
5. When she teaches us strictly.	1
6. Boring curriculum	2
7. Extra lessons after school.	1
8. Boring lessons.	2
9. She should speak slower.	1
10. writing	1

Figure D.22 **The things that senior students dislike most about the NET's teaching (Section D)**

Opinions	No. of students
1. She speaks a little bit fast.	5
2. Writing practices.	1
3. When I have to listen to teacher.	1
4. The lessons are sometimes boring.	2
5. The games are boring.	2
6. I don't understand her English.	1

PART E Some Comparisons of the data

Figure E.1 Students' self-assessment

SCHOOL	FORM		*Reading Ability*	*Writing Ability*	*Listening Ability*	*Speaking Ability*
Teacher A's	**Junior**	*Mean*	3.40	2.90	3.16	2.97
		N	87	87	87	87
		Std. Deviation	.77	.78	.78	.92
	Senior	*Mean*	3.33	2.95	3.05	3.14
		N	57	57	57	57
		Std. Deviation	.55	.79	.74	.72
Teacher B's	**Junior**	*Mean*	3.10	3.02	2.85	2.90
		N	40	40	40	40
		Std. Deviation	.71	.83	.89	1.03
	Senior	*Mean*	2.81	2.64	2.81	2.79
		N	47	47	47	47
		Std. Deviation	.71	.74	.74	.81
Teacher C's	**Junior**	*Mean*	2.88	2.59	2.76	2.70
		N	121	121	121	121
		Std. Deviation	.67	.76	.84	.83
	Senior	*Mean*	2.52	2.42	2.30	2.52
		N	33	33	33	33
		Std. Deviation	.83	.79	.88	.83
Teacher D's	**Junior**	*Mean*	3.06	2.83	2.81	2.81
		N	36	36	36	36
		Std. Deviation	.53	.65	.75	.71
	Senior	*Mean*	2.82	2.82	2.50	2.55
		N	22	22	22	22
		Std. Deviation	.66	.80	.67	.80
Total	**Junior**	*Mean*	3.10	2.77	2.90	2.83
		N	283	283	283	283
		Std. Deviation	.73	.78	.83	.88
	Senior	*Mean*	2.94	2.73	2.75	2.82
		N	159	159	159	159
		Std. Deviation	.74	.79	.81	.82
	All students	*Mean*	3.04	2.76	2.85	2.82
		N	443	443	443	443
		Std. Deviation	.73	.78	.83	.86

Figure E.2 Time of using English outside school

SCHOOL	FORM	*Mean (hour)*	*N*	*Std. Deviation*
Teacher A's	**Junior**	1.952	87	3.584
	Senior	3.412	57	4.856
	Sub-total	**2.53**	**144**	**4.18**
Teacher B's	**Junior**	1.537	40	3.496
	Senior	.489	47	1.096
	Sub-total	**.971**	**87**	**2.542**
Teacher C's	**Junior**	2.360	121	3.408
	Senior	1.652	33	2.123
	Sub-total	**2.208**	**154**	**3.184**
Teacher D's	**Junior**	.972	36	1.230
	Senior	1.000	22	1.336
	Sub-total	**.983**	**58**	**1.26**
Total	**Junior**	**1.948**	**283**	**3.309**
	Senior	**1.849**	**159**	**3.376**
	All students	**1.909**	**443**	**3.327**

Figure E.3 Comparative opinions of JUNIOR students towards the NET

SCHOOL		*Q.1*	*Q.2*	*Q.3*	*Q.4*	*Q.5*	*Q.6*	*Q.7*	*Q.8*	*Q.9*	*Q.10*
Teacher A	*Mean*	4.05	3.74	2.17	3.45	3.37	2.93	2.83	3.90	3.79	3.99
	N	87	87	87	87	87	87	87	87	87	87
	Std. Deviation	.86	.97	1.01	1.08	1.13	1.05	1.10	1.03	.99	.98
Teacher B	*Mean*	3.92	3.43	2.83	3.20	3.25	3.28	2.75	3.57	3.30	3.88
	N	40	40	40	40	40	40	40	40	40	40
	Std. Deviation	.97	1.13	1.30	1.32	1.41	1.15	1.24	1.30	1.30	1.18
Teacher C	*Mean*	3.64	3.42	3.00	3.40	3.34	3.02	2.83	3.45	3.53	3.63
	N	121	121	121	121	121	121	121	121	121	121
	Std. Deviation	1.04	1.05	1.22	1.05	1.07	1.06	1.11	1.04	.98	1.16
Teacher D	*Mean*	3.81	3.61	2.89	3.39	3.39	3.03	2.44	3.53	3.56	3.69
	N	36	36	36	36	36	36	36	36	36	36
	Std. Deviation	.89	1.23	1.19	1.25	1.10	1.13	.97	1.06	.97	1.19
Total	*Mean*	3.83	3.54	2.71	3.39	3.34	3.03	2.77	3.62	3.58	3.78
	N	284	284	284	284	284	284	284	284	284	284
	Std. Deviation	.97	1.06	1.22	1.12	1.14	1.08	1.11	1.09	1.04	1.12

Note: 1 ('strongly disagree), 2 ('disagree), 3 ('no comment'), 4 ('agree'), 5 ('strongly agree')

Figure E.4 Comparative opinions of SENIOR students towards the NET

SCHOOL		*Q.1*	*Q.2*	*Q.3*	*Q.4*	*Q.5*	*Q.6*	*Q.7*	*Q.8*	*Q.9*	*Q.10*
Teacher A	*Mean*	3.88	3.39	2.00	2.96	2.84	2.53	2.46	3.82	3.65	3.58
	N	57	57	57	57	57	57	57	57	57	57
	Std. Deviation	.47	.82	.94	.96	1.10	.76	.85	.83	.83	1.07
Teacher B	*Mean*	4.23	4.26	2.96	3.70	3.40	3.34	2.98	3.79	3.79	4.47
	N	47	47	47	47	47	47	47	47	47	47
	Std. Deviation	.84	.74	1.25	1.08	1.26	.98	1.05	1.00	.88	.83
Teacher C	*Mean*	3.73	3.70	2.45	3.24	3.09	2.58	2.55	3.24	3.39	3.88
	N	33	33	33	33	33	33	33	33	33	33
	Std. Deviation	.91	1.02	1.00	1.12	1.23	1.00	.97	1.12	1.12	.70
Teacher D	*Mean*	3.82	3.45	2.23	3.14	3.64	2.45	2.32	3.82	3.95	4.09
	N	22	22	22	22	22	22	22	22	22	22
	Std. Deviation	.73	.80	1.07	.99	.90	.74	.72	.80	.84	.68
Total	*Mean*	3.94	3.72	2.41	3.26	3.17	2.77	2.61	3.69	3.68	3.97
	N	159	159	159	159	159	159	159	159	159	159
	Std. Deviation	.75	.91	1.13	1.13	1.18	.95	.95	.96	.92	.95

Note: 1 ('strongly disagree), 2 ('disagree), 3 ('no comment'), 4 ('agree'), 5 ('strongly agree')