

**The cross-cultural adjustment of EFL
expatriate teachers in Taiwan**

by

Wei-Ju Liao

A thesis submitted to the University of Bedfordshire in partial
fulfilment of the requirements for the degree of Doctor of
Philosophy

December 2010

The cross-cultural adjustment of EFL expatriate teachers in Taiwan

W.J.LIAO

ABSTRACT

This study investigates expatriate English teachers' cross-cultural adjustment in Taiwan. Cross-cultural adjustment theories and the differences between Chinese and Western culture are reviewed. Both qualitative and quantitative data were collected in order to develop the framework for the study.

The process was examined across three facets of adjustment: general, working and interaction with host nation. The study was based on the framework of Black, Mendenhall and Oddou (1991) and develops an empirical cross-cultural adjustment model for native English-speaking expatriates who work in Taiwan as English teachers. The framework was successfully implemented by means of questionnaire and interview data and a literature review. The key findings of this study are:

1. Expatriate English teachers' job satisfaction, age, previous cross-cultural experience and their motivation for or purpose in coming to Taiwan are the key factors which affect their intention to stay in Taiwan.
2. Expatriate English teachers' Mandarin or Taiwanese language ability has significant effects on their daily activities and social life outside work in terms of general adjustment.
3. Cross-cultural training for expatriate teachers could improve their living conditions in Taiwan in terms of general adjustment.
4. Expatriate teachers who possessed an undergraduate degree had more difficulties in their relationship with school management.

5. The total time expatriate teachers had spent living in Taiwan had some effect on their job satisfaction and adjustment in relation to interacting with the Taiwanese.

Based on the empirical findings of this study, some recommendations for language education institutions and Westerners who are working or planning to work as English teachers in Taiwan are as follows:

1. Those who are planning to go to Taiwan to work as English teachers should receive some cross-cultural training and gain basic Mandarin or Taiwanese language skills before departure. An undergraduate degree is the basic qualification but an English teaching certificate or higher degree is strongly recommended.
2. English language education institutions should offer expatriate teachers cross-cultural training which includes basic local language skills, general information about living and working in Taiwan and the differences in the education system, teaching methodology and management style between Taiwanese and Western cultures.
3. When recruiting expatriate teachers, it is recommended that English language education institutions should avoid those who are including a trip to Taiwan as part of wider Asian travel and who are likely to stay in Taiwan for a relatively short time.

ACKNOWLEDGEMENTS

I would like to express my sincerest gratitude to the people who have supported and encouraged me throughout these last few years.

First of all, I would like to thank my director of studies Dr Vladimir Zegarac, who has supported me not only academically but also emotionally. Without his encouragement and patience, I would have abandoned my doctoral study. Neither would this thesis have been finished without the supervision and guidance of Dr Anthony Green. He has not only patiently and repeatedly scrutinised my data and drafts but also offered me support at the difficult times during these years and given me strength to continue.

Second, I would like to thank Andrew Tiffany, the manager of the human resources department of Hess Educational Organisation, who helped me to collect data in Taiwan, and those expatriate teachers who completed the questionnaires and participated in the interviews for this thesis. My appreciation also goes to my colleagues Robert Johnson, Qian and Cynthia who discussed my work together and provided support.

I would also like to express my gratitude to my family. My husband, Rene Tetzner, supported me financially and emotionally. I would like to say thank you to him from the bottom of my heart for taking care of our daughter and doing the housework when I needed to concentrate on my work. Without his support, it would not have been possible to bring it to completion. I would like to thank my mother, Zeng Ying-Yue, who sent me to England to study and has been a wonderful source of support throughout. I am the luckiest child in the world to have her as my mother. Though a single parent she managed to bring me up and ensure that I furthered my education abroad. I would also like to thank my sister, who helped me to look after my daughter when I needed to spend time on my thesis.

Finally, I must mention my father, Liao Xue-Fu, who did not live to see me

finish this doctoral study but who always wished me to succeed in higher education. Thank you for inspiration and encouragement which I will never forget.

List of Contents

ABSTRACT.....	I
ACKNOWLEDGE.....	III
LIST OF CONTENTS.....	V
LIST OF TABLES.....	IX
LIST OF FIGURES.....	XI
CHAPTER 1 INTRODUCTION	1
1.1 The researcher’s personal motivation	1
1.2 Overview of the dissertation structure	3
1.3 The research problem	4
1.4 Lack of available studies on teachers’ cross-cultural adjustment	12
1.5 The purpose statement.....	13
1.6 Research questions	14
1.7 The importance of the study.....	16
CHAPTER 2 LITERATURE REVIEW	17
2.1 Introduction	17
2.2 The concept of cross-cultural adjustment	17
2.3 Theories of cross-cultural adjustment	21
2.3.1 U-curve hypothesis.....	22
2.3.2 Black, Mendenhall and Oddou’s cross-cultural adjustment model.....	26
2.3.3 Parker and McEvoy’s intercultural adjustment model	31
2.3.4 Aycan’s conceptual model of expatriate adjustment	33
2.4 Factors of cross-cultural adjustment	37
2.4.1 Anticipatory adjustment factors	37
2.4.2 In-country adjustment factors	43
2.5 The cultural differences between Taiwan and the West	48
2.5.1 Hofstede’s categorisation	48
2.5.2 Schwartz’s categorisation.....	57
2.5.3 Critiques of frameworks of Hofstede and Schwartz	60
2.5.4 The educational context	63

2.5.4.1 The education system	63
2.5.4.2 The approach to teaching and learning	66
2.5.5 The general environmental context	71
2.5.6 The management context	75
2.6 Expatriate teachers in Taiwan	78
2.7 English language cram schools in Taiwan	82
2.8 Previous cross-cultural adjustment studies in Taiwan.....	84
2.9 Taiwanese culture vs. Chinese culture	86
2.10 Research Framework of this study	90
CHAPTER 3 RESEARCH METHODOLOGY	93
3.1 Setting of the study	93
3.2 Research Design.....	95
3.3 Expatriate English Teachers' Cross-Cultural Adjustment Survey.....	98
3.3.1 Objectives.....	98
3.3.2 Construction of the questionnaire	99
3.3.2.1 Cross-cultural adjustment to living in Taiwan	100
3.3.2.2 Cross-cultural adjustment to working in Taiwan	101
3.3.2.3 Teachers' beliefs and experiences of the reality of teaching English in Taiwan	101
3.3.2.4 Satisfaction and intention with regard to living and working in Taiwan.....	102
3.3.3 Expectations of findings from the questionnaire	103
3.4 Pilot Study.....	104
3.4.1 Participants.....	104
3.4.2 Reliability.....	106
3.4.3 Multiple regression analysis.....	112
3.4.4 Summery of pilot study	114
CHAPTER 4 MAIN STUDY – INTERVIEW	116
4.1 Role of the researcher.....	116
4.2 Access to and selection of interviewees	117
4.3 Interview procedure and rapport	117

4.4 Interview guide and interview questions	117
4.5 Analysis of interview data	118
4.5.1 Participants.....	121
4.5.2 Motivation for coming to Taiwan.....	122
4.5.3 Anticipatory adjustment	124
4.5.4 General adjustment to Taiwan.....	125
4.5.5 Working adjustment to Taiwan.....	127
4.5.6 Interaction adjustment.....	131
4.5.7 Job satisfaction.....	134
4.5.8 Intention to stay.....	134
4.6 Summary and implications for the main study	137
CHAPTER 5 MAIN STUDY – FACTOR ANALYSIS	139
5.1 Participants’ demographic information	139
5.1.1 Expatriate teachers	139
5.1.2 Taiwanese teachers	141
5.2 Descriptive statistics for expatriate and Taiwanese teacher Questionnaires	142
5.2.1 General adjustment.....	142
5.2.2 Working adjustment	144
5.2.3 Teachers’ beliefs and experiences of the reality of teaching English in Taiwan	146
5.2.4 Satisfaction and intention with regard to living and working in Taiwan	149
5.3 Factor Analysis.....	150
5.3.1 Factor analysis of expatriate teachers’ data.....	151
5.3.1.1 Suitability of the data for factor analysis	151
5.3.1.2 Components of factor analysis	152
5.3.1.3 Rotated Factor Matrix	152
5.3.1.4 Interpretation of Factors	155
5.3.2 Factor analysis of Taiwanese teachers’ data.....	161
5.3.2.1 Suitability of the data for factor analysis	161
5.3.2.2 Components of factor analysis.....	161

5.3.2.3 Rotated Factor Matrix	161
5.3.2.4 Interpretation of Factors	165
5.4 Reliability of the eight factors for expatriate teachers	174
5.5 Reliability of the seven factors for Taiwanese teachers	175
5.6 Mean score comparison of expatriate teachers and Taiwanese teachers...	176
5.7 Summary	183
CHAPTER 6 MAIN STUDY – ANALYSIS OF COVARIANCE.....	192
6.1 Correlations between variables	192
6.2 T-test of gender and marital status	195
6.3 Analysis of covariance (ANCOVA)	196
6.4 Summary	212
CHAPTER 7 DISCUSSION AND CONCLUSIONS.....	217
7.1 Answers to the research questions.....	217
7.2 A CCA model for expatriate teachers in Taiwan	225
7.2.1 Anticipatory adjustment	228
7.2.2 In-country adjustment	237
7.3 Key findings and contributions of this study	238
7.4 Recommendations for expatriate teachers and language schools in Taiwan	
.....	242
7.4.1 Recommendations for expatriate teachers	242
7.4.2 Recommendations for English language institutions.....	243
7.5 Limitations of this study and recommendations for further research	245
7.6 Conclusion	248
REFERENCES.....	249
APPENDIX ONE: QUESTIONNAIRE.....	268
APPENDIX TWO: INTERVIEW GUIDE AND QUESTIONS.....	273
APPENDIX THREE: FACTOR ANALYSIS – TOTAL VARIANCE	
EXPLAINED	276

APPENDIX FOUR: FACTOR ANALYSIS – SCREE PLOT (EXPATRIATE TEACHERS)	280
APPENDIX FIVE: FACTOR ANALYSIS – SCREE PLOT (TAIWANESE TEACHERS)	281
APPENDIX SIX: DESCRIPTIVE STATISTICS	282
APPENDIX SEVEN: HISTOGRAM	286
APPENDIX EIGHT: CORRECTIONS BETWEEN EACH SECTION	287
APPENDIX NINE: PARTICIPANT CONSENT FORM	286

List of Tables

Table 1.1 Power Distance Index Values	9
Table 1.2 Long-Term Orientation Index Values	9
Table 1.3 Research questions and sources of answers	15
Table 2.1 Three facets of cross-cultural adjustment	30
Table 2.2 The key differences between low and high power distance at school and in the work organisation	50
Table 2.3 The key differences between low and high UAI at school and in the work situation	55
Table 2.4 The key differences between low and high LTO	57
Table 2.5 Mean importance of Schwartz’s culture level scores on seven value dimensions for teachers.....	58
Table 2.6 Reported conflicts between expatriate English teachers and Chinese students in China.....	67
Table 3.1 Reliability, mean, and standard deviation of scales of questionnaire items in the pilot study.....	108
Table 4.1 Interview data analysis code and category-1.....	120
Table 4.2 Interview data analysis code and category-2.....	120
Table 4.3 Background information of participants for interview.....	122
Table 5.1 The mean score and standard deviation of general adjustment.....	143

Table 5.2	The mean score and standard deviation of working adjustment	146
Table 5.3	The mean score and standard deviation of teacher's belief and the reality of teaching English in Taiwan	147
Table 5.4	The mean score and standard deviation of work satisfaction	150
Table 5.5	The mean score and standard deviation of intention to live and work in Taiwan	150
Table 5.6	KMO and Bartlett's Test – Expatriate teachers.....	152
Table 5.7	Rotated Factor Matrix Rotated Factor Matrix (a) – Expatriate teachers.....	153
Table 5.8	KMO and Bartlett's Test – Taiwanese teachers.....	161
Table 5.9	Rotated Factor Matrix (a) –Taiwanese teachers.....	163
Table 5.10	Reliability of eight factors – expatriate teachers.....	175
Table 5.11	Reliability of seven factors – Taiwanese teachers.....	176
Table 5.12	The mean scores of expatriate teachers.....	178
Table 5.13	The mean scores of Taiwanese teachers.....	179
Table 5.14	Factor analysis category – Expatriate teachers vs. Taiwanese teachers.....	187
Table 6.1	Correlations.....	194
Table 6.2	T-test (Gender).....	195
Table 6.3	T-test (Marital status).....	196
Table 6.4	Group Statistics.....	196
Table 6.5	Two-way ANCOVA result for 'intention to stay in Taiwan (DV1)'	198
Table 6.6	Two-way ANCOVA result for 'interaction with Taiwanese and job satisfaction (DV2)'	201
Table 6.7	Two-way ANCOVA result for 'daily activities and social life outside of work (DV3)'	203
Table 6.8	Two-way ANCOVA result for 'relationship with school management (DV4)'	204
Table 6.9	Two-way ANCOVA result for 'enjoyment at work (DV5)'	207
Table 6.10	Two-way ANCOVA result for 'living conditions in Taiwan (DV6)'	208

Table 6.11 Two-way ANCOVA result for ‘quality of life in Taiwan (DV7)’ ...	210
Table 6.12 Two-way ANCOVA result for ‘the pressure of teaching (DV8)’ ...	211
Table 6.13 Results of analysis of covariance.....	216

List of Figures

Figure 2.1 The U-curve of cross-cultural adjustment	24
Figure 2.2 Black, Mendenhall and Oddou’s framework of international cross-cultural adjustment	29
Figure 2.3 Model of intercultural adjustment	33
Figure 2.4 Aycan’s conceptual expatriate adjustment model.....	36
Figure 2.5 The scores of European countries on four cultural dimensions.....	54
Figure 2.6 The scores of Taiwan on five cultural dimensions.....	54
Figure 2.7 Chart of registered language cram schools (<i>busiban</i>) in Taiwan between 2001 and 2010.....	83
Figure 6.1 Bar graph of ‘age’ vs. ‘intention to stay in Taiwan (DV1)’.....	199
Figure 6.2 Bar graph of ‘previous cross-cultural experience’ vs. ‘intention to stay in Taiwan (DV1)’	200
Figure 6.3 Bar graph of ‘total time spent living in Taiwan’ vs. ‘intention to stay in Taiwan (DV1)’.....	202
Figure 6.4 Bar graph of ‘local language ability’ vs. ‘intention to stay in Taiwan (DV1)’.....	204
Figure 6.5 Line graph of ‘qualification possess’ vs. ‘relationship with school management (DV4)’	206
Figure 6.6 Bar graph of ‘cross-cultural training’ vs. ‘living conditions in Taiwan (DV6)’.....	209
Figure 7.1 The cross-cultural adjustment model for expatriate English teachers in Taiwan	227

DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of Bedfordshire.

It has not been submitted before for any degree or examination in any other University.

Name of candidate: Wei Ju Liao

Signature:

Date:

Chapter 1 Introduction

1.1 The researcher's personal motivation

In this section, the researcher would like to make some remarks about the personal background and experience that have led to this research project.

I am a Taiwanese national who has been living and studying in England for 5 years. Before I came to England, I had been taught English by expatriate English teachers in Taiwan for 7 years. My experience with expatriate English teachers was that I was unable to participate in certain classroom activities, such as role-plays and group discussions, because I was used to the teacher-centred Grammar Translation teaching method. It took me a few months to adapt to the expatriate teachers' new teaching method and be able to participate classroom activities comfortably.

When I studied in England for my Master's degree in TEFL, our lecturers used different teaching methodologies and encouraged us to explore different ideas as they trained us to become teachers of English, which for me was a challenging cross-cultural experience. I was disconcerted that discussion was always the main activity in classes, which contrasted with the teacher-led lessons to which I was accustomed in Taiwan. Again, it took me several months to overcome my reticence. However, it also raised my interest in cross-cultural adjustment studies. During my Masters study,

I also had classmates and flatmates from various countries with their own experiences of cross-cultural adjustment. We shared our experiences with one another, especially our difficulties with learning and teaching.

During the teaching practice module, we had to teach students who came from many different countries; this gave me a very strong feeling about cultural diversity in the classroom. It was quite challenging to have students from different countries, as it meant that different cultures and different expectations were involved in the classroom.

As a field, language teaching has been heavily influenced by a view of communication as a process of understanding and producing language, while context is often sidelined as merely supporting language. However, from a modern cognitive pragmatic perspective, the role of context is far more important than the traditional view suggests. Contextual knowledge is involved in deciding when to communicate, what to communicate, and how to communicate it. If a person does not have enough contextual knowledge to make these initial decisions, they are likely to feel lost. As an expatriate in England and a researcher myself, I have personally experienced such situations and have frequently encountered difficulties when communicating with people from different cultures. In addition to the language barrier, I found it was the lack of contextual knowledge and the absence of a common communication style that caused me the most problems when it came to deciding when, what and how to communicate.

Thus, apart from language itself, culture is fundamental as a prerequisite for competent language use in communication. The experiences I had in Taiwan as a student and in the UK as a student and teacher triggered my interest in cross-cultural issues and eventually inspired me to carry out this PhD study.

1.2 Overview of the dissertation structure

This study explores the topic of cross-cultural adjustment in the cross-cultural contexts of Chinese- and English-speaking countries and investigates expatriate English teachers' cross-cultural adjustment in Taiwan. This thesis consists of six chapters. Chapter 1 states the researcher's personal motivation and purposes for undertaking this study. Research problems are explored and research questions are identified in order to clarify the issues to be examined. The importance of this study is stressed at the end of Chapter 1. Chapter 2 defines the concept of cross-cultural adjustment and reviews previous theoretical and empirical cross-cultural studies in order to develop the framework for this study. The Taiwanese culture and the culture of English-speaking countries, mainly American culture, are compared with particular attention to the field of education in order to explore the difficulties of cross-cultural adjustment as experienced by expatriate English teachers. It also enables the researcher to fill the gap of cross-cultural studies in the context of Taiwanese- and English-speaking countries and extend the work done in prior studies. Chapter 3 describes the research setting and the research design in order

to set out how the research questions have been formulated and addressed and how the cross-cultural adjustment model of expatriate English teachers in Taiwan has been tested. The construction of the questionnaire to be used in the main study and the results of the pilot study are also described in Chapter 3.

Chapter 4 presents how the interview was conducted and an analysis of the interview data. Chapter 5 presents an analysis of the main study questionnaire responses, including a comparison of mean scores of expatriate and Taiwanese teachers, results of a factor analysis of the responses, and estimates of the reliability of the resulting scales. Chapter 6 presents an analysis of covariance of the results of the main study questionnaire to establish the extent to which these predict the intention of expatriate teachers to remain in Taiwan. Chapter 7 contains the conclusions and includes the answers to the research questions. The chapter proposes a cross-cultural adjustment model for expatriate teachers in Taiwan; presents guidelines for expatriate teachers and English language institutions; and makes recommendations for further studies as well as pointing out the limitations of the research.

1.3 The research problem

Since 1970s', scholarly research has focused on cross-cultural and expatriate adjustment problems because of the significant increase in cross-cultural contacts and interactions. Most of the research has

focussed on business people, overseas students, immigrants and tourists (Black and Stephens, 1989; Black, Mendenhall and Oddou, 1991; Ady, 1995; Ward, Bochner and Furnham, 2001). So far there has been only a limited amount of research carried out on expatriate teachers, but the demand for native English teachers has gradually increased, especially in Asia. It is to be expected that cultural diversity should exert a considerable and systematic influence on the rapport between, and the performance of, international teachers and students in the EFL classroom. However, in the absence of specific research, the importance of cultural diversity in the EFL classroom may easily be overlooked, with negative consequences for teacher–learner interaction as well as for learning outcomes.

Because English has become a global language, the demand to learn English has been increasing continuously. In Taiwan, most people believe that a native English speaker could teach English better than a teacher who is not a native English speaker. Thus, the demand for expatriate English teachers has also been growing fast. According to the Yearbook of the Department of Statistics (Ministry of the Interior), the number of expatriate teachers in Taiwan in 2001 was 4,435 people. In 2006, the number of expatriate teachers in Taiwan had increased to 6,185. Most expatriate English teachers come to Taiwan without any experience of Eastern cultures and they experience difficulties living and teaching in Taiwan.

Numerous studies (Cortazzi and Jin, 1996; Miklitz, 1996; Li, 1998, 1999) have been conducted in China and Western countries with a focus on Chinese students' learning and classroom behaviour. Scholars have indicated the differences in the learning and classroom behaviours between Western and Chinese students. Their findings show that most Chinese students are more reticent than students in the West when it comes to participating in classroom activities such as group work, role play, taking part in debates or volunteering to answer questions in the classroom, while most Western English teachers generally believe that these activities are fundamental to the learning of a language. The different expectations of teacher and student roles create a gap, which influences teachers' and learners' motivation and performance. Consequently, the communication between Western teachers and Chinese students becomes more difficult, and expatriate teachers can end up feeling frustrated, disappointed in and even hostile towards the host culture. Clearly, expatriate English teachers in Asia need to face up to the cross-cultural situation in the classroom. They need to develop an awareness of cultural diversity that will help them to avoid cross-cultural conflicts in the classroom and improve their teaching performance, as well as their subjective experience of living and working in Asia. Thus, for expatriates teaching English in Taiwan, the potential problems could be divided into three main categories:

1. Conflicts between expatriate English teachers and Taiwanese students

In EFL classrooms, it is very common that the expatriate teacher has a different cultural background from the students. Learners or teachers from different cultural backgrounds could have different expectations of learning and teaching structures. If the teacher or students are not aware of them, such conflicts in the classroom could be damaging (Maley, 1983; Cortazzi and Jin, 1996; Levy et al., 1997). For example, with the high value given to hierarchy in Chinese culture, students are expected to pay respect to their teachers and consider 'face' issues during classroom interactions. However, Bodycott and Walker (2000) pointed out a few problems they experienced when teaching in Hong Kong, related to the hierarchic culture. As expatriate teachers in Hong Kong, they found that whatever they said, the Chinese students always readily accepted it, which made them doubt the students' learning motivation. Craig (1997) confirms that Taiwanese students are taught to receive knowledge from teachers without questioning it. Because in Chinese culture students are expected to respect teachers, students are reluctant to say anything to contradict them. This makes it difficult to elicit the students' opinions and critiques in the classroom. Furthermore, an absence of critiques in the classroom inevitably also creates difficulties for teachers who want to encourage in-depth discussion of issues. Students in East Asian cultures normally only comment on teachers' thoughts to confirm or support teachers' opinions, but refuse to put themselves in the position of opposing the teacher (Bodycott and Walker, 2000). Li (1998, 1999) points out that in China the

class is teacher-centred, Chinese students expect the teacher to talk and control the whole class for 50 minutes and the students just listen and take notes. In contrast, most Western countries adhere strongly to a student-centred approach. These different teaching ideologies can create conflicts between expatriate English teachers and Chinese students (Miklitz, 1996; Kelso, 2002). Thus, the importance of the conflicts between Eastern culture and Western culture in the classroom cannot be ignored, especially when expatriate teachers are unfamiliar with a new host culture and environment. Further details of this clash are discussed in section 2.5.4.

2. Management issues between expatriate English teachers and the school

The Confucian analects are said to be at the root of Taiwanese culture and Chinese culture. It is widely accepted that Confucianism still exerts a tangible influence nowadays, including on management styles. According to Littrell (2007), employees in China very often lack decision-making ability because, in the Chinese management culture, employees are not involved in decision making and the business owners and top managers hold most of the power. Here it may be helpful to look at the five cultural values dimensions of Hofstede (1980). The first dimension is *Power Distance Index* (PDI) which measures the extent to which people accept power from authority. The fifth dimension, *Long-Term Orientation* (LTO), also known as *Confucian Dynamism*, indicates the level of people's preference for authoritative leadership and decision-making. Hofstede

(2001) investigated the level of *Power Distance* and *Long-Term Orientation* in China and 50 other countries (see Tables 1.1 and 1.2).

Table 1.1 Power Distance Index Values

Score Rank (of 50 countries)	Country	PDI Score
29/30	Taiwan	58
38	United States	40
39	Canada	39

Source: Hofstede, 2001, p.87.

Table 1.2 Long-Term Orientation Index Values

Score Rank (of 23 countries)	Country	LTO Score
1	China	118
3	Taiwan	87
17	United States	29
20	Canada	23

Source: Hofstede, 2001, p.356.

China has the top score and Taiwan lies in third position for the *Long-term Orientation* dimension when compared with 23 other countries. Taiwan also has a far higher PDI score than the United States and Canada. This is one indication that, compared with these two English-speaking countries, in China and Taiwan employees are much less involved in decision-making and are less empowered. Teachers who come from cultures with relatively low power distance and higher long-term orientation (like the United States) may find it difficult to adjust. For example, Chu (2008) points out that expatriate teachers who claimed they had problems communicating with their managers in their institutions in Taiwan stated that the managers often made decisions before asking their opinions. Even if expatriate teachers do not agree with a manager's decisions, they still have to obey them. Thus, areas of incompatibility between the two different cultures could be the source of conflict between expatriate

English teachers and school management in Taiwan. Further issues concerning this area are discussed in section 2.5.6.

3. High level of expatriate turnover

Scholars (Tung, 1981; Black and Stephens, 1989; Ady, 1995; Black, Mendenhall and Oddou, 1991; Ward et al., 2001) have highlighted the high rate of failure among expatriate workers which has apparently cost companies large amounts in lost investment. Tung (1981) points out that the high failure rate on overseas assignments by American managers can be put down to the managers' and their spouses' inability to adjust to the different physical and cultural environment. Further issues concerning this area are discussed in section 2.3. Few studies have focused specifically on expatriate English teachers in Taiwan. Tsai (2008) collected 36 questionnaire responses and investigated the relationship between expatriate English teachers' cross-cultural adjustment, job satisfaction and turnover intentions (intention to stay in Taiwan). She analysed the data using regression analysis and found that expatriate English teachers' working adjustment, relationships with colleagues, and level of job satisfaction all had negative effects on their turnover intentions (intention to stay in Taiwan). Chu (2008) interviewed 17 expatriate English teachers in Taiwan and found that the majority were motivated to come to Taiwan to learn Mandarin or to travel around in Asia. Thus, they only planned to stay on a temporary basis. Furthermore, Chu suggested that English cram schools in Taiwan – private schools offering extracurricular language

classes to students ranging from young children to adults – are more focused on making profit than improving the teaching quality, which does not encourage expatriate teachers to stay for a long time, especially well qualified expatriate English teachers. The cram schools normally offer ‘native-speaker teachers’ meaning teachers from ‘inner circle’ (Kachru 1985) English-speaking countries such as the United States. Although the sample of these studies are rather small, the results clearly raise the issue of a high rate of turnover among expatriate English teachers (Chen, 2008; Chu, 2008; Tsai, 2008). If large numbers of teachers are leaving Taiwan after a short time because of intercultural issues, this constitutes a serious and costly problem for the English language teaching industry in the country.

Such problems may also have led to difficulties in recruitment. In order to improve Taiwanese students’ English proficiency, in 2004 the Taiwanese government started to recruit native English-speaking teachers in elementary and junior high schools. The government aimed to hire 1,000 expatriate teachers in order to meet the goal of having at least one expatriate English teacher in each of the 3,300 elementary and junior schools. However, in the end, the government only managed to hire 22 expatriate teachers (Mo, 2005). Furthermore, some teachers cancelled their one- to three-year contracts and left early due to the difficulty of adjustment in living and working in Taiwan. Although the government had offered a good salary and some benefits to attract expatriate teachers,

there were only a few expatriate teachers who were willing to stay longer. Thus, not only private language institutions but also public schools are struggling to find enough expatriate teachers and the costs of the high turnover rate are considerable. Further details are discussed in section 2.6.

A major purpose of this thesis is to investigate possible reasons for the cross-cultural problems experienced by expatriate teachers of English in Taiwan and the relationship between these problems and their intention to continue working in the country. The previous studies are rather small in scale or they have not investigated expatriate English teachers' cross-cultural adjustment and intention to stay in Taiwan as a whole.

1.4 Lack of available studies on teachers' cross-cultural adjustment

As the number of international students, especially Chinese students, has increased gradually in Western countries, people have become more aware of the cross-cultural issues that such students often face in the classroom. There are numerous studies about Chinese students studying in Western countries (Chen, 2001; Swagler and Ellis, 2003; Yang, Noels and Saumure, 2005). However, there are relatively few studies about cross-cultural situations in EFL classrooms in China, especially in Taiwan (Zhao and Grimshaw, 2005; Chen, 2008; Chu, 2008; Tsai, 2008). As mentioned above (see section 1.3), these studies only involved small

samples. In contrast to the wealth of student-centred studies, the cross-cultural adjustment process of Western teachers and its relationship with their intention to stay in Taiwan have not yet been thoroughly investigated. This study will address this gap by presenting research into expatriate teachers' cross-cultural adjustment in Taiwan, presenting an empirical investigation as a basis for suggestions both to schools and to expatriate teachers on ways of improving the current situation in Taiwanese schools.

1.5 The purpose statement

The present research study has four aims. The main aim is:

1. To develop a model of the process of English–Chinese cross-cultural adjustment in the specific context of foreign EFL teachers teaching English to local students in Taiwan.

Other aims are:

2. To reveal, for the first time, the specific factors of this cross-cultural adjustment process in Taiwan, as distinct from previous (East–West) cross-cultural adjustment studies on mainland China.
3. To examine the relationship that exists between EFL teachers' cross-cultural adjustment across three dimensions (adjustment to the general environment, social interaction with host country nationals and adjustment to the work environment) and their intention to stay in Taiwan.
4. To add value to previous studies through a tightly focused and fully empirically validated study of EFL teachers in Taiwan from a

specific English–Taiwanese cross-cultural viewpoint, as compared with the viewpoint of English–mainland Chinese cross-cultural adjustment.

This research is focused on the cross-cultural adjustment of short-term expatriate English teachers who do not generally consider permanent settlement as the purpose of their sojourn.

1.6 Research questions

The present study deals with the expatriate English teachers' cross-cultural adjustment and their intention to stay in Taiwan. The three main research questions to be answered are:

1. What factors contribute to expatriate teachers' cross-cultural adjustment across three dimensions (the general environment, social interaction with host country nationals and work environment) in Taiwan?
2. What is the relationship between expatriate teachers' anticipatory adjustment, including previous cross-cultural experience, cross-cultural training and their intention to stay in Taiwan?
3. What is the relationship between expatriate teachers' cross-cultural adjustment and their intention to stay in Taiwan?

The sources used to answer the research questions presented in this thesis are shown in Table 1.3

Table 1.3 Research questions and sources of answers

Research questions	Sources to answer questions
1. What factors contribute to expatriate teachers' cross-cultural adjustment across three dimensions (the general environment, social interaction with host country nationals and work environment) in Taiwan?	<ul style="list-style-type: none"> • Literature Review (section 2.4) • Multiple regression analysis (section 3.4.3) • Analysis of Interview data (section 4.5) • Factor analysis (section 5.3) • Analysis of covariance (section 6.3)
2. What is the relationship between expatriate teachers' anticipatory adjustment, including previous cross-cultural experience, cross-cultural training and their intention to stay in Taiwan?	<ul style="list-style-type: none"> • Literature Review (section 2.4.1 and section 2.5-2.7) • Multiple regression analysis (section 3.4.3) • Analysis of Interview data (section 4.5) • Factor analysis (section 5.3) • Analysis of covariance (section 6.3)
3. What is the relationship between expatriate teachers' cross-cultural adjustment and their intention to stay in Taiwan?	<ul style="list-style-type: none"> • Literature Review (section 2.6-2.8) • Multiple regression analysis (section 3.4.3) • Analysis of Interview data (section 4.5) • Factor analysis (section 5.3) • Analysis of covariance (section 6.3)

For discussion of the research questions and the answers found, see section 7.1.

1.7 The importance of the study

The contributions of this study can be divided into theoretical and practical viewpoints:

The theoretical viewpoint:

- The model of cross-cultural adjustment for teachers in the English/Taiwanese context will be developed, thus filling a current gap in cross-cultural studies.

The practical viewpoint:

- The results of this study can help cross-cultural trainers to improve their programmes and pitch them at the right level, especially any aspects of cross-cultural adjustment that might have been negatively influenced by cross-cultural training.
- Identifying factors regarding English/Taiwanese cross-cultural adjustment can help expatriates in Taiwan to cope better with their cross-cultural issues and could, potentially, lower the turnover rate of expatriate English teachers in Taiwan.

Chapter 2 Literature Review

2.1 Introduction

In this chapter, a definition of cross-cultural adjustment is first proposed. Theories, models and previous studies on cross-cultural adjustment are also reviewed. Following this, areas of divergence between Taiwanese culture and Western culture are identified and discussed. At the end, the research framework for this study is set out and explained.

2.2 The concept of cross-cultural adjustment

Cross-cultural adjustment has been defined in various ways (Oberg, 1960; Lazarus, 1976; Church, 1982; Black, 1988). According to the Oxford English dictionary, 'adjustment' means 'a small change made to something in order to correct or improve it' and 'a change in the way a person behaves or thinks'. The word 'adaptation' has also been used frequently in cross-cultural research, and it is very often defined as the process of a change in behaviour in order to suit a new situation or environment (Hurv and Kim, 1990; Berry, 1997; Ward and Kennedy, 1999; Du-Babcock, 2000; Yang et al., 2005). Berry (1997) defined 'adaptation' as 'changes that take place in individuals or groups in response to environment demands' (p.13). Adaptation could happen immediately, depending

on the individual, and it could sometimes last for a long time. In previous intercultural studies, both 'adaptation' and 'adjustment' have been widely used. For instance, researchers use 'cross-cultural adjustment' or 'cross-cultural adaptation' when sojourners are living or working overseas, to describe the process of change in their behaviour in order to function properly in the new foreign environment. Matsumoto et al. (2007) defined and drew a distinction between 'adaptation' and 'adjustment'. They refer to 'adaptation' as 'the process of altering one's behaviour to fit in with a changed environment or circumstances, or as a response to social pressure' based on the studies of Berry, Kim and Boski (1988) and Ward et al. (2001). Berry, Kim and Boski (1988) identified four categories – 'integrators', 'marginalisers', 'separators' and 'assimilators' – when conducting research into sojourners' interaction styles and their behavioural changes in a new environment. 'Adjustment' was defined as 'the subjective experiences that are associated with and result from attempts at adaptation' (Matsumoto et al., 2007, p.77). A number of studies have identified or developed the features or factors of adjustment (Church, 1982; Black and Stephen, 1989; Aycan, 1997; Ward et al., 2001). This is discussed in further detail in section 2.3. I have chosen to use the term 'cross-cultural adjustment' in this study because most of the important cross-cultural studies have used this term in their frameworks (Black and Mendenhall, 1991; Parker and McEvoy, 1993). Furthermore, following the distinction between 'adaptation' and 'adjustment' (Matsumoto et al., 2007), this study aims to investigate the factors and features of expatriate English teachers' adjustment rather than their

behavioural changes to adapt to the new environment. Thus, 'adjustment' is the term chosen for use in this study.

The concept of cross-cultural adjustment was initially conceived by Oberg in 1960. He claims 'culture shock' to be 'an occupational disease of people who have been suddenly transplanted abroad' (Oberg, 1960, p.177). As the cross-cultural adjustment process requires behavioural and cognitive responses to the new culture, people who suffer from culture shock might have the symptoms of helplessness, frustration and anxiety (Ward et al., 2001). However, after Oberg, some researchers use 'cross-cultural adjustment' or 'sojourner adjustment' to describe the cross-cultural phenomena or symptoms which sojourners might have (Church, 1982; Black, 1988). Some scholars divide cross-cultural adjustment into two aspects; socio-cultural adjustment and psychological adjustment (Searle and Ward, 1990; Ward et al., 2001). There are also acculturation studies which include socio-cultural adjustment, psychological adjustment and work adjustment, the three facets in the cross-cultural adjustment framework (Aycan, 1997). Socio-cultural adjustment focuses on expatriates' ability to reinterpret the new host environment and learn how to function properly. Psychological adjustment focuses on expatriates' well-being and emotions (Swagler and Jome, 2005). Work adjustment refers to expatriates' attitudes towards the new work role, and commitment to the new organisation and required tasks (Aycan, 1997).

Black and Gregersen (1991) defined cross-cultural adjustment as ‘the degree of psychological comfort with various aspects of a host country’ (p.463). Some theorists argue that cross-cultural adjustment is the process whereby feelings of uncertainty are reduced when people move into a new environment (Nicholson, 1984; Black, 1990; Black and Gregersen, 1991). However, most of the researchers agree that cross-cultural adjustment is a multifaceted construct and a unidimensional phenomenon (Black, 1988; Black and Stephens, 1989; Black, Mendenhall and Oddou, 1991). Black, Mendenhall and Oddou (1991) reviewed a number of studies which investigate the phenomenon of cross-cultural adjustment empirically or theoretically. They concluded the cross-cultural adjustment process consisted of five components or dimensions: ‘pre-departure training’, ‘previous overseas experience’, ‘organizational selection mechanisms’, ‘individual skills’ and ‘non-work factors’ (p.293). Further details are discussed in section 2.3.2. In terms of adjustment over time, cross-cultural adjustment has been divided into four stages, forming a U-shaped curve that includes; a honeymoon period, depression, adjustment and acceptance (Black et al., 1991; Brick, 1991). In this study, cross-cultural adjustment is defined as representing the following process. When a sojourner enters a new environment, he very often does not know what behaviour is acceptable or unacceptable, nor what is appropriate or inappropriate (Black and Gregersen, 1991). Sojourners need a period of time to learn or observe in the new environment in order to follow the rules of the new culture, or at least, how not to act against the new rules they encounter in the host country. Apart from human contacts, the sojourners might

also need to adapt to the new environment more generally, such as getting used to the climate and the local food. During this process, the sojourner might feel uncertain, anxious, shocked or uncomfortable, and the nature of this reaction depends on the individual. Furthermore, in addition to adapting to the general living conditions and the local culture, in this research, cross-cultural adjustment also encompasses the process of expatriates being able to perform effectively at work (Shimoni, Ronen and Roziner, 2005).

2.3 Theories of cross-cultural adjustment

To date, most scholarly research relevant to cross-cultural adjustment has focused on business expatriates. Scholars (Tung, 1981; Church, 1982; Mendenhall and Oddou, 1985; Black and Stephens, 1989; Black and Gregersen, 1991) have developed various theories and models of cross-cultural adjustment. According to Mendenhall and Oddou (1985), the failure rate for expatriate assignments from 1965 to 1985 was between 25 per cent and 40 per cent. Tung (1981) investigated US expatriates' failure to function effectively in a foreign environment. The results of that study, which focused on business managers, revealed that the most important reason why US expatriates fail in overseas assignments is the inability of their spouses to adjust to the different physical or cultural environment. The second reason is 'the manager's inability to adapt to a different physical or cultural environment' (Tung, 1981, p.76). Black (1992) indicates that the results of earlier studies have suggested the average repatriation failure rate is about 25 per cent (Black and Stephens, 1989; Black,

1992). Some other studies (Tung, 1982; Black, 1988) have also shown different failure rates in overseas assignments and premature returns. However, the failure rates are between approximately 16 per cent and 40 per cent. Black (1992) points out that, in general, an American expatriate manager works overseas for three to four years, and the average annual remuneration is over \$300,000. Therefore, the company has to spend about \$1,000,000 for each expatriate manager during overseas assignments (Black, 1992, p.178).

Most of the studies in this tradition have shown that failure in overseas assignments has cost a considerable amount, and as a result cross-cultural adjustment has attracted more and more attention. A series of empirical studies and cross-cultural adjustment models have been discussed by researchers since the 1950s (Lysgaard, 1955; Oberg, 1960; Brick, 1991). Cross-cultural adjustment studies were started by Lysgaard (1955), who did research about Norwegian students' cross-cultural adjustment in the United States. Oberg (1960) developed the cultural shock theory to support Lysgaard's study, and other researchers started to develop further cross-cultural adjustment models. These models are described in the following sections.

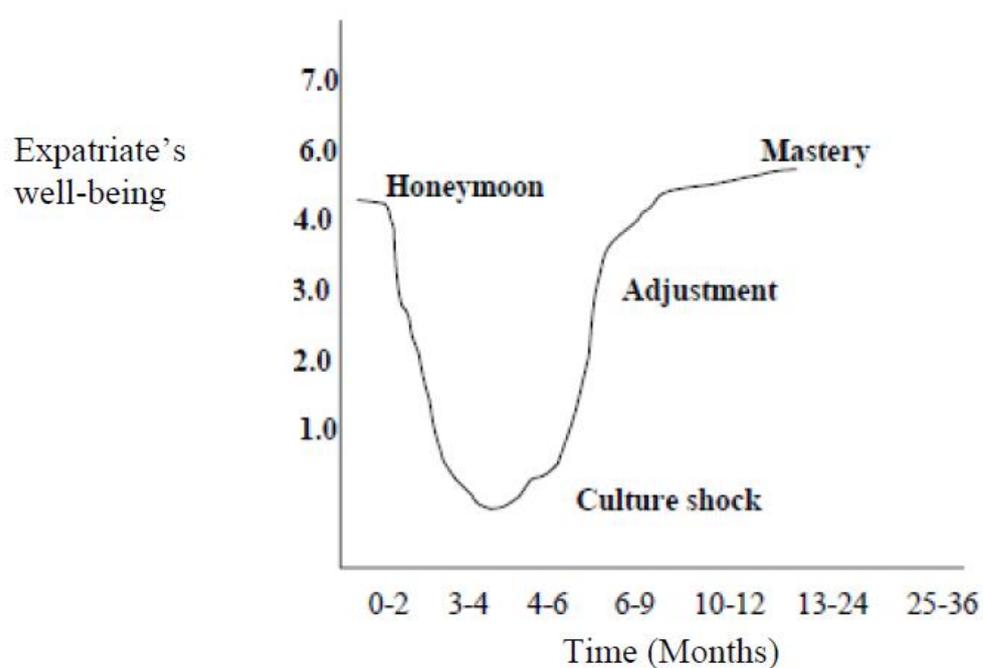
2.3.1 U-curve hypothesis

Lysgaard (1955) conducted research involving Norwegian students studying in the United States, and claims that cross-cultural adjustment can be divided into three stages. In the first, introductory stage, expatriates are observing the new culture patterns, exploring new things in the new environment and enjoying the

adventure. After the first stage, the enjoyment of the novelty disappears. Expatriates now try to integrate into the host country society to satisfy their social needs. In the last stage, when they fail to integrate, frustration and loneliness can develop and they might blame the host society (Lysgaard, 1955). He also notices that the cross-cultural adjustment process follows a 'U-curve' over time. Oberg (1960) defines culture shock as a disease, and divides cross-cultural adjustment into four stages. The first stage is the honeymoon stage, when most sojourners are excited about the new environment. It may last between a few days and six months, depending on each individual. The second stage begins after the excitement disappears. Sojourners start to feel negative or even aggressive, and experience difficulties in the process of adjustment, such as difficulties with shopping, transport, language, and housing. In this stage, if the sojourners manage to overcome all of the difficulties, most of them would stay, if they do not overcome them, they are more likely to leave the host country early. In the third stage, sojourners may try to understand the differences between their own culture and the host culture. They start to regard the local culture positively, instead of criticising it. In the last stage, the sojourners complete the adjustment, accept the new environment and customs, and begin to enjoy them (Oberg, 1960). Following on from Oberg, some scholars claimed that cross-cultural adjustment includes five to eight stages. Alder (1975) sees cultural shock as a transitional experience and defines it as 'a set of emotional reactions to the loss of perceptual reinforcements from one's own culture, to new cultural stimuli which have little or no meaning, and to the

misunderstanding of new and diverse experiences' (p.13). He divides culture shock into five stages; contact, disintegration, reintegration, autonomy, and independence. Some research, for example, Rhinesmith (1985), even concludes that there are eight stages in the cross-cultural adjustment process. However, the following four stages and the U-curve theory (see Figure 2.1) are the most commonly accepted in cross-cultural adjustment studies (Winkelman, 1994; Bhaskar-Shrinivas et al., 2005).

Figure 2.1 The U-curve of cross-cultural adjustment



Source: Black, 1991, pp. 225-247.

1. Honeymoon stage:

In this stage, sojourners have just entered a new cultural environment, and feel excited and interested. Most of them are there for vacations, honeymoons, or short business trips. Some of them might feel anxiety or stress. However, most

of the time they only have contact with people in very limited areas, such as hotels, airports, restaurants, or business meetings, where people are mostly very friendly and open to sojourners.

2. Culture shock stage

When the honeymoon stage passes, the sojourners start to experience problems and culture shock in the host country. For some sojourners, they might skip the honeymoon stage and experience culture shock immediately on their arrival. It depends on each individual. In this stage, negative experience comes with the difficulties the sojourners face, such as finding food they enjoy, accommodation, transport, and language problems. The sojourners might feel depressed, helpless, frustrated, or even angry.

3. Adjustment stage

In this stage, if the sojourners can overcome all the crises, they start to accept the new culture. Adaptation and adjustment are needed in this stage. The negative thoughts will diminish and they try to understand the differences between their own culture and the host culture.

4. Mastery stage

After the sojourners overcome all of the problems successfully, life in the host country becomes manageable. The sojourners start to enjoy their life in the host country.

Although the U-curve theory is commonly used in cross-cultural adjustment studies, some scholars argue that those studies are very weakly supported and

over generalising (Church, 1982, p.452; Hurh and Kim, 1990; Zheng and Berry, 1991; Ward and Kennedy, 1996). Studies show that not every sojourner follows the U-curve, and some might skip some stages (Selby and Woods, 1966; Becker, 1968; Forman and Zachar, 2001). The time frame of adjustment also seems to depend on variables associated with particular individuals or host nations. Each stage might last for as little as one month or as much as several years (Deutsch and Won, 1963). For these reasons, the U-curve and cross-cultural adjustment stage models have been criticised for being too flexible and thus largely meaningless. For expatriate English teachers in Taiwan, the time frame might vary depending on their previous cross-cultural experiences, working experience and a number of other different variables. Thus, this study does not set out to test the U-curve theory nor attempt to establish the time frame involved in expatriate English teachers' cross-cultural adjustment.

2.3.2 Black, Mendenhall and Oddou's cross-cultural adjustment model

Black, Mendenhall and Oddou (1991) reviewed the cross-cultural adjustment studies, both theoretical and empirical, published between 1956 and 1990 and integrated them into a cross-cultural adjustment framework (see Figure 2.2) They did not test this framework empirically, however, their model has been supported by a series of empirical studies (Parker and McEvoy, 1993; Shaffer et al., 1999; Selmer, 2001a). They divide the cross-cultural adjustment process into two phases and five dimensions. The two phases comprise anticipatory

adjustment and in-country adjustment, while the five dimensions comprise: (1) pre-departure training, (2) previous overseas experience, (3) organisation selection mechanisms, (4) individual skills and (5) non-work factors (Black et al., 1991, p.293). The first three dimensions, pre-departure training, previous overseas experience and organisation selection mechanisms, are categorised under anticipatory adjustment, which takes place before the expatriates' departure. Black and other researchers (Church, 1982; Black et al., 1991; Parker and McEvoy, 1993; Winkelman, 1994; Masgoret, 2006) have argued that previous cross-cultural experience and cross-cultural training before departure may play an important role in cross-cultural adjustment. It may help expatriates to have more accurate expectations before they enter the host country, and reduce the culture shock and uncertainty after entering the host country. Black, Mendenhall and Oddou (1991) claim that for international assignments, the criteria for selecting the right person and mechanisms are the most important organisational factors in anticipatory adjustment. It was suggested that where it is possible to select individuals for overseas assignments from a wide range of relevant criteria and from a pool of candidates, the closer the candidates match the international assignment's needs, the more easily and quickly they will succeed in cross-cultural adjustment as expatriates (Black et al., 1991, p.307). The last two dimensions relate to in-country adjustment, which only takes place after the expatriates' arrival in the host country.

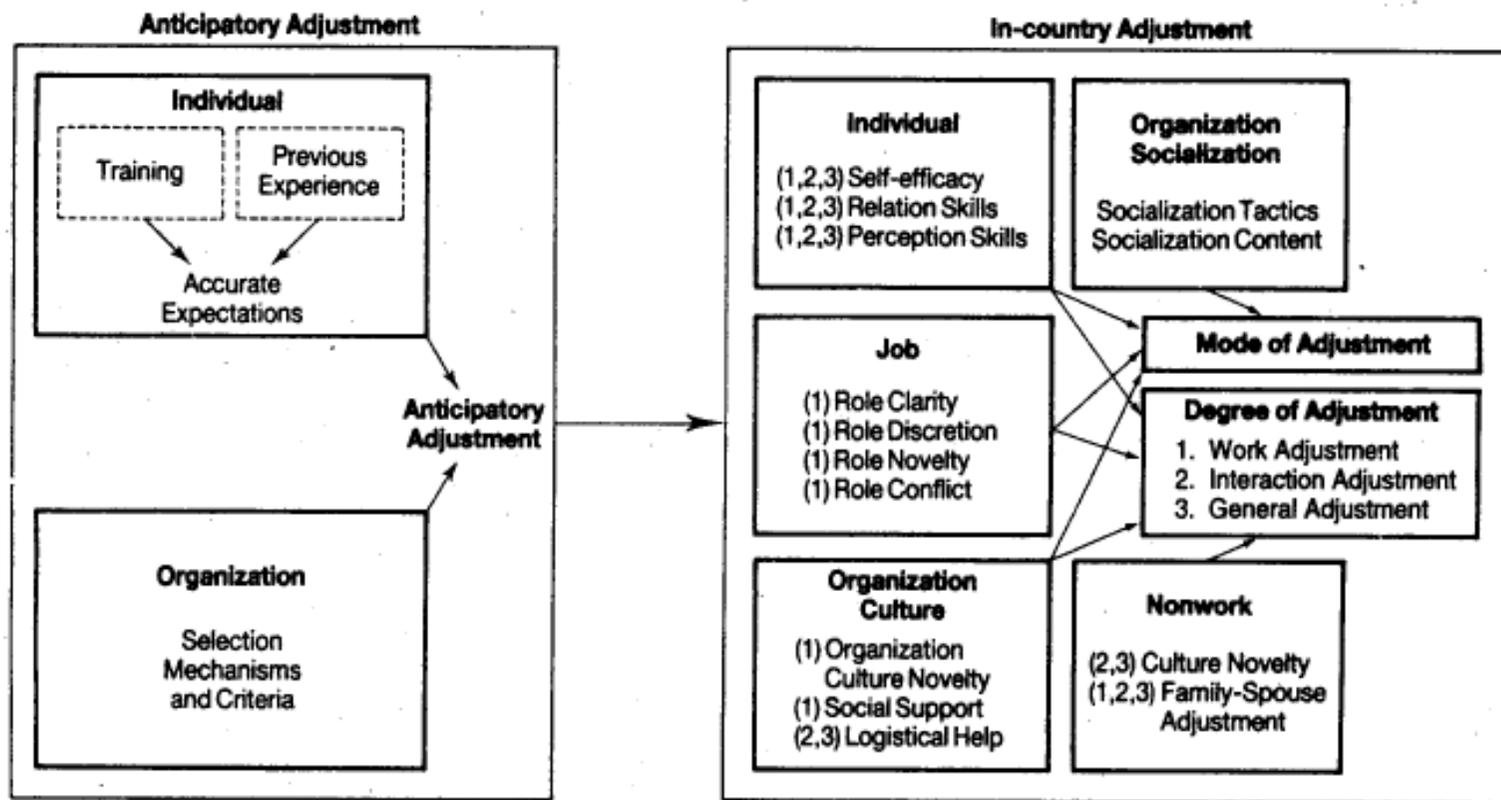
In Black's studies in the 1980s (Black, 1988; Black and Stephen, 1989), the

degree of cross-cultural adjustment was divided into three facets that are explained below: general adjustment, interaction adjustment and work adjustment. This has been the most influential model for expatriate employees on international assignments.

- (1) Adjustment to the general environment: living conditions in general, housing conditions, food, shopping, the cost of living, entertainment and recreational facilities and opportunities (Church, 1982; Searle and Ward, 1990).
- (2) Social interaction with host country nationals: socialising with host nationals, interacting with host nationals on a day-to-day basis, and interacting with host nationals outside work (Mendenhall and Oddou, 1985).
- (3) Adjustment to the work environment: specific job responsibilities, performance standards and expectations, and supervisory responsibilities (Black and Mendenhall, 1990; Black, 1992).

The most important contribution of this cross-cultural framework is that the cross-cultural adjustment process is defined as multi-dimensional, and that the degree of cross-cultural adjustment is multi-faceted. This has been reflected in most of the cross-cultural studies since the concept was first proposed.

Figure 2.2 Black, Mendenhall and Oddou's framework of international cross-cultural adjustment



*Number in parentheses indicates the numbered facet(s) of adjustment to which the specific variable is expected to relate.
 Source: Black et al., 1991, p.303.

Table 2.1 Three facets of cross-cultural adjustment

General environment	Social interaction with host country nationals	Work environment
<ul style="list-style-type: none"> ● Food ● Accommodation ● Shopping ● Cost of living ● Climate ● Transportation system ● Entertainment/recreation facilities and opportunities ● Health care facilities 	<ul style="list-style-type: none"> ● Making friends ● Communicating with host country nationals outside of work ● Talking about yourself with others ● Understanding jokes and humour ● Dealing with unsatisfactory service ● Communicating with people of a different group from your own ● Relating to members of the opposite sex 	<ul style="list-style-type: none"> ● Specific job responsibilities ● Expected performance standards ● Communicating with local colleagues ● Dealing with people in authority

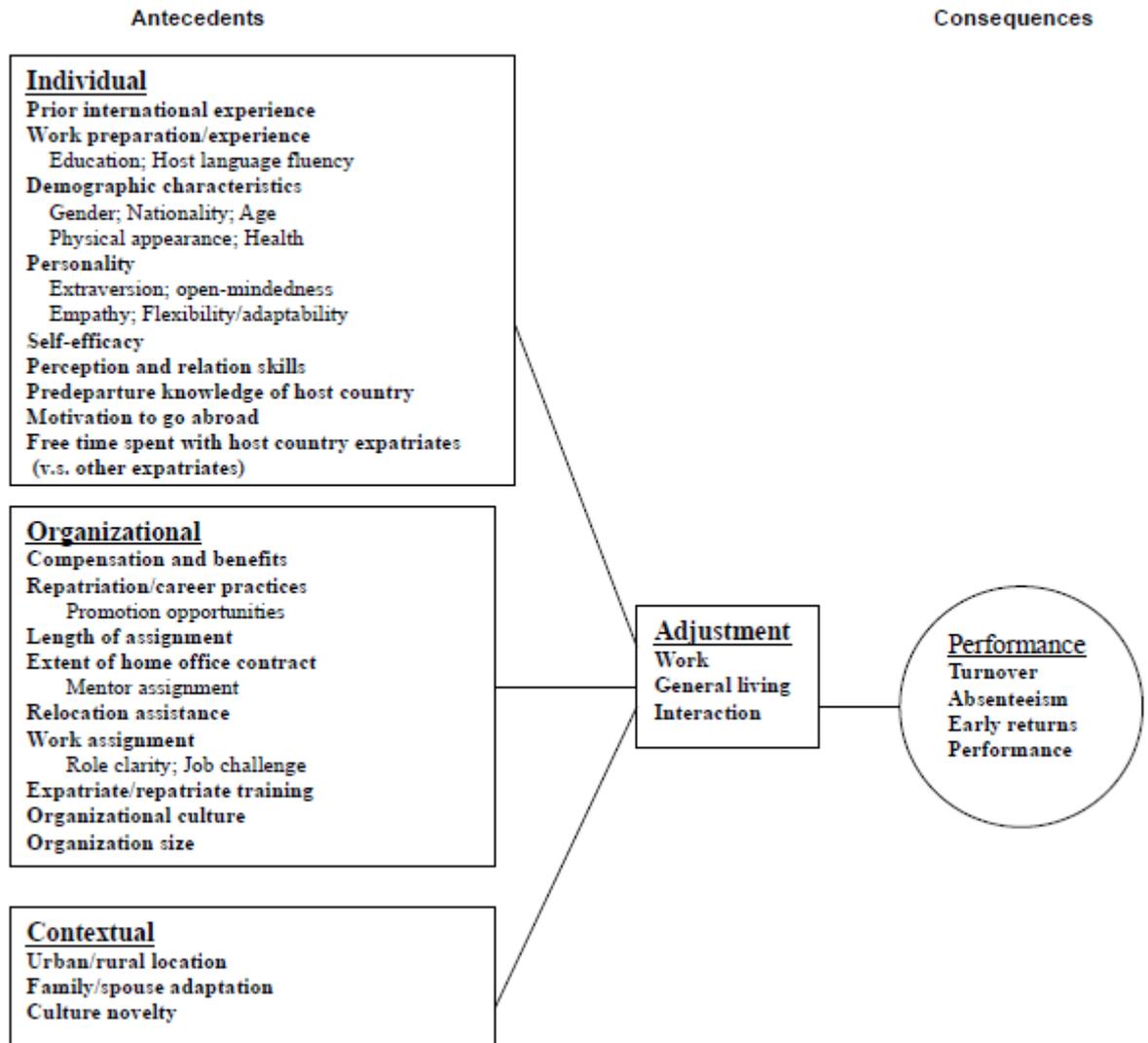
Based on Church, 1982; Mendenhall and Oddou, 1985; Black and Mendenhall, 1990; Searle and Ward, 1990; Black, 1992; Ward and Kennedy, 1999.

2.3.3 Parker and McEvoy's intercultural adjustment model

Parker and McEvoy (1993) reviewed cross-cultural adjustment studies and developed an intercultural adjustment model based on Black's (1988) three-faceted cross-cultural adjustment framework (see Figure 2.3). After this cross-cultural adjustment framework had been developed, it was partially tested using a quantitative method: 169 questionnaires were collected from 12 countries with all the participants working in either business, education or government organisations. Parker and McEvoy's intercultural adjustment model is broadly similar to Black, Mendenhall and Oddou's model. However, they have added the category of expatriates' work performance in order to examine the relationship between cross-cultural adjustment and the job performance of expatriates. It was thus the first empirical study to examine cross-cultural adjustment and job performance. In this model, the factors influencing sojourners' cross-cultural adjustment are divided into three categories; individual, organisational and contextual. Individual background variables include prior international experience, work experience and preparation, and demographic characteristics (see Figure 2.3). Organisational variables include compensation policies, repatriation practices, and organisation size. Contextual variables include family or spouse adjustment and cultural novelty. Some empirical research was carried out to examine whether all of these factors influence the degree of intercultural adjustment and job performance. Although this model used elements from Black, Mendenhall and Oddou's (1991) cross-cultural model and developed them further,

many aspects are more focused on organisational and personality factors. For this study, expatriates are not sent abroad by the companies that employ them, making the participants here quite different from those expatriates who are sent on overseas assignments at the wishes of their employer rather than as their own personal choice. Expatriate managers are sometimes forced to move to other countries to which they are not really willing to go. In this case, the nature of the organisational and personality factors might play a crucial part in their cross-cultural adjustment and work performance. However, expatriate English teachers in Taiwan choose to travel to Taiwan and work as English teachers there, and so those factors might not be as important. Thus, the Parker and McEvoy (1993) model will only be partly applicable to this study. For this study, the variables investigated will include *antecedents* including individual factors such as prior international experience, work experience, demographic characteristics, pre-departure knowledge of the host country, and motivation to go abroad. *Adjustment factors* including work, general lifestyle and interaction, and *performance factors* including turnover will also be used in the study in order to establish a comprehensive picture of expatriate teachers' cross-cultural adjustment processes in Taiwan.

Figure 2.3 Model of intercultural adjustment



Source: Parker and McEvoy, 1993, p.358.

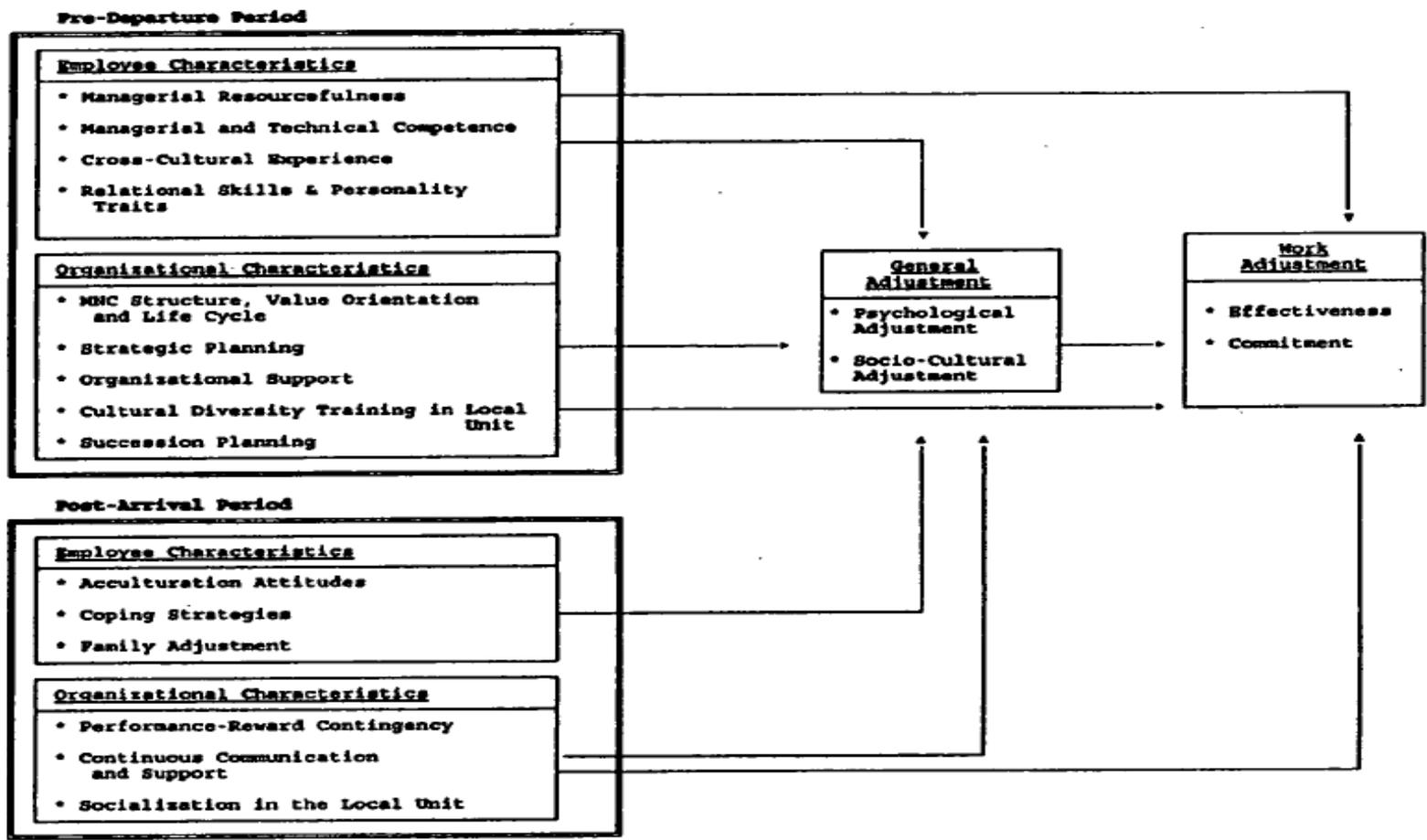
2.3.4 Aycan's conceptual model of expatriate adjustment

Aycan (1997) proposed a conceptual model of expatriate adjustment (see figure 2.3), which addresses the support from the organisation (parent company and local unit) during the cross-cultural adjustment process, when compared with other cross-cultural adjustment models. Aycan argues that the success of an expatriate manager's cross-cultural adjustment does not only rely on his personal competencies, but also on

the organisation. He extends Black, Mendenhall and Oddou's (1991) cross-cultural adjustment framework and integrates the concepts of 'expatriation, acculturation, coping, performance management, socialization and international human resource management' into the model (Aycan, 1997, p.435). The cross-cultural adjustment process is divided into 'pre-departure' and 'post-arrival' periods. Each period includes 'employee characteristics' and 'organisational characteristics' (see Figure 2.4). Compared with Black, Mendenhall and Oddou's model (see Figure 2.2), Aycan places more emphasis on organisational support in the pre-departure phase, which includes 'multinational company structure, value orientation and life cycle', 'strategic planning', 'organisational support', 'cultural diversity training in the local unit', and 'planning for succession in the local unit', instead of emphasising just the mechanisms and criteria of selecting managers for overseas assignments. For general adjustment, Aycan (1997) includes psychological adjustment and socio-cultural adjustment, which is similar to the general adjustment and interaction adjustment of Black, Mendenhall and Oddou's model, but it is more focused on psychological well-being. For expatriate teachers in Taiwan, organisational support before departure might not be applicable because most of them find a teaching job themselves before departure instead of being assigned by an organisation. However, the support after arrival, which includes communication, socialisation support and performance-reward contingency, could be a great help for expatriate teachers in their cross-cultural adjustment process. Expatriate English teachers who come

from English-speaking countries might find it difficult to live and work in Taiwan because of the big gap between the two cultures. If the organisations that employ them in Taiwan could offer help with training on developing a social life, communication styles both in the workplace and outside with local people, and concerning the management style differences in Taiwan, those expatriate teachers, especially new arrivals, may benefit and experience less stress during the cross-cultural adjustment process. For this study, factors of organizational support in this model such as cross-cultural experience, cultural diversity training in local unit, continuous communication and support, and socialization in the local unit are used to examine and explore expatriate English teachers' cross-cultural adjustment processes in Taiwan. Factors implicated in cross-cultural adjustment from previous studies are discussed in section 2.4.

Figure 2.4 Aycan's conceptual expatriate adjustment model



Source: Aycan, 1997, p.438.

2.4 Factors of cross-cultural adjustment

The factors affecting cross-cultural adjustment have been studied for decades. Studies (Black et al., 1991; Parker and McEvoy, 1993; Aycan, 1997) have confirmed that cross-cultural adjustment is multi-dimensional, and factors which could influence sojourners' cross-cultural adjustment have generally been divided into two categories in most cross-cultural studies: anticipatory adjustment (before departure) and in-country adjustment (after arrival in the host country). The factors affecting the cross-cultural adjustment process are discussed in the following section.

2.4.1 Anticipatory adjustment factors

Age

Studies have examined the relationship between age and expatriates' cross-cultural adjustment. Most findings show that younger expatriates have more social contact with host nationals than older expatriates (Church, 1982; Furnham and Bochner, 1986; Mamman, 1995). This has a positive impact on the expatriates' cross-cultural adjustment. The younger expatriates are also more open and flexible to the new environment and culture. When people grow older, it becomes more difficult for them to adapt to a new culture. However, Parker and McEvoy (1993) suggest that job satisfaction should be considered, which is an important factor in cross-cultural adjustment, because in general, younger employees are less satisfied with their job than older ones.

Gender

Hardly any studies have examined the relationship between gender and cross-cultural adjustment. Thomson and English (1964) conducted some research about the premature return of Peace Corps volunteers in 43 countries. They found that the return rate for females was slightly higher than for males. Thal and Cateora (1979) claimed that in some countries, including some Asian and Arab countries, women are not acknowledged as having equal social status with men as they are in the West. Female expatriates might find it more difficult to adjust in the host countries. Mendenhall and Oddou (1985) mention that Torbiorn (1982) reported that a higher percentage of female expatriates feel isolated than male expatriates. The reason for different cross-cultural adjustment for males and females may not be because of gender differences, but it may instead depend on the particular role that applies to males and females in the host country.

Marital status

There is very little information relating to expatriates' marital status in cross-cultural adjustment studies. However, a number of studies have shown that the cross-cultural adjustment of family and spouse has a considerable effect on the expatriates' cross-cultural adjustment (Tung, 1982; Harvey, 1985; Black, 1988; Black and Stephens, 1989; Black, Mendenhall and Oddou, 1991; Naumann, 1992). Black, Mendenhall and Oddou (1991) included family-spouse adjustment as non-work factors in their model. Black and Stephens (1989) found that the spouses' cross-

cultural adjustment was highly correlated to the expatriate managers' cross-cultural adjustment. Furthermore, the cross-cultural adjustment of the expatriate managers and their spouses was positively related to their intention to stay in the overseas assignment (Black and Stephen, 1989). It is believed that good family adjustment provides expatriates with social support and can help them to cope with the stress of overseas assignments (Naumann, 1992; Aycan, 1997).

Nationality

According to previous studies, nationality seems to be related to cross-cultural adjustment. It is believed that the degree of difference between the host country and the home country influences expatriates' cross-cultural adjustment. The greater the differences between the two cultures, the more difficult the cross-cultural adjustment is (Church, 1982; Parker and McEvoy, 1993). Researchers have carried out studies to investigate the relationships between nationality, culture similarity, and cross-cultural adjustment in different countries and regions (Ward and Kennedy, 1999; Selmer, 2001; Wang and Kanungo, 2004). There was evidence in Selmer's research in China (Selmer, 1999, 2001a) that expatriates from different countries or regions adjust differently. The results show that North American managers were better adjusted socio-culturally than Western European expatriates (Selmer, 2001a). Wang and Kanungo (2004) point out that expatriates from different cultural backgrounds tend to establish different social networks and adjust differently in China. Ward and Kennedy (1999) suggest that ethnic and cultural similarity helps to reduce

socio-cultural adaptation problems. The study shows that Chinese expatriates in Singapore had fewer socio-cultural difficulties than non-Chinese sojourners. Furthermore, Malaysian and Singaporean students in New Zealand seem to have more socio-cultural adjustment problems than Malaysian students in Singapore (Ward and Kennedy, 1999, p.668). Therefore, it seems that nationality, which might be used to compare the cultural distance between the home culture and the host culture, may be a factor in cross-cultural adjustment.

Language proficiency

It is believed that language proficiency plays an important role in cross-cultural adjustment. Studies show that effective communication with people in the host country is relevant to the performance of daily tasks and intercultural interactions (Church, 1982; Ward and Kennedy, 1993; Masgoret, 2006). The interaction between expatriates and people in the host country could help them to understand the host culture better and make their socio-cultural adjustment easier. The language barrier may create greater social isolation, homesickness and lack of self-confidence (Church, 1982; Selmer, 2006). Selmer (2006) found that expatriates' language ability was the most important factor in their interaction adjustment in China. Yang et al. (2005) also found that language ability contributed to international students' cross-cultural adjustment in Canada. Tsytsarev and Krichmar (2000) report that English language skill is a crucial factor for Russian immigration in the United States. Therefore, local language ability is seen as an important factor for expatriates' cross-

cultural adjustment, especially for interaction adjustment.

Previous cross-cultural experience

A number of studies have shown that previous cross-cultural experience and knowledge of the host country could help expatriates to cope with cross-cultural adjustment (Church, 1982; Parker and McEvoy, 1993; Winkelman, 1994; Masgoret, 2006). Expatriates who have more cross-cultural experience may have a better ability to cope with difficulties in cross-cultural situations. Black (1988) found that previous overseas work experience helps expatriates have better working adjustment; however, it does not help in the expatriates' general adjustment.

Cross-cultural training

Although some researchers have argued about the effectiveness of cross-cultural training in the expatriates' cross-cultural adjustment, most studies have supported that it has a positive effect (Tung, 1981, 1982). The effectiveness of cross-cultural training might depend on the individual expatriate, the host nation, and the contexts of overseas assignments (Selmer, 2004). Cross-cultural training could include local language skills, 'environmental briefing (information about the geography, climate, housing, schools), cultural orientation information about the cultural institutions, value systems of host country, culture assimilator (brief episodes describing intercultural encounters)', cultural sensitivity, and communication skills with people in the host country (Tung, 1982, p.65). Tung (1981) points out that the cross-cultural training programme needs to be modified according to the nature of the overseas assignment and the

host culture, in order to fit different needs and reduce failure rates. In his study, he found that cross-cultural training has significantly helped Japanese expatriates to function more effectively in the new environment. Black and Mendenhall (1990) defined cross-cultural training as 'the skills needed to be successful in a new culture' and divided it into three dimensions: (1) skills to maintain themselves, which include 'mental health, psychological well-being, stress reduction and feelings of self-confidence', (2) skills to cultivate people in the host nations and (3) cognitive skills, which enable expatriates to build up correct perceptions of the host environment and the social system (Black and Mendenhall, 1990, p.117).

Studies suggest that cross-cultural training has the potential to contribute to the expatriates' cross-cultural adjustment. Expatriates who have cross-cultural training might have more accurate expectations about the host country, which could reduce their stress during the cross-cultural adjustment process (Parker and McEvoy, 1993; Masgoret, 2006). After Black and Mendenhall (1990) reviewed the empirical literature on cross-cultural training, they concluded that cross-cultural training helps the sojourners to develop skills, and the ability to fulfil cross-cultural assignments (Black and Mendenhall, 1990).

Organisational factors

Cross-cultural studies very often focus on the individual factors of the cross-cultural adjustment process. However, many studies suggest that organisational variables also play an important role in the expatriates'

adjustment process. Black, Mendenhall and Oddou (1991) address the importance of expatriate selection mechanisms and criteria during the anticipatory phase. Correctly selecting expatriates for overseas assignments could reduce the problems of the individual's cross-cultural adjustment. Other organisational variables could include: organisational policy, promotion of overseas assignments, training related to cross-cultural adjustment and overseas assignments (see page 41, Cross-cultural training), relocation support, and compensation policy (Black et al., 1991; Parker and McEvoy, 1993). As expatriation involves changes in both private and professional life, especially with sponsors and family, support from the organisation could reduce expatriates' stress and save them the effort of looking for accommodation, children's schools, and other facilities (Aycaan, 1997).

2.4.2 In-country adjustment factors

Individual factors

Many studies have been carried out to investigate which individual skills expatriates need during the cross-cultural adjustment process. Mendenhall and Oddou (1985) claim that there are four dimensions related to successful cross-cultural adjustment: '(1) the self-oriented dimension, (2) the other-oriented dimension, (3) the perceptual dimension and (4) the cultural toughness dimension' (Mendenhall and Oddou, 1985, p.39). The self-oriented dimension involves activities which contribute to expatriates' mental health, self-confidence and self-esteem. It was found that finding activities which are similar to their home cultural activities, the

ability to reduce the stress of the new culture and the physical environment, and the technical competence for the overseas assignment, are all important factors in the expatriates' cross-cultural adjustment (Oberg, 1960; Brein and David, 1971). The other-oriented dimension involves expatriates' willingness to communicate with people in the host nation, and the ability to build relationships with them. Studies have shown that the ability to develop a long-term relationship with the host nation is an important factor for expatriates' cross-cultural adjustment (Brein and David, 1971). The perceptual dimension involves expatriates' ability to adjust their behaviour to the new culture and environment. It is essential for expatriates to be able to evaluate their social behaviour, which is perceived as appropriate in the host culture. The cultural toughness dimension involves the gap between expatriates' home culture and the host culture. Expatriates from Western countries have found that some countries are difficult to adjust to, such as India, Pakistan, the Middle East, and some parts of Asian and African countries. The differences in language, religion, daily customs, values, political and economic systems between these countries are greater than between other Western countries, which may create more difficulties in the expatriates' cross-cultural adjustment process (Black et al., 1991).

Non-work factors

In Black, Mendenhall and Oddou's (1991) model, non-work factors include cultural novelty, and family and spouse adjustment. A number of studies have shown that the differences between the host culture and the

expatriates' own culture have a large impact on their cross-cultural adjustment. The bigger the gap between the two cultures, the more difficulties the expatriates will have in the cross-cultural adjustment process (Church, 1982; Mendenhall and Oddou, 1985).

There are also a large number of studies which support the theory that the family and spouse's cross-cultural adjustment has a positive effect on expatriates' cross-cultural adjustment, and their intention to stay (Church, 1982; Tung, 1982; Harvey, 1985; Mendenhall and Oddou, 1985; Black and Stephens, 1989; Naumann, 1992; Aycan, 1997). As mentioned in section 2.4.1 Marital status, good cross-cultural adjustment of the family and spouse could provide expatriates with social support, and help them to cope with the stress of overseas assignments. Therefore, this was seen as one of the most important factors in expatriate managers' cross-cultural adjustment in their overseas assignments.

Length of residence in the new culture

It is believed that the length of residence in the new culture has a positive effect on the sojourners' cross-cultural adjustment. Ward and Kennedy (1999) suggest that the sojourners normally face the greatest socio-cultural adjustment problems at the beginning, and that these will decrease significantly over time. According to Lysgaard's (1955) U-curve theory, the cross-cultural adjustment process follows a U-curve over time. It might require a period of time for the sojourners to be well adjusted to the new culture and environment. After a period of time, the sojourners

overcome all of the problems successfully, life in the host country will become easier, and they will be able to enjoy their life there (Church, 1982).

Organisational factors

Black Mendenhall and Oddou (1991) include organisational culture factors and organisational socialisation factors in the in-country phase. Organisational culture factors involve the novelty of the organisation's culture, access to social support, and logistical help; organisational socialisation involves socialisation tactics and content. In addition to communication and socialisation support, Aycan (1997) added 'performance-reward contingency' in the post-arrival period, and pointed out that the allocation of appropriate rewards could motivate expatriates, and improve their commitment to the overseas assignments. It is believed that the greater the gap of organisational culture between the home country and the host country, the more difficulties expatriates will have during the adjustment process (Mendenhall and Oddou, 1985). Studies also found that the expatriates' cross-cultural adjustment is significantly influenced by job satisfaction and job conditions, when the purpose of expatriation is related to their employment (Church, 1982). In that case, organisational factors seem to play an important role and organisational support is crucial for expatriates' cross-cultural adjustment.

This section has reviewed a number of factors that could affect expatriates' cross-cultural adjustment process. These factors included anticipatory

adjustment factors (such as age, gender, marital status, nationality, and language proficiency) and in-country adjustment factors (such as individual factors, cultural novelty, family and spouse, and length of residence in the new culture). These factors are most frequently examined in cross-cultural adjustment studies, especially East–West cross-cultural studies.

To summarise, there is ample evidence that these factors could, to some extent, influence expatriates' cross-cultural adjustment process and in some studies even affect their intention to stay in the host countries or their job performance. However, it seems impossible to indicate the relative significance of these different factors based on the studies reviewed above. This is because all these studies involved different factors, by focussing on expatriates of different nationalities who lived in different countries and had different jobs and other characteristics, making it impossible to compare the results of these studies on the same ground.

For this study, considering that expatriate teachers in Taiwan are not assigned to work in Taiwan by their previous organisations and most of them are young and single, factors related to organizations, spouse and family were excluded from this study. Factors selected for examinations were age, gender, marital status, nationality, language proficiency, previous cross-cultural experience, cross-cultural training, and length of residence in the new culture (see section 3.3.2).

2.5 The cultural differences between Taiwan and the West

It is believed that many Asian cultures, such as Taiwan, China, Japan, Korea and Singapore, are under the continuing influence of Confucianism (Selmer, 2001a; Wang and Kanungo, 2004). As transport technology has developed and the world has become a global village the differences between the East and the West have become a popular topic. The more contact people have with different cultures, the more they are aware of the influence that culture can have. Researchers of cultural studies have compared Western cultures and Eastern cultures from many perspectives.

2.5.1 Hofstede's categorisation

As mentioned in section 1.3, Hofstede (1980) has conducted a series of research projects in the IBM Company in 40 different countries worldwide since 1967. He collected 116,000 questionnaires during 1968 and 1972 and identified five dimensions of culture. The questionnaire measured cultural values on each of the five dimensions (Hofstede, 1991). For example, for the *Power distance* Index, participants were asked, 'How frequently, in your experience, does the following problem occur: employees being afraid to express disagreement with their managers?' with a five-point answer scale from "very frequently" to "very seldom" (Hofstede, 1984, p.75).

Hofstede has produced scores on five dimensions for different countries in order to provide a clearer picture of cultural differences. The five different

cultural dimensions are the Power Distance Index (PDI), Individualism (IDV) vs. Collectivism, Masculinity vs. Femininity (MAS), Uncertainty Avoidance Index (UAI), and Long-Term Orientation vs. Short-term Orientation (LTO).

1. Power Distance Index (PDI)

According to Hofstede (1980), people in countries with high PDI tend to accept power from authority more than people in countries with lower PDI. They do not normally expect to participate in decision-making and they are content to respect the orders of their superiors. In contrast, people in countries with low PDI expect to take part in decision-making. Therefore, employees tend to have a closer relationship with their superiors, and the value of the individual is higher than for employees in higher PDI countries (Hofstede, 1980; Chiou, 2000; Begley et al., 2002). According to Hofstede's (1980) PDI values for 53 different countries, in general, countries in the East have a higher PDI than countries in the West. The average power distance of the 53 countries is 57. Most Asian countries scored higher than the world average. The majority of expatriate teachers in Taiwan are from the United States and Canada (for further details, see section 2.6). Comparing the scores for these countries with Taiwan, the United States scored 40, and Canada scored 39, which are both much lower than Taiwan, which scored of 58.

This indicates that the Taiwanese may pay more respect to authority and are less likely to challenge their social superiors. On the other hand,

expatriate employees in Taiwan might expect to participate more in decision-making and have closer relationships with their superiors. The differences on this cultural dimension might be expected to lead to conflicts between expatriate employees and the Taiwanese organizations' managements.

In terms of culture in school and work organisations, the key differences between high power distance and low power distance, which are related to this study, are listed below (see Table 2.2).

Table 2.2 The key differences between low and high power distance at school and in the work organisation

Low PDI	High PDI
At school	
Teachers treat students as equals	Students dependent on teachers
Students treat teachers as equals	Students treat teachers with respect, even outside class
Student-centred education	Teacher-centred education
Teachers are experts who transfer impersonal truths	Teachers are gurus who transfer personal wisdom
Quality of learning depends on two-way communication and excellence of students	Quality of learning depends on excellence of teachers
In the work organisation	
Decentralised decision structures; less concentration of authority	Centralised decision structures; more concentration of authority
Small proportion of supervisory personnel	Large proportion of supervisory personnel
Hierarchy in organisations means an inequality of roles, established for convenience	Hierarchy in organisations reflects the existential inequality between higher-ups and lower-downs
The ideal boss is a resourceful democrat; sees self as practical, orderly and relying on support	The ideal boss is a well-meaning autocrat or good father; sees self as benevolent decision-maker
Subordinates expect to be consulted	Subordinates expect to be told
Institutionalised grievance channels in case of power abuse by superior	No defence against power abuse by superior

Source: Hofstede, 2001, p.108.

In terms of learning and teaching, Taiwanese students show more respect to their teachers and are less likely to challenge their teachers in the classroom. For expatriate teachers in Taiwan, difference in power distance

could give rise to conflicts not only with Taiwanese students, but also with the school management. As expatriate teachers might expect Taiwanese students to challenge their teaching in the classroom, the students' lack of response to their teaching might be perceived as an unwillingness to participate in the classroom. In relation to the school management, expatriate teachers might expect to participate more in decision making and to be given more autonomy when teaching. Further details are discussed in section 2.5.4.2 and section 2.5.6.

2. Individualism (IDV) vs. Collectivism

Since the 1980s, after Hofstede involved individualism and collectivism in the research, it has become one of the most popular ways to distinguish the cultural differences between the East and the West. It is believed that the concept of individualism and collectivism is the most influential factor for people's social behaviour, and it has often been used in cross-cultural studies in psychology, organisation and management, and anthropology (Azevedo et al., 2002; Schimmack et al., 2005). Researchers suggest that the social structure may have an influence on people's disposition. In the West, the socio-economic condition leads people to individualism, in contrast to the East, where the social structure has forced people towards collectivism (Hofstede, 1994; Ji, Peng and Nisbett, 2000; Ali et al., 2005). For example, Ji, Peng and Nisbett (2000) claimed that societies in East Asia including China were based on agricultural economies until quite recently. In such societies cooperation is crucial and hierarchical political organisation requires obedience. Thus, the economic structure and

environment forced people towards collectivism. In contrast to the East, Western economies were based on hunting and herding for longer, and in recent centuries people have lived in the relative freedom of modern wage economies which have looser social structures than in the East. Hofstede (1980) defined Taiwan as a low IDV country (IDV=17) compared with United States and Canada (USA, IDV=91; Canada, IDV=80). Although a few studies show that Taiwan is changing towards individualism due to its rapid economic growth, especially in the younger generation (Yu and Miller, 2003), most studies still find that the Taiwanese tend more towards collectivism than individualism (Ali et al., 2005). In a collectivist society, people tend to focus more on maintaining their relationships with people around them. In Chinese culture, this is called *guanxi*. People tend to work with the group, give the group goal a higher priority, and value others' advice more highly than in an individualist society (Shulruf, Hattie and Dixon, 2007). In contrast with collectivism, people in an individualist society are more independent, focus on individualistic goals, and prefer to have more privacy than in a collectivist society. Studies suggest that the different cultures of collectivism and individualism could influence people's communication and decision-making styles (Hofstede, 2001). The communication style in collectivist culture, especially in Chinese culture, is that people are more indirect, and there is constraint on the emotions. The issue of 'face' (*mianzi*) is especially considered as important when communicating within the group. Conflicts and personal preferences are normally avoided in order to preserve harmony within the group. The

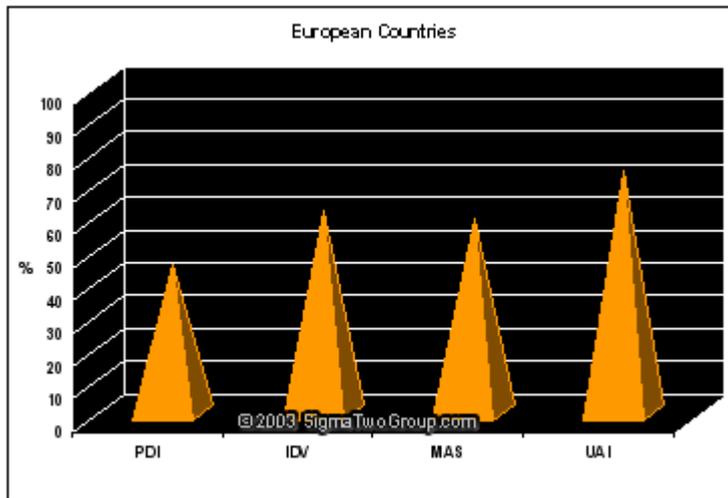
group goal is expected to be placed in front of the individual goal (Kim et al., 1994; Ball, 2001; Azevedo, Ellen and Mullen, 2002; Shulruf et al., 2007). Unlike in the collectivist culture, in the individualist culture, the communication style is more direct, people are more focused on individual interests, and they spend more time on personal goals. It is more acceptable for individuals to place their personal goals ahead of the group goals. For expatriate teachers in Taiwan, communication with their local supervisors in institutions might pose a considerable challenge because of culture differences. Previous studies in Taiwan have found that, in addition to linguistic issues, expatriate teachers experience culturally rooted problems in communicating with their managers (Chu, 2008; Chan, 2008). This is discussed further in section 2.5.6.

3. Masculinity vs. Femininity Score (MAS)

Hofstede (2001) used a masculinity score to evaluate and define the role of both females and males in a society. He stated that in a masculine society, the male is supposed to be more assertive, and the female is supposed to be more tender and modest. In a 'feminine' society, males and females are treated equally (Hofstede, 2001). Compared with Western countries, most Asian countries have a higher masculinity score (see Figure 2.5 and 2.6). However, according to Hofstede's (1980) research, the score of masculinity in Taiwan is 45, which is actually lower than in many European countries. Compared with the masculinity score of the home countries of most expatriate teachers in Taiwan (USA, MAS=62, UK, MAS=66, CANADA, MAS=52), Taiwan is considered as a low

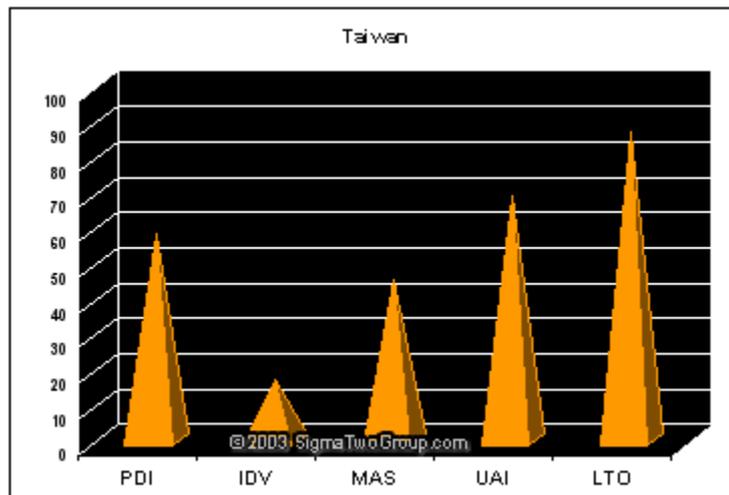
masculinity country.

Figure 2.5 The scores of European countries on four cultural dimensions



Source: Hofstede, 2003, http://www.geert-hofstede.com/hofstede_italy.shtml [accessed 11 March 2010]

Figure 2.6 The scores of Taiwan on five cultural dimensions



Source: Hofstede, 2003, http://www.geert-hofstede.com/hofstede_taiwan.shtml [accessed 11 March 2010]

4. Uncertainty Avoidance Index (UAI)

This evaluates the tolerance level for uncertainty and ambiguity in a society. People from a society with a high average UAI score feel less

comfortable in unstructured or surprising situations than people from a low UAI society. An uncertainty avoidance culture normally has stricter rules and laws to lower uncertainty and raise the levels of security and safety. In contrast, people in an uncertainty accepting culture try to be open-minded to different opinions, and have fewer rules. They are also more imperturbable and calm in surprising and uncertain situations (Hofstede, 1980). Taiwan is defined as a high UAI country (UAI=69) compared with the United States and Canada (Canada, UAI=48; USA, UAI=46). In terms of teaching and learning, students in Taiwan might expect more structured learning and greater support from the teachers. They are also likely to display lower self-efficacy than their counterparts in the United States. The differences between low and high UAI societies at school and in work situations (both relevant to this study) are listed below (see Table 2.3).

Table 2.3 The key differences between low and high UAI at school and in the work situation

Low UAI	High UAI
At school	
Students expect open-ended learning situations and good discussions	Students expect structured learning situations and seek right answers
Teachers may say 'I don't know'	Teachers are supposed to have all the answers
Students learn that truth may be relative	Students learn that truth is absolute
Students attribute achievements to own ability	Students attribute achievements to effort, context, and luck
Children rate self-efficacy high	Children rate self-efficacy low
In the work situation	
Weak loyalty to employer; short average duration of employment	Strong loyalty to employer, long average duration of employment
Innovators feel independent of rules	Innovators feel constrained by rules
Top managers involved in strategy	Top managers involved in operations
Power of superiors depends on position and relationships	Power of superiors depends on control of uncertainties
Tolerance of ambiguity in structures and procedures	Highly formalised conception of management
Relationship orientation	Task orientation

Source: Hofstede, 2001, p.169.

5. Long-Term Orientation vs. Short-Term Orientation (LTO)

Hofstede later developed the long-term orientation, the fifth dimension, from a survey of Chinese values across 23 countries (Hofstede, 2001). It is also called 'Confucian dynamism'. Studies have found that Asian culture is influenced by Confucian principles, especially countries such as China, Taiwan, Hong Kong, Japan and South Korea (Hofstede and Bond, 1988; Selmer, 2001a, 2001b). People with high LTO orientation prefer authoritative styles of leadership and decision-making. Confucian philosophy has influenced the way Chinese people handle their relationships, leadership, and communication style, and they accept that people in high authority should hold most power to manage those who are in a lower position (Rodrigues, 1998; Selmer, 2001b). Compared with Confucianism, individuals in the West are more involved in decision-making and they have more 'persistence' (Hofstede, 2001). Taiwan is considered as a very high LTO country (LTO=87) compared with the Western countries of origin of expatriate English teachers (USA, LTO=29; Canada, LTO=23; UK, LTO=25). Expatriate teachers working in Taiwan might have difficulty dealing with authority in Taiwanese institutions associated with this dimension, especially when communicating with supervisors. This issue is discussed further in section 2.5.6. The key differences between high and low LTO societies that relate to this study are listed below (see Table 2.4).

Table 2.4 The key differences between low and high LTO

High LTO	Low LTO
Protection of one's 'face'	'Face' considerations common but considered a weakness
Respect for traditions	Adaptation of traditions to new circumstances
Reciprocation of greetings, favours, and gifts	Reciprocation considerations are problematic, risk of overspending
Children should learn tolerance and respect for other people	Children should learn thrift
Students consider 'persistence' not an important personality trait	Students consider 'persistence' an important personality trait

Note: The table is based on Hofstede (2001, p.360), but I have made a change assuming there is a mistake in the original table.

Hofstede's cultural dimensions are widely used in many cross-cultural studies (Rodrigues, 1998; Pheng and Yuquan, 2002; Jaw et al., 2007). The five culture dimensions enable cross-cultural researchers to compare Eastern and Western culture on different dimensions, since culture is such a wide subject. In this study, Hofstede's five cultural dimensions are used to compare the cultural differences between expatriate teachers and Taiwanese in order to explore expatriate teachers' cross-cultural adjustment process.

2.5.2 Schwartz's categorisation

After Hofstede categorised cultural values into five dimensions, a series of studies followed in order to develop common dimensions from different cultures across different nations, and to try to develop a cross-cultural theory of values (Spini, 2003). Some researchers argue that Hofstede's individualism-collectivism dimension theory is oversimplified and only focuses on limited aspects of culture (Schwartz, 1999; Jackson, 2001; Ng, Lee and Soutar, 2007). Hofstede's cultural dimensions might not cover all the different regions in the world, especially in Africa and Central and

Eastern Europe. However, for this cross-cultural study, the main focus is on the culture in China, Taiwan and English-speaking countries which are well covered in Hofstede's cultural dimensions.

Schwartz (1994) conducted research across 38 countries and collected data, mainly from teachers and students, between 1988 and 1992. He defined values as 'conceptions of the desirable that guide the way social actors select actions, evaluate people and events, and explain their actions and evaluations', and classified seven different levels of cultural value types from the survey (Schwartz, 1999, p.24). He scored 38 countries across seven culture dimensions (see table 2.5). Unfortunately the data does not include Canada or the United Kingdom, which are the home countries of some of the expatriate English teachers. However, the data includes Taiwan, China and Western countries such as the United States, New Zealand and Australia which are the countries of origin of most expatriate English teachers.

Table 2.5 Mean importance of Schwartz's culture level scores on seven value dimensions for teachers

Country	Taiwan	China	United States	New Zealand	Australia
Dimensions					
Conservatism	4.31	3.97	3.90	3.73	4.06
Affective autonomy	3.21	3.32	3.65	3.98	3.50
Intellectual autonomy	3.93	4.27	4.20	4.36	4.12
Hierarchy	2.85	3.70	2.39	2.38	2.36
Mastery	4.11	4.73	4.34	4.23	4.09
Egalitarian commitment	4.68	4.49	5.03	5.15	4.98
Harmony	4.17	3.71	3.70	3.99	4.05

Source: Schwartz, 1994, p.112.

Schwartz (1999) included and added to Hofstede's four dimensions (except the fifth dimension, LTO) and almost completely covers the full range of cultural values:

1. Conservatism: compared with Western countries, the Chinese tend to focus more on maintaining the status quo and try to avoid disturbing the traditional order. They spend more time participating and sharing life with groups, and they rely more on social relationships.
2. Affective autonomy: people in the West place more emphasis on individuals, who are entitled to pursue their personal 'pleasure, exciting life and varied life' (Schwartz, 1999). In contrast with Westerners, the Chinese place less emphasis on individual preference.
3. Intellectual autonomy: in contrast with Eastern cultures, people in Western countries place emphasis on pursuing personal interests and desirability. In China there is less emphasis on personal desirability.
4. Hierarchy: compared with people in the English-speaking countries, the Chinese place more emphasis on the 'legitimacy of an unequal distribution of power, roles and resources (social power, authority, humility, wealth)'. For Westerners, hierarchy may be less important than for people in the East.
5. Mastery: the Chinese place high importance on 'mastery', which indicates that they place emphasis on 'getting ahead through active

self-assertion'. Comparing this with English-speaking countries, Westerners place slightly more emphasis on mastery than the Chinese.

6. Egalitarianism: the Chinese place a low or very low value on the transcendence of selfish interest. In contrast with Eastern culture, people in the West place more emphasis on promoting 'equality, social justice, freedom, responsibility and honesty'.
7. Harmony: the Chinese and the English-speaking countries alike do not place emphasis on 'fitting harmoniously into the environment', which includes 'unity with nature, protecting the environment and world of beauty'.

2.5.3 Critiques of frameworks of Hofstede and Schwartz

Since Hofstede (1980) defined five dimensions from different nations and cultures, his cultural dimension theory has been widely used in cross-cultural studies, but some researchers have questioned his framework. Schwartz (1999) criticised Hofstede's (1991) study for not covering important regions of the world, such as the former Eastern bloc. Jackson (2001) points out that Hofstede's cultural dimensions are oversimplified; they may not completely cover the differences of ethical issues related to group and organisational loyalty. Smith, Peterson and Schwartz (2002) claim that the number of culture samples Hofstede included in his study is rather small, that the types of behaviour are defining, and that the classifications are oversimplified. In general, the criticisms of Hofstede's framework can be categorised as follows:

1. Hofstede used nations as a unit of culture. Researchers have argued that nations are not necessarily a proper unit for cultures, and a culture can span across different nations or groups (Jones, 2007; McSweeney, 2002).
2. Culture is very complex and broad. There are over a hundred different definitions of culture. The term cannot and should not be classified into just four or five dimensions (Jack, 2001; McSweeney, 2002)
3. Hofstede had collected all of his data from one company (IBM), which has been criticised on the basis that samples from only one company could not represent entire national cultures (McSweeney, 2002).
4. Measuring cultural differences is a very sensitive subject; only using surveys to measure the value of cultural differences is not adequate (Jones, 2007)

Schwartz's (1999) cultural framework has also been subject to a number of criticisms. For example, Jaw and co-authors (2007) commented that Schwartz's cultural dimensions are similar to Hofstede's. They argue that Schwartz's conservatism value is similar to Hofstede's Confucian dynamism, that the hierarchy value is similar to power distance, and that masculinity is similar to egalitarianism value. However, Ng, Lee and Soutar (2007) claim that Schwartz's cultural values include more varied cultures and cover more aspects of culture than Hofstede's. They also suggest that Hofstede's framework may be more useful for work-related studies, and

that Schwartz's framework may be more appropriate for non-work-related studies.

To sum up, although both Hofstede's and Schwartz's frameworks have received some criticism, their concepts have inspired cross-cultural studies and have been the most cited frameworks in these studies. The disadvantage of Hofstede's framework, especially the fifth dimension (Confucian dynamism), which has received the most criticism, is that it does not really affect this study in the context of Chinese culture. In this study, both work and non-work cross-cultural adjustment are involved, so using both Hofstede's and Schwartz's cultural dimensions could help to identify the problems involved in expatriate English teachers' cross-cultural adjustment. As culture is such an extensive topic, using both Hofstede's and Schwartz's cultural dimensions could also help the researcher to compare the diversity between Taiwanese culture and the expatriate teachers' home culture, to make sure that all different aspects and levels of culture are covered.

As the main purpose of this study is to investigate expatriate English teachers' cross-cultural adjustment in Taiwan, it is consequently very important to examine cultural diversity in the educational context. The differences between Taiwan and the Western countries of originate of most expatriate teachers, in terms of the education system and teaching and learning approach, could have a considerable impact on their cross-

cultural adjustment, especially in the area of working adjustment. For this reason differences in the educational context between Taiwan and the West are discussed in greater depth in the following section.

2.5.4 The educational context

2.5.4.1 The education system

A comparison of the education systems in the East and the West reveals a significant gap between the cultural background of Western teachers and that of Eastern students. For most Asian people, education is essential for a better life. In general, Asian people believe that education is the only path to a better life (Kelso, 2002), and that the higher level of education people attain, the more successful their life will be in the future. In China and Taiwan, the competition for senior high school and university entrance examinations begins in elementary school, and the pressure to be eligible to enter a university is formidable. For most students, the main purpose of learning English is to pass examinations in order to be accepted by a university or to obtain a good job.

In contrast to Eastern cultures, Western education tends to be more task-based, and focuses on learning skills and knowledge and developing an individual's ability to solve problems. Maley (1983) points out the differences in English teaching in China and the United Kingdom:

1. Teacher training: teacher training in China means to improve the teachers' English language ability. If the teachers know English better, they can teach English better. Teacher training in the West

includes teaching methodology, teaching material development, and classroom observations of many different elements.

2. Literature: in China teaching English literature is to give students a set overview of the literature, including predetermined judgements, but in the West students are taught about literature to develop their ability to apply critical judgement.
3. English for special purposes: as mentioned above, the main purpose of learning English for Chinese students is to pass examinations and gain access to higher education, which influences their approach to learning.
4. Books: the knowledge in text books in China is seen as the truth and is unquestioned. In the West, text books are resources which offer ideas, opinions, and maybe facts, which are open to interpretation.
5. Reading: in China, the teacher explains the vocabulary, syntax, style and content of the text. In the West, teaching reading means developing students' ability to absorb the knowledge and information from books efficiently.
6. Test: the concept of 'test' in China has only two results, either pass or fail. In the West, scores are usually more open to interpretation and the purpose of a test is to assess students' progress (Maley, 1983, p.98).

The education system in China and Taiwan is deeply influenced by Confucianism. The philosophy of Confucianism was founded by Confucius,

who lived between 551 and 479 BC in China. Confucianism emphasises educational achievement and that everyone is an individual born with a good nature and moral power. Education can help a student realise this inherent potential and become a complete person (Hue, 2008). Confucian philosophy has not only influenced East Asian countries but has also spread to Western countries. However, some critics have pointed out that educational systems with a Confucian heritage place too much importance on examinations and do not foster critical thinking or creativity. The authoritarian atmosphere in the classroom and the relationship between teacher and students is also said to be outdated (Ho, Peng, and Chan, 2001). As the Chinese education system was deeply influenced by Confucianism, which places emphasis on the memorisation of knowledge and on examinations, this also influences the approaches taken to learning and teaching.

The differences between the education systems in the East and the West may create conflicts between expatriate teachers and the Chinese students in the classroom, as their expectations are different. Sometimes, although the students are willing to accept different methodologies from expatriate teachers, there is still another factor that militates against this: the examination systems in Taiwan and China. These systems strongly encourage the memorisation of vocabulary and grammar rules.

2.5.4.2 The approach to teaching and learning

It is believed that people from different cultures have different learning styles. Levy and co-authors (1997) have found that students from different cultural backgrounds have different perceptions of teacher dominance. As the education systems in the East and the West are different, the approaches to teaching and learning are different, too. If the teacher and the students have different approaches to teaching and learning, conflict between them in the cross-cultural classroom setting is difficult to avoid.

In China, language teaching and learning focuses principally on the memorisation of grammar rules and vocabulary in order to pass English examinations, because the English examinations involve only reading and writing. Research carried out in universities in China points to some correspondence between communication conflict and cultural diversity in the EFL classroom, as listed in the following table (see Table 2.6).

Table 2.6 Reported conflicts between expatriate English teachers and Chinese students in China

	In the East	In the West	Conflicts
Teaching method	Teacher talks for the whole 50 minutes in the class. Students are silent the whole time (teacher-centred).	Students are involved in class discussions. They have to give and take (student-centred).	Expatriate teachers: Chinese students are reluctant to ask questions about, raise objections to, or criticise, existing knowledge and their teachers. Chinese students: expatriate teachers are lazy and not well prepared for the lesson.
	English teaching focuses on grammar rules and vocabulary.	English teaching focuses on how to use the language.	Expatriate teachers: Chinese students are overly analytical and critical. Chinese students: expatriate teachers are incoherent and unsystematic.
	Most teachers use Grammar-Translation Methods. Group-debate and discussion-type classroom activities are rarely used.	Teaching methods are more communicative. Most teachers use group-debate and discussion-type or interactive teaching styles.	Expatriate teachers: Chinese students are not willing to participate in the class. Chinese students: group-debate and discussion-type or interactive teaching styles are not meaningful or relevant to their learning.
Learning style	The purpose of learning is to pass examinations and get good marks.	The purpose of learning is to be able to use the language for personal interests.	Expatriate teachers: give practical knowledge of English. Chinese students: demand structural, intensive, organised information about English.
Teachers' and students' roles	The teacher does not only teach the subject but also explains how to behave in society and deal with problems in daily life. The teacher takes total responsibility.	Students work independently, speculating and thinking critically. They take full responsibility for their own learning.	Expatriate teachers: Chinese students are not independent. Chinese students: expatriate teachers are irresponsible.

Source: Maley, 1983; Cortazzi and Jin, 1996; Miklitz, 1996; Li, 1998, 1999.

In the EFL classroom, if the teaching methods, materials, classroom activities or learners' responses diverge from what either the teacher or the learners expect, conflicts might be created in the classroom. Putting it in the most general terms, in the East, students prefer to memorise the text in course books or any information that the teacher might give in the lessons. The teacher is responsible for organising the whole structure of information and knowledge. In the limited (50-minute) lesson, the teacher is supposed to transfer all the relevant information to the students. Consequently, the teacher plays the role of speaker and the student that of listener. In Chinese culture, teachers are supposed to be able to answer all the questions students ask, failure to answer a student's question immediately is considered as losing 'face' and students' respect (Kelso, 2002). Chinese students are also concerned about 'face' issues when having discussions in the classroom. They require more time to answer a question in order to make sure the answer is correct and avoid losing face. This could sometimes be misunderstood as the students' lack of willingness to participate in the classes (Phillips, Lo and Yu, 2002).

Bodycott and Walker (2000) also state that it is difficult to have an open or critical discussion with Chinese students. This is not only related to confidence in their language ability, but also related to the issue of 'face' in Chinese culture. Students are reluctant to criticise other students' answers, and normally just agree with the previous answer in order to avoid making other students lose 'face' (Bodycott and Walker, 2000). Craig (1997)

mentioned that in Taiwan, students are taught to receive knowledge from the teacher unquestioningly. Her students also confirm that they do not know how to discuss and ask questions in the class because the teacher always talks throughout the whole class, and the students just listen, and write what the teacher says.

For expatriate teachers, it might be difficult to create an active classroom atmosphere, because most Chinese students refuse to talk in the classroom. Some traditional Chinese learners may need more time to adapt to a different teaching method. If they have not learnt to be open-minded, they are likely to be unable to accept the expatriate teachers' methods, which may cause misunderstanding and conflicts between teachers and students. For instance, Porter (1990) quotes Dong, a Chinese professor, who mentions how much most of her students wanted to have expatriate English teachers, but after a period of time being taught by expatriate teachers, they complained that they could learn very little from them.

In the West, students are trained to work independently, speculating and thinking critically. The Western approach to education stresses understanding, application, and the ability to integrate learning. Students are taught how to learn instead of how to do, and take more responsibility for their own learning (Kelso, 2002). It is acceptable for the teacher to answer students' questions in the next lecture if he is not able to do so straight away in the classroom. In terms of learning, motivation and

purpose, in general, most Western students are not under such great pressure to pass examinations as Asian students. The purpose of learning a language comes mainly from the need, or desire, to travel, or to pursue other personal interests. Essentially, language education does not become very serious until the post-secondary level.

Jin and Cortazzi (1998) compare the different cultural models of language learning of the Chinese and Westerners. They confirm that the Chinese learning model has been deeply influenced by Confucius and that the language learning is mainly focused on 'mastery of knowledge', which includes grammar and vocabulary. The students mainly rely on their only resources, the teacher and the textbook, which is very different from the Western model of language learning. In the West, language learning mainly focuses on developing communication skills. Most classrooms are learner-centred and students use tasks and classroom interaction to learn the language (Jin and Cortazzi, 1998, p.102).

Taiwanese schools employ expatriate English teachers not only to teach the language, but also to teach about Western culture. Therefore, expatriate teachers might think that it is the students' responsibility to accept the Western way of teaching. However, Chinese students might have their own expectations and views of the Western way of teaching and learning. It is also possible that the Chinese students might find it difficult to accept the expatriate teachers' ways of teaching even if they want to learn about Western cultures because of the big differences between the

two cultures and the models of thought which they foster. Bodycott and Walker (2000) mention that when they began their teaching jobs overseas, they thought that it was the student's full responsibility to adapt to the expatriate teachers' Western way of teaching. However, after their teaching experience, they suggest that expatriate teachers and students should both share the responsibility of developing intercultural understanding (Bodycott and Walker, 2000). In order to bridge the gap between Eastern and Western cultures, both students and expatriate English teachers need to make a certain degree of adjustment. Expatriate teachers need to understand Chinese students' classroom and learning behaviour. Taiwanese and Chinese students need to adjust to the Western teaching style. From her experience at a university in Taiwan, Craig (1997) wrote: 'It is crucial to my teaching effectiveness to be aware of, and to build upon, local socio-cultural norms and predispositions regarding the instructional process, regardless of what I may consider to be the "best" way of teaching or learning a language' (p.19). Apart from the diverse cultural backgrounds of expatriate teachers and students, expatriate teachers' cross-cultural adjustment in other dimensions, such as school management and adjustment to the general environment, may also influence their intention to stay and their motivation to teach.

2.5.5 The general environmental context

Taiwan was known as 'Formosa', which means 'beautiful island', by the Portuguese after they discovered the island in the 1590s. Taiwanese

culture was influenced by several nations, as it was occupied in turn by the Portuguese, the Spanish and the Dutch between 1624 and 1662. During 1895 and 1945, Taiwan was occupied again by the Japanese and finally, in 1949, the nationalist government of mainland China, the *Kuomintang*, was defeated by the communists and relocated its government to Taiwan (The Republic of China Yearbook, 2009). Taiwan was regarded as a 'miracle' for its rapidly growing economy and development during the period from the 1950s to the 1990s. It is a small island which lies adjacent to south-east China. According to the Department of Household Registration in Taiwan (2010), it measures only 36,191 square kilometres, with a population of about 23 million, which means there are about 639 people per square kilometre. It is one of the most densely populated countries in the world. With such a high population density, air pollution and heavy traffic are major concerns in Taiwan.

These conditions have implications for cross-cultural adjustment. Traffic safety might be a concern for foreigners, as they might not be used to the traffic conditions in Taiwan, and in particular the many scooters on the streets. Housing conditions might be another concern, as the high population density means that the limited space is overcrowded with high buildings. Most expatriate English teachers come from less densely populated countries, such as the United States and Canada, so they might find that the environment is not comfortable to live in. As the general environment and climate are different, expatriate teachers might not be

able to participate in some types of entertainment, or sports, such as skiing or ice hockey, which are popular in their home countries.

In terms of social cultural adjustment, the challenges might include the language barrier and the cultural differences between Taiwan and Western countries. In Taiwan, Mandarin is the official language, but about 70 per cent of the population are *Hoklo*, who speak Taiwanese (*Hokkien* dialect) as their first language (The Republic of China Yearbook, 2009). Apart from the language barrier, the cultural differences create more challenges for expatriates in social cultural adjustment. Hofstede (1991) defined Taiwan as a collectivist and high power distance society. This is possibly the method most commonly used to compare different cultures. Chang (2004) claimed that Chinese culture is high in power distance and emphasises the issue of 'face'. He found that the Chinese tend not to express their emotions in many situations. One of the participants in his study stated that the expression of emotion is seen as very private in Taiwan, and people only share emotion when they have deep friendships (Chang, 2004, p.182). Hutchings (2002) suggests that, in order to work successfully in a Chinese-based society in Asia, one of the important factors expatriates need to prepare for is to understand the distinctive Chinese cultural characteristics: *guanxi* (literally, relationship), *mianzi* (face), *xinyong* (interpersonal trust) and *renqing* (human sentiment).

Guanxi can refer to relationships between family relatives, classmates,

people from the same place, or even people who work in the same company (Wong and Tam, 2000). It is a connection network with surrounding people. People connected within a group see themselves as insiders and help each other against outsiders. Wong and Tam (2000) concluded that Westerners in China are very often seen as outsiders, so *guanxi* could be a barrier when doing business in China. Kiong and Kee (1998) stated that in Chinese society, *guanxi* is seen as a pivotal facility for running businesses smoothly. For expatriate English teachers in Taiwan, it could also be a challenge to integrate with Taiwanese society when they are seen as outsiders, and they do not understand the concept of *guanxi* in Chinese culture. *Mianzi* is a kind of sociological concept in Chinese culture where individuals try to protect themselves, try to be well respected, and have a good reputation. Chinese people tend not to do anything against authority or their superiors, or point out someone's mistakes, which directly concerns the *mianzi* issue. *Xinyong* is very often connected with *guanxi*, which could be referred to as interpersonal trust or 'a person's credit rating' in business terms (Kiong and Kee, 1998, p.85). The Chinese believe that good *guanxi* could develop reliable trust and reduce the risk of fraud. *Renqing* in Chinese culture also means relationship. Liu, Friedman and Chi (2005) defined *renqing* as a relationship which 'covers adherence to cultural norms of interaction based on reciprocity, exchange of social favours and exchange of affection according to implicit rules' (p.229). Very often the concepts of *guanxi*, *mianzi*, *xinyong* and *renqing* are connected, and these four words are used almost daily in Chinese society, especially

in business terms. Although most of the studies mentioned previously were in the business context, it cannot be denied that these four words – *guanxi*, *mianzi*, *xinyong* and *renqing* – are involved in almost all situations which include daily communication, either inside or outside of work, in Chinese and Taiwanese society. Therefore, it might be difficult for expatriate teachers to interact with host nations, when they do not have any knowledge about the differences between their home culture and the Taiwanese culture, especially in these four aspects.

2.5.6 The management context

Cultural values are involved in management style and processes, and they can be very different depending on the society (Hofstede, 1991). As mentioned in section 2.5.1, Hofstede (2001) has defined China and Taiwan as countries with a high level of Confucian dynamism, where the management style is also influenced by Confucianism. As China is one of the largest markets in the world, management in the business environment is widely discussed. Western companies have found difficulties in managing businesses in China, because its management and communication styles are very different from the West. Selmer (2001a) did some research on the adjustment of Western European and North American expatriate managers in China. He found that the Chinese communication style is influenced by Chinese culture, and that the Chinese are very often perceived as conservative, indirect and ‘listening-centred’ (Selmer, 2006, p.348). Selmer also found that the leadership style

in China is deeply influenced by Confucianism. For example, older people are respected by younger people in China, including among leadership groups. In contrast, age will not be such a concern in the working environment in the West (Selmer, 2004). To follow the traditional Confucian theory, employees have to obey instructions from people in higher authority, so the employees very often lack the ability to make decisions (Littrell, 2007).

In contrast to Chinese culture, Western management is characterised by low power distance and low long-term orientation, so expatriate teachers working in Taiwan might feel they are not able to participate in decision-making and are less empowered. Chu (2008) conducted 17 in-depth interviews with expatriate English teachers in Taiwan. He mentioned that expatriate teachers found it difficult to communicate with their managers, not because of the language barrier, but because of the cultural differences. An expatriate English teacher in Chu's study claimed that the manager very often made decisions before asking for an opinion. Sometimes expatriate teachers do not agree with the decisions, but they have to obey them, which makes them feel that the management is 'heavy-handed'. The Taiwanese managers seem not to be aware of the diversity between the Eastern and Western cultures, and some expatriate teachers consider this insulting (Chu, 2008, p.69).

Chan (2008) conducted a qualitative study which included documentary analysis and in-depth interviews with five expatriate English teachers in

Taiwan. He mentioned that expatriates' behaviour is very often considered inappropriate. Examples of this would be an English teacher wearing slippers, sitting on the table when teaching, having a tattoo on an arm, or having nose, lip or eyebrow piercings. Schools in Taiwan have many more regulations for teachers than in the West, as teachers have a highly-respected and solemn role in Taiwanese society. Hence, expatriate teachers who come from Western countries might feel uncomfortable. Chan (2008) also mentioned in his study that expatriate teachers found communication with the school management and colleagues difficult to adjust to, because the Taiwanese tend not to talk to each other directly when there is a conflict or a difference of opinion between them. They tend to ask a third person to talk to the expatriate teacher when there is a problem. However, in Western culture, people tend to talk to each other directly and solve the problems. This is why expatriate teachers feel annoyed, confused and frustrated (Chan, 2008).

Another issue the expatriate teachers often have is the communication channels to the school administration. The schedule of teaching and meetings is often planned not very far ahead, and teachers can sometimes be informed that there is a meeting on the same day. Expatriate teachers found that unacceptable, whereas their Taiwanese colleagues seem to accept it as normal (Chan, 2008). This phenomenon may be related to the fact that Taiwan is considered as a high power distance country when compared with Western countries. It indicates that in the Taiwanese

culture, it is not important to inform junior staff about plans and they are expected to adapt themselves to whatever the senior managers decide to do (Hofstede, 1980).

2.6 Expatriate teachers in Taiwan

As mentioned in section 1.3, since English has become the most popular language in the world, the Taiwanese government has promoted some educational policies to improve students' English proficiency in order to be more competitive in the world. One of the strategies from the Education Department in Taiwan to improve students' English proficiency is to recruit native English-speaking teachers to teach in elementary and junior high schools. In fact, not only Taiwan, but also other Asian countries such as Korea, China and Japan, all have a high demand for expatriate English teachers. In Taiwan, before the policy was announced, English cram schools have been very popular for decades. Parents even start to send their children to the private language cram schools before they went to school, aged between three and four years. Therefore, expatriate English teachers in Taiwan are extraordinarily popular. It is a common belief that native English-speaking teachers can teach better than the Taiwanese teachers because their pronunciation is more accurate. Therefore, English learning organisations prefer to hire expatriate teachers who have a passport from a native English-speaking country, in order to attract students in the competitive market in Taiwan. Expatriate teachers in Taiwan are mainly from five countries; the United States, Canada, the

United Kingdom, Australia and New Zealand (Tsai, 2008). According to the Council of Labour Affairs in Taiwan (2009), there were 2,545 expatriate teachers working in public schools and 5,813 expatriate teachers working in cram schools in March 2009 in Taiwan, so about 70 per cent of the expatriate English teachers worked in private schools, which is a much higher percentage than those working in the public schools. However, there are large numbers of expatriate teachers teaching in both public and in private schools.

In 2004, the Taiwanese government started to recruit native English-speaking teachers to teach in elementary and junior high schools. The government planned to hire 1,000 expatriate teachers in order to meet the target of having at least one expatriate English teacher in each of the 3,300 elementary and junior high schools. However, in the end, the government only managed to hire 22 expatriate teachers (Mo, 2005). Furthermore, some teachers cancelled their contracts of between one and three years and left early. Although the government had offered good salaries and some benefits to attract expatriate teachers, there were few expatriate teachers who were willing to stay longer. Very limited studies have been done relating to this issue as it is a relatively new topic.

There is always a debate on native English-speaking and non-native English-speaking teachers in Taiwan. It is believed that the native English-speakers, in the aspects of knowledge and teaching performance, are better than the non-native English-speaking teachers (Ling and Braine,

2007; Chu, 2008). However, since the government announced the policy to employ native English-speakers in Taiwan, there has been a power struggle between local Taiwanese teachers and native English-speaking teachers. Many local Taiwanese English teachers argued that it is unfair to be paid a lower salary than the expatriate English teachers when they are doing the same jobs. The National Teachers' Association in Taiwan (2003) and Guo (2003) claim that there are many local qualified teachers who cannot find a teaching job, so employing expatriate English teachers will only increase the unemployment rate in Taiwan. Furthermore, the salary of an expatriate English teacher is five to six times higher than that of a local English teacher, and there is very often a high turnover rate of expatriate teachers. It is doubtful, ultimately, whether it is necessary to employ expatriate teachers.

Thus, the relationship between expatriate English teachers and local Taiwanese English teachers could be open to a degree of competition and tension. To add frost to snow, in the English classroom, one expatriate English teacher and one Taiwanese English teacher have to co-operate in teaching together. If the local Taiwanese teachers already feel unwelcoming towards the native English-speaking teachers because of their different working conditions, plus there are communication problems between the two teachers and differences in their beliefs and teaching methodologies, the potential for conflict in the classroom is evident.

From the expatriate teachers' point of view, they not only have to adjust to the new living and working environment, which is very different from their home country's, but also to teaching students who have a different linguistic and cultural background. Since the purpose of the institutions, especially universities, which employ expatriate teachers, is not only to teach students English, but also to bring a different culture and a different teaching methodology, and help students to become more internationalised, many expatriates struggle with their role as teachers when the different teaching methodologies in the Eastern and Western cultures cause conflicts (Bodycott and Walker, 2000). Craig (1997, p.3), a lecturer at a university in Taiwan, points out that Taiwanese students expect their teacher to be an authoritative expert who should be able to give all knowledge to the students.

The difference in teachers' and students' beliefs could be a challenge for expatriate teachers. Furthermore, the class sizes for expatriate teachers in Asia are normally much larger than in Western countries. In Taiwan, the average size of the classes for university students is about 45, which is three to four times the class size in Western countries (Ministry of Education in Taiwan, 2010). With such large class sizes, some classroom activities such as role plays or group discussions, which are popular on Western teacher training courses, might be time consuming and difficult to handle. In summary, it is a great challenge to work overseas in a very different culture, and some expatriate teachers leave early without

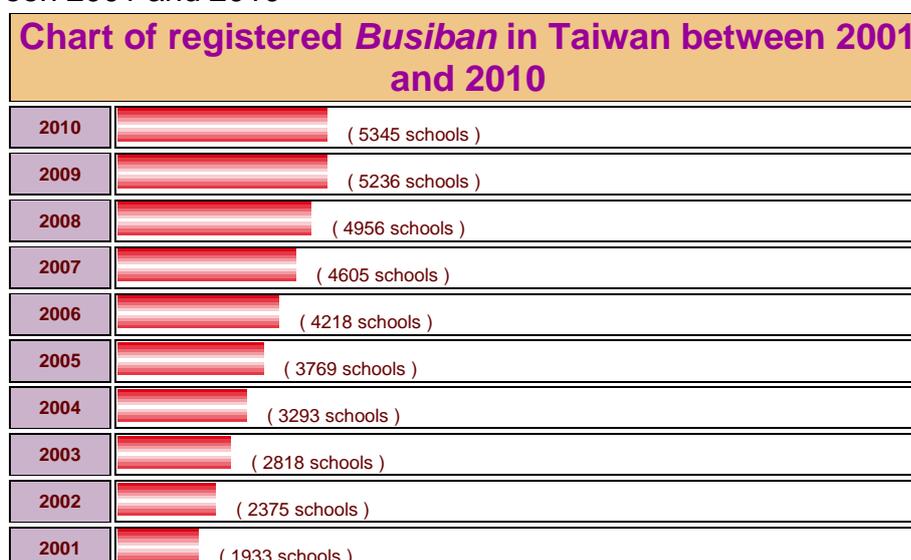
finishing their contracts (Tsai, 2008).

2.7 English language cram schools in Taiwan

As mentioned in section 2.6, English has become an essential subject for students in Taiwan, starting from elementary school at the age of seven, and English cram schools (or *busiban*) have become very popular, with parents sending their children to learn English after school. As noted in section 2.6 above, the majority of Taiwanese people believe that native English-speaking teachers can teach English better than a Taiwanese teacher. Therefore, English cram schools have been recruiting native English-speaking teachers and have emphasised the use of native English-speaking teachers to attract students. According to the Ministry of Education in Taiwan, there were 1,933 language cram schools in Taiwan in 2001. In 2010, this has increased to 5,345 (Ministry of Education in Taiwan, 2010b. See Figure 2.7 below), and this figure does not include cram schools that are not registered. The number of English cram schools increased dramatically after the Ministry of Education in Taiwan announced the policy that, from the academic year 2005, elementary schools should start English education from grade three. The cram school is seen as a way to help students improve their marks in order to pass examinations for higher-ranking high schools or universities. Furthermore, people in Taiwan believe that English ability is one of the important key skills when looking for a job. Therefore, a number of parents send their children to cram schools after school, as they believe that by doing so, it

could make their children study harder and get better results. As they believe that native English-speaking teachers are inherently better than Taiwanese English teachers, it forces the cram schools to employ native English-speakers, who sometimes have to compromise on the level of qualification the expatriates possess in order to have enough native English-speaking teachers. According to Chu (2008), in 2006, 19 per cent of expatriate English teachers were in public schools, while 81 per cent were in English language cram schools. Therefore, it seems that the education system in Taiwan and the parents' preference for native English-speakers have influenced the cram schools' market and the demand for native English-speaking teachers.

Figure 2.7. Chart of registered language cram schools (*busiban*) in Taiwan between 2001 and 2010



Source: Data from the Ministry of Education in Taiwan, 2010. Available at: <http://bsb.edu.tw/> [Accessed 28 June 2010].

Note: *Busiban* are private language schools in Taiwan. They offer different language courses and the students range from young children to adults.

According to Chu (2008), when a language cram school recruits English teachers, the basic requirements are to have a passport from a native

English-speaking country, and a college or university degree. However, expatriate teachers possessing an English teaching certificate or a postgraduate degree will have more advantages than other expatriate teachers when looking for teaching jobs.

2.8 Previous cross-cultural adjustment studies in Taiwan

There are very limited studies of expatriate teachers' cross-cultural adjustment in Taiwan. Most of the studies of expatriate teachers' cross-cultural adjustment have been carried out in China.

As discussed in Section 1.3 Tsai (2008) has investigated the relationship between expatriate English teachers' cross-cultural adjustment, job satisfaction and turnover rates in elementary schools in Taiwan. She used a quantitative research method and collected 36 questionnaires from expatriate English teachers who were working in elementary schools in central Taiwan. Through regression analysis she found that the main factor which influenced expatriate teachers' job satisfaction and turnover was work adjustment. Expatriate teachers who have a better work adjustment have higher job satisfaction and more intention of staying in the teaching job. In the work adjustment, the relationship with others is the main factor for their intention to leave the job. However, the research sample was rather small and the participants were limited to expatriate English teachers who worked in elementary schools in central Taiwan. Chan (2008) conducted qualitative research to explore expatriate English teachers' life

adjustment and teaching experience in Taiwan. Both documentary analysis and in-depth interviews were used in his study, and five expatriate English teachers who worked in Taitung county in Taiwan were interviewed. Chan reported expatriate English teachers claimed that the general cross-cultural adjustment was not difficult in Taiwan; the difficulties they had were communication problems, owing to the language barrier, and variations in the concept of punctuality. As mentioned in section 2.5.6, Chu (2008) conducted qualitative research on migration factors for expatriate language teachers in cram schools in Taiwan, finding that the main factors which attracted expatriate English teachers to come to Taiwan were the high salary and the Chinese learning environment. He also found that many cram schools did not pay much attention to the teaching quality. Such working conditions are not attractive for long-term employment, and cause a high turnover rate, especially for the better qualified English teachers, unless they are married to a Taiwanese person. Although Chu (2008) had conducted 17 semi-structured in-depth interviews in this study, no other data can be found to support these findings. The research samples for all three of these studies are rather small or limited to certain institutions and in certain locations. However, the results seem to confirm that work adjustment and job satisfaction are the key factors for expatriate teacher turnover. English teachers come to Taiwan mainly for the job. Thus it seems reasonable to surmise that the working adjustment and job satisfaction could be equally if not more important than general adjustment and interaction adjustment in Taiwan.

2.9 Taiwanese culture vs. Chinese culture

As the Chinese economy has become one of the largest in the world, Westerners have more and more contact with the Chinese. There have been many cross-cultural studies in the Chinese context and cross-cultural difficulties are well documented. In most cross-cultural studies, Taiwan is categorised as being Chinese, and most of the time Taiwanese culture is identified with Chinese culture, contrasting with Western cultures. In this study, the literature review draws heavily on cross-cultural studies that relate to the People's Republic of China on the assumption that very similar issues will apply to Taiwan, which has been the setting for relatively few studies, especially in the area of expatriate teachers' cross-cultural adjustment.

The importance of Chinese culture to Taiwan is well documented. The overwhelming majority of Taiwanese nationals are ethnically *Han* Chinese. Immigrants from the provinces of Fujian and Guangdong arrived in large numbers during the rule of the Ching dynasty between 1683 and 1895 bringing with them the Confucian, Taoist and Buddhist values that are said to be the cornerstones of Chinese societies. In comparison, the indigenous Taiwanese only make up about two per cent of the population (Chen, 2001) and are considered a disadvantaged minority with relatively little cultural influence.

When the *Kuomintang* was defeated by the communists in 1949, Chiang

Kai-shek brought another wave of immigrants from the mainland – 1.3 million people – and relocated the *Kuomintang* government to Taiwan (The Republic of China Yearbook, 2009). This group of immigrants is called ‘mainlanders’ (*wai-sheng jen*), and their presence constitutes another important mainland influence on Taiwanese culture (Fan, 2000; Chen, 2001).

As Taiwan was occupied by the Japanese for 50 years (1895–1945), in addition to the Chinese influences, Taiwanese culture has also been influenced by Japanese culture. During the 50 years of occupation, Japanese language education was enforced, and the older generation can still speak Japanese today. Earlier occupations by the Dutch and the Portuguese have left relatively little by way of cultural legacies (see section 2.5.5).

Another influence has been immigration from other Asian countries. During the 1990s, the number of immigrant spouses from mainland China, and from South-East Asian countries such as Vietnam, Indonesia, Thailand and the Philippines, gradually increased. According to the Ministry of the Interior in Taiwan in 2008, the majority of non-ROC (Republic of China-Taiwan) spouses (58.79 per cent) are from mainland China, which might tend to reinforce the influence of Chinese culture on Taiwanese culture.

For the last 60 years, after the Kuomintang took over Taiwan and after

World War II, unlike the People's Republic of China, Taiwan has received a great deal of support from the United States, and Taiwanese culture has no doubt been substantially influenced by American cultural values and by the more general forces of globalisation.

In short, Taiwan has a distinct history including periods of occupation by a variety of foreign powers, and Taiwan and China have been under two different political systems for over 60 years. Furthermore, both Taiwan and China, and especially mainland China, encompass a range of different cultures. Regional, ethnic, class, and age differences all give rise to cultural differences. However, as Fan (2000) has pointed out, even where there are great differences in the political, economic, and social dimensions (as there are between the People's Republic and Taiwan), there is nevertheless an identifiable core cultural system that is manifested in the various territories where ethnic Chinese people predominate. Even so, it may be more appropriate to speak of Chinese cultures in the plural than of a single, monolithic Chinese culture. Where Chinese culture is mentioned in this study, this should be taken to refer to this core set of cultural values, with the understanding that this is a convenient simplification.

As mentioned in section 2.5.2, Schwartz (1994) claimed that seven value dimensions could be used to explain differences in people's 'behaviour patterns, norms, attitudes, and personality variables' (p.85). He reports

scores on these dimensions for both the People's Republic of China (China) and for the Republic of China (Taiwan) and these scores can therefore be used to identify relevant cultural differences between China and Taiwan with implications for the interpretation of cross-cultural studies (see Table 2.6 in section 2.5.2).

The scores reported by Schwartz (1994) show that China scores higher than Taiwan on Autonomy, Hierarchy and Mastery values, but lower for Conservatism, Egalitarian Commitment and Harmony. Schwartz's (1994) Autonomy and Conservatism dimensions are similar to Hofstede's (1980) individualism and collectivism dimensions. Taiwanese culture is higher in Conservatism and lower in Autonomy than China, which might indicate that the Taiwanese culture is more traditional than Chinese culture. The value placed on individual interests and desires appears on this evidence to be higher in China than in Taiwan, while the value placed on respecting the traditional order seems to be higher in Taiwan. It is possible, as is widely claimed in Taiwan, that the integrity of the traditional Chinese culture has been retained better in Taiwan because it was not subjected to the so-called Cultural Revolution that China experienced from 1966. The value of Egalitarian Commitment and Harmony, which includes social justice, freedom, equality, and protecting the environment etc., is also higher in Taiwan. This is in opposition to the value of Mastery, which includes independence, ambition and choosing one's own goals.

Of course, there are limitations in Schwartz's research. The scores of seven cultural dimensions of China and Taiwan tested and presented by Schwartz may not be fully representative of either China or Taiwan. Furthermore, when we compare the cultural differences between the United States and Taiwan with the cultural differences between Taiwan and China, the gap between Taiwan and China is much smaller than it is between Taiwan and the United States.

2.10 Research Framework of this study

I have chosen Black, Mendenhall and Oddou's (1991) cross-cultural adjustment model (see 2.4.2) as the main framework in this study. The reasons for choosing this model are:

1. Black, Mendenhall and Oddou (1991) reviewed the literature on cross-cultural adjustment between the 1970s and the 1990s, and collected a large amount of evidence to develop their model. Therefore, this model is not only supported by a large number of empirical studies, but it has also been used for a long period of time. Although there is only one study which examines the entire model (Shaffer et al., 1999), and most studies only test part of the model, this model has been the most cited, and it is considered as the most influential theoretical cross-cultural adjustment framework (Bhaskar-Shrinivas et al., 2005).
2. This model was developed and examined by conducting cross-cultural research among American expatriates who were living and working in Taiwan, Hong Kong and other Asian countries in the Pacific Rim (Black,

1988; Black and Stephens, 1989; Black and Gregersen, 1991a, 1991b). As mentioned in section 2.6, the majority of the expatriate English teachers in Taiwan are from the United States, so the context of the research is similar.

3. The majority of the cross-cultural adjustment models focus on the business context. However, considering the frame of the model, this model can be more easily used and modified in this study of expatriate English teachers in the field of language teaching. The cross-cultural adjustment model is divided into two phases; anticipatory and in-country adjustment. In both adjustments there are several categories which separate individual, job, non-work and organisation factors, which creates the flexibility to allow for modification to suit different research contexts. Furthermore, Parker and McEvoy's (1993) model and Aycan's (1997) model both focus more on organisational variables. The organisational variables do not really apply in this study because no expatriate English teachers were assigned by an organisation. They were all self-motivated to travel to Taiwan and do the teaching job (unlike the expatriates in Parker and McEvoy's, and Aycan's studies who are all assigned from the parent company to work overseas).

As mentioned above, the cross-cultural adjustment model focuses mainly on employees on international assignments for large business organisations, which is different from the context of this study, in which the focus is on expatriate English teachers in Taiwan. It was therefore

necessary to modify some parts of the model. In anticipatory adjustment, the organisation factors were omitted, as most expatriate English teachers were freelance English teachers who found their teaching jobs in their home country before they went to Taiwan. According to the literature review (see section 2.7), candidates' educational backgrounds, the qualifications they possess, and their teaching experience, are the key criteria when recruiting expatriate English teachers, thus, these three factors were added to anticipatory adjustment. For in-country adjustment, the family-spouse adjustment was omitted in this study as most expatriate teachers are single when they come to Taiwan and so this factor does not really apply to this study. Some organisational variables in this area were also removed because they were more focused on the work transition from a parent company to a new organisation in the host country. In the next chapter, the research methods and setting of the study are discussed and the pilot study is also presented in chapter 3.

Chapter 3 Research Methodology

Chapter 1 provided an introduction and overview of the thesis. Chapter 2 provided a review of the relevant literature. Based on the material, this chapter will introduce the research methodology including the choice of setting and of specific research methods. The main purpose of this chapter is to set out how the research questions will be addressed and how the cross-cultural adjustment model will be tested through empirical research.

3.1 Setting of the study

I will begin by briefly outlining the nature of English language education in Taiwan in order to contextualise the experiences of the teachers included in this study. Some details of Taiwan's education system and expatriate English teachers are discussed in sections 1.3, 2.5.4 and section 2.6.

The Ministry of Education in Taiwan announced that from the academic year 2005 elementary schools should start English education from grade 3, and many schools, especially private schools, start it from grade 1 (Hung, 2004). In other words, children in the formal public schools in Taiwan start learning English from the age of seven. However, most of the kindergartens offer either English-only classes or Chinese-English classes where the teacher speaks Chinese as the first language in the classroom

to teach English. In Chinese-English classes, the Grammar Translation Method is mainly used to teach students. According to Wu (2006), about 78 per cent of kindergartens in Taipei offered English classes, just 22 per cent of kindergartens did not offer English classes and all of them were public schools (Wu, 2006). In Taiwan, the attendance of children at cram schools after school is very popular. Attending cram schools has been seen as a way of improving children's academic performance, especially in English language learning (Chan, 2008). Parents in Taiwan believe that an early start will help their children to get better results than others. According to the Ministry of Education (2009), in total there were 102 universities, 216 colleges, 1,061 high schools, 2,654 primary schools, and 3,195 kindergartens in Taiwan in 2008. According to the Council of Labour Affairs (2009b), there were 2,327 expatriate teachers working in public schools and 5,799 expatriate teachers working in cram schools in Taiwan in November 2009 (see section 2.6).

For this study, a survey of expatriate teachers of English was carried out at a range of institutions covering different educational sectors including eight kindergartens, four elementary schools, three high schools, three colleges, four universities, and nine private language schools (cram schools). The majority of the participants were teaching in cram schools and kindergartens as the Ministry of Education statistics presented above showed that the largest numbers of expatriate teachers were teaching in these institutions.

In addition to the survey of expatriate English teachers, a survey of Taiwanese English teachers was also carried out for purposes of comparison. Where expatriate teachers' questionnaires were collected from an institution, Taiwanese English teachers' questionnaires were also collected from the same institution. The reasons for using Taiwanese teachers as a control group are:

1. To distinguish between the general drawbacks of teaching as a job in Taiwan and features that are more specifically related to expatriate teachers' cross-cultural adjustment. There may be issues that cause equal difficulty for Taiwanese as well as expatriate teachers. In order to have a more neutral and clearer picture of expatriate teachers' cross-cultural adjustment, comparing these two groups enables the researcher to avoid the fallacies that only expatriate teachers experience difficulties in Taiwan or that all sources of difficulty can be attributed to differences in culture.
2. To explore the differences between expatriate teachers and Taiwanese teachers with respect to teachers' beliefs and their experiences of the reality of teaching English in Taiwan in order to draw a clearer picture of English teaching and learning in Taiwan as conceived by both groups.

3.2 Research Design

According to Creswell (2003), quantitative research methods are useful in understanding which factors or variables influence an outcome. They are

very often used to understand how factors might explain or relate to an outcome, which enables the researcher to explain better the problems being investigated. However, Creswell (2003) also suggests that using a combination of qualitative and quantitative research methods could enable the researcher to understand the relationship among variables in a situation and explore the research topic in greater depth (Creswell, 2003, p. 76).

As mentioned in the literature review (see section 2.3.2), Black, Mendenhall and Oddou (1991) reviewed the previous literature on cross-cultural adjustment studies to establish a comprehensive cross-cultural adjustment model for expatriates working overseas. Aycan (1997) also integrated previous related cross-cultural studies to extend Black, Mendenhall and Oddou's (1991) cross-cultural adjustment model and involved more organisational factors. Most other important cross-cultural studies (Tung, 1981; Parker and McEvoy, 1993; Schwartz, 1994; Ward and Kennedy, 1999; Selmer, 2001) have relied heavily on previous cross-cultural adjustment studies and have chosen quantitative research methods to conduct large-scale surveys in order to cover a wider range of participants.

To compare the current research project with previous studies of cross-cultural adjustment of expatriate English teachers in Taiwan, a similar approach is taken to that of Tsai (2008), who has used quantitative

methods to investigate the relationships between cross-cultural adjustment, job satisfaction and the turnover intentions of expatriate English teachers in Taiwan. In this it is very similar to this study. However, Tsai's (2008) sample comprised just 36 questionnaires returned without any other data to support the findings. The participants were also limited to teachers in elementary schools in central Taiwan. Chan (2008) and Chu (2008) both used in-depth interviews to explore expatriate English teachers' cross-cultural adjustment and factors influencing their choice to live and work in Taiwan. Chan (2008) also used documentary analysis to support his findings; however, there were only five interviewees in his study. These previous cross-cultural adjustment studies either have rather small research samples or are limited to specific types of school or areas.

Considering that the main aim of this study is to understand expatriate teachers' cross-cultural adjustment, both quantitative and qualitative research methodology were chosen as the primary research method. Questionnaire was conducted in order to investigate the factors of expatriate teachers' cross-cultural adjustment and its relationship with their intention to stay in Taiwan. Interviews were conducted in order to explore expatriate teachers' cross-cultural adjustment in depth and to support the questionnaire data. Compared with previous studies similarly exploring expatriate English teachers' cross-cultural experiences in Taiwan, this study not only combines qualitative and quantitative research methods, but also involves a larger sample size and covers a wider range of educational

institutions in different areas. The researcher believes that by doing so, this study will be able to provide a more comprehensive picture and a fuller theoretical model of expatriate English teachers' cross-cultural adjustment in Taiwan.

3.3 Expatriate English Teachers' Cross-Cultural Adjustment

Survey

3.3.1 Objectives

The questionnaire survey mainly aims to provide evidence to examine the model of cross-cultural adjustment outlined in the literature review in Chapter 2 (Black et al., 1991) and to establish whether it could apply to expatriate teachers in Taiwan as well as to the business people who have been the focus of most research in this area. The objectives of the questionnaire are:

1. To investigate the factors involved in expatriate teachers' cross-cultural adjustment in relation to three dimensions; general adjustment, interaction with people in the host country, and work adjustment, in order to reveal the specific factors of this cross-cultural adjustment process in Taiwan and answer research question 1 (see section 1.6).
2. To explore the relationship between expatriate teachers' anticipatory adjustment (including their previous sojourn experience and cross-

cultural training) and their intention to stay in Taiwan, in order to answer research question 2 (see section 1.6).

3. To explore the relationship between aspects of expatriate teachers' cross-cultural adjustment and their intention to stay in Taiwan, in order to answer research question 3 (see section 1.6) and establish a cross-cultural adjustment model.

3.3.2 Construction of the questionnaire

The cross-cultural adjustment questionnaire (see Appendix One) consists of three major sections: a cover sheet, a section eliciting demographic information, and three composite scales; general adjustment, interaction with people in the host country, and work adjustment. The cover sheet explained the purpose of the research and assured participants of the confidentiality of their responses. The demographic information section elicited data on age, gender, marital status, total time spent living in Taiwan, total time spent teaching in Taiwan, total time spent living abroad, nationality, local language ability, previous overseas experience, the level of the school at which they teach, teaching experience, qualifications, cross-cultural training received, and intention to stay in Taiwan. The three scales were based on the literature reviewed in Chapter 2 and were intended to measure the difficulty of cross-cultural adjustment that expatriate teachers perceived and their beliefs about English teaching. The components of each scale are discussed below.

3.3.2.1 Cross-cultural adjustment to living in Taiwan

Section 2 of the questionnaire (see Appendix One) was designed to measure the difficulties that expatriate teachers have in aspects of living and working in Taiwan. For adjustment to living in Taiwan (Question 17), the scale was adopted and extended from the sociocultural adaptation scale (SCAS) and Black and Stephens' (1989) expatriate adjustment questionnaire. The SCAS was developed by Searle and Ward (1990) and has been commonly used in cross-cultural studies. A number of studies have demonstrated its reliability and validity (Ward, Leong, and Low, 2004; Yang et al., 2005; Wang and Mallinckrodt, 2006), and it was also designed to be easily modified according to the characteristics of the case in question (Ward and Kennedy, 1999, p. 662). Black and Stephens' expatriate adjustment questionnaire has been used for cross-cultural adjustment studies in several countries including Taiwan (Black and Stephens, 1989; Black and Gregersen, 1991; Shaffer and Harrison, 1998). Thus, the measurement of expatriate teachers' adjustment to living in Taiwan was based on these two questionnaires and modified according to features of the environment in Taiwan. For example, 'traffic safety' was added to this section because of the traffic congestion in Taiwan (see section 2.5.5). It contains 15 items and the participants could indicate their attitudes towards various aspects of living in Taiwan by rating these items on five-point Likert scales (1 = very easy, 2 = easy, 3 = neither easy nor difficult, 4 = difficult, 5 = very difficult).

3.3.2.2 Cross-cultural adjustment to working in Taiwan

The section on adjustment to working in Taiwan contains 21 items. Most of the items were adopted from the 'Survey on Work and Life among Expatriates in Japan' which was carried out by the Japan Institute of Labour in 2002. The scale was also developed from the previous literature in the field of working or teaching overseas (Chu, 2008; Chan, 2008). The scale used in this study was designed to determine the difficulties expatriate teachers have in relation to working in Taiwan. This section contains 21 items and the participants could indicate how they felt with respect to various aspects of working in Taiwan by rating these items on five-point Likert scales (1 = very easy, 2 = easy, 3 = neither easy nor difficult, 4 = difficult, 5 = very difficult).

3.3.2.3 Teachers' beliefs and experiences of the reality of teaching

English in Taiwan

This scale aims to understand expatriate teachers' beliefs and their perceptions of the reality of teaching English in Taiwan. The other purposes are:

1. To explore the diversity between expatriate teachers and Taiwanese teachers with respect to teaching and learning English.
2. To investigate whether expatriate teachers experienced differences between their beliefs about teaching and their perceptions of the reality when they taught in Taiwan. For example, in Taiwan, some schools have very large class sizes of perhaps 30–50 students. It

could be difficult to use some popular EFL teaching methods or classroom activities such as role plays and group work (Zhao and Grimshaw, 2005). Further issues concerning this area are discussed in section 2.6.

This scale contains 12 items and all these items were developed from the literature on differences in language teaching between East and West (Maley, 1986; Cortazzi and Jin, 1996; Miklitz, 1996; Li, 1998, 1999). The participants could indicate both their personal beliefs about best practice and their perceptions of the reality of teaching in Taiwan for these 12 items by rating them on two five-point Likert scales (1 = disagree strongly, 2 = disagree slightly, 3 = neutral, 4 = agree slightly, 5 = agree strongly) (see Appendix One). For the purposes of data analysis, the scores of 5 items were reversed because they were worded in a different direction to the other questions. The items in question were:

(1) For effective learning, there should be no more than 10 to 15 students in a class; (2) Group work and discussion should be used regularly in class; (3) Students should take responsibility for their own learning; (6) Teaching students to think independently is more important than teaching them language; and (7) Students should work independently, speculating and thinking critically.

3.3.2.4 Satisfaction and intention with regard to living and working in Taiwan

The last two sections (questions 20 and 21) were designed to find out

about expatriate teachers' levels of satisfaction and their intention to continue living and teaching in Taiwan. Question 20, labelled '*Satisfaction with teaching in Taiwan*', contains three items. The participants were asked to indicate their agreement or disagreement with these three items on a five-point Likert scale (1 = disagree strongly, 2 = disagree slightly, 3 = neutral, 4 = agree slightly, 5 = agree strongly). Question 21, labelled '*Intention to continue living and teaching in Taiwan*', contains seven items. The participants were asked to indicate the effect of these seven items on their intention to stay in Taiwan by rating them on five-point Likert scales (1 = stay in Taiwan, 5 = go back to my country) (see Appendix One). For the purposes of data analysis, scores for all 3 items in Question 20 were reversed because they were worded in a different direction from Questions 17 and 18.

3.3.3 Expectations of findings from the questionnaire

According to the previous cross-cultural studies and the objectives of the questionnaire (see Chapter 2 and section 3.3.1), the research expected to find a positive relationship between expatriate English teachers' cross-cultural adjustment and their intention to stay in Taiwan. It was also expected that their working adjustment would be positively related to their job satisfaction. The results of the questionnaire should show all the connections between expatriate teachers' cross-cultural adjustment, job satisfaction and their intention to stay in Taiwan, and help the researcher to establish a cross-cultural adjustment model for expatriate English

teachers in Taiwan.

3.4 Pilot Study

Although the instruments on which the questionnaire was based had previously been validated, it is important to establish validity whenever a questionnaire is used with a new population (Cohen, Manion and Morrison, 2007). In order to establish its reliability and validity, a pilot study was carried out to pre-test the questionnaire. After pilot study, questionnaire items which were identified as being problematic were modified. All these changes were made to improve the instrument before using it in the main study. Specific examples of this process are given in section 3.4.1.2 and section 3.5 below.

3.4.1 Participants

As mentioned in the literature review (see section 2.6), the majority of expatriate English teachers were teaching at cram schools, other institutions such as kindergartens, universities, high schools, and elementary schools also employ expatriate English teachers for English classes. However, most of the institutions had only a few expatriate teachers. Because of time constraints and the difficulties of gaining access to institutions, I used several resources to collect the questionnaire data. For this pilot test of the questionnaire, I collected expatriate teachers' email addresses from institutions' websites. I searched all the university websites in Taiwan and sent out the questionnaire to all the expatriate

teachers whose email addresses were found. For the main study, in addition to using the same method as the pilot study – sending emails to expatriate teachers – the following two methods were also employed:

1. I gained access to some of the largest language cram schools in Taiwan. Permission was obtained from the managers who are responsible for expatriate teacher training.
2. A snowball sampling method was also used for data collection in order to gather as many questionnaires as possible. In this method, participants cooperated in recruiting additional participants by passing the questionnaires to their colleagues or friends who were also expatriate English teachers in Taiwan.

All respondents had to meet two criteria: (1) they had to hold a passport from a country where English is the native language, and (2) they had to be currently teaching English in Taiwan.

For the pilot study, 50 questionnaires were sent out by e-mail or post to expatriate English teachers at universities and language cram schools in Taiwan: 31 expatriate teachers responded to the questionnaire during the survey period between 1 August and the end of December 2005. The response rate was 62 per cent. The participants consisted of 25 males (80.6%) and 6 females (19.4%), aged between 25 and 64 years (mean = 40.90). All the teachers were native English speakers from the United States (58.0%), Canada (22.6%), New Zealand (6.5%), South Africa

(6.5%), Ireland (3.2%) or the United Kingdom (3.2%). They had stayed in Taiwan for periods ranging from 7 months to 348 months, with an average of 82.77 months ($SD = 91.78$) and had taught English in Taiwan for a period ranging from 7 months to 312 months, with an average of 77.26 months ($SD = 65.69$). All the teachers had been living abroad for between 10 months and 30 years, with an average of 106.16 months ($SD = 101.00$). As to marital status, 19 respondents (61.3%) were single and 12 (38.7%) were married. In terms of their language ability, in total, 96.8 per cent of respondents could speak a few words of the local language, and 87.1 per cent of respondents could speak more than one language. In terms of their educational backgrounds, 48.4 per cent of the expatriate teachers held undergraduate degrees, and 45.1 per cent also held a Master's degree or PhD, while 6.5 per cent held certificates in teaching English as a foreign language. Regarding cross-cultural training, only 12 of the expatriate teachers (38.7 %) reported that they had undergone some kind of cross-cultural training before or after they came to Taiwan. The remaining 19 expatriate teachers (61.3%) reported that they had received no cross-cultural training before or after arriving in Taiwan. Two cases were missing for this item.

3.4.2 Reliability

Most of the cross-cultural adjustment scales had been adopted from sociocultural adaptation scale (SCAS). Additionally, some items were those I developed from the literature review or modified according to the

needs of this research. The pilot study was conducted in order to ensure the reliability and validity of the questionnaire in this context, and the modifications made by the researcher also required validation. The pilot of the questionnaire data was analysed using SPSS Version 12 and the internal reliability of each scale was estimated using Cronbach's alpha. According to Pallant (2007), ideally the Cronbach's alpha coefficients of each scale should be above 0.7. Apart from the scale of teachers' beliefs and reality, the results confirmed that all the scales met this criterion (see Table 3.1). Some modifications were made to improve the reliability of the questionnaire and Table 3.1 includes the original figures from the pilot questionnaire and the figures obtained after the modifications. Each of these modifications will be described in details below.

Table 3.1 Reliability, mean, and standard deviation of scales of questionnaire items in the pilot study

Scale	Number of items		Alpha		Mean		SD	
	Original	After modification	Original	After modification	Original	After modification	Original	After modification
CCA to living in Taiwan	15	14	.838	.839	37.01	36.39	7.973	8.527
CCA to working in Taiwan	21	20	.897	.900	49.18	48.57	9.620	10.695
Teachers' beliefs about teaching English in Taiwan	12	6	.534	.637	44.03	44.38	3.146	5.784
The reality of teaching English in Taiwan	12	6	.402	.711	36.72	37.10	4.712	5.164
Satisfaction with teaching in Taiwan	3	3	.790	.790	5.79	5.79	2.639	2.639
Intention to continue living and teaching in Taiwan	7	5	.797	.820	16.61	18.55	5.766	5.960

Note: CCA=Cross-cultural adjustment

Cross-cultural adjustment (CCA) to living in Taiwan

Although the reliability of *CCA to living in Taiwan* was high (0.838), item 17.8, which concerned 'Traffic safety', showed a negative item-total correction. Thus, it was decided to remove this item from the scale because it was making a negative contribution to reliability. The reliability of the *CCA to living in Taiwan* was 0.839 after the item was removed. The mean score of *CCA to living in Taiwan* was 36.39 (SD = 8.527) and the score range was between 15 and 59. Generally expatriate teachers had low scores in *CCA to living in Taiwan* which indicated they did not have many difficulties in adjustment to living in Taiwan.

Cross-cultural adjustment (CCA) to working in Taiwan

The reliability of *CCA to working in Taiwan* was high (0.897). However, item 18.17, 'the education system in Taiwan' showed a negative item-total correction. For this reason, it was decided to remove this item from the scale. The reliability of the *cross-cultural adjustment to working in Taiwan* scale was 0.900 after the item was removed. The mean score of *CCA to working in Taiwan* was 48.57 (SD=10.695), and the score range was between 21 and 79. The score of *CCA to working in Taiwan* had a much larger variation than *CCA to living in Taiwan*. In general, expatriate teachers had much higher scores in working adjustment than in adjustment to living in Taiwan. This indicates that expatriate teachers had more difficulties in working adjustment than in adjustment to living in Taiwan.

Teachers' beliefs and the reality of teaching English in Taiwan

The reliabilities of the paired scales representing *teachers' beliefs* and the *reality of teaching English in Taiwan* were 0.534 and 0.402 respectively. Both values were considered to represent low reliability according to Pallant's (2007) criterion of 0.7. The reason for having relatively low reliability might be that there are seven missing cases in the scale of *teachers' beliefs of teaching in Taiwan* and thirteen missing cases in the scale of *the reality of teaching English in Taiwan*. When piloting the questionnaire, some participants claimed that this scale was not clear enough and said they did not understand how to answer this question. Thus, for the main study, an example and brief description were added on top of this scale (see Appendix One, question 19). Furthermore, in order to improve the reliability of this scale, items were identified that made a negative contribution to the reliability of the scale and were removed. In all, six items were removed from these scales: '19.1 *For effective learning, there should be no more than 10 to 15 students in a class*', '19.2 *Group work and discussion should be used regularly in class*', '19.3 *Students should take responsibility for their own learning*', '19.4 *Teachers should talk more often than students in English classes*', '19.6 *Teaching students to think independently is more important than teaching them language*', '19.7 *Students should work independently, speculating, and thinking critically*'. After these six items were removed, Cronbach's alpha for *teachers' beliefs* was 0.637, and Cronbach's alpha for *the reality of teaching* was 0.711.

The mean score of *teachers' beliefs about teaching English in Taiwan* was 44.38 (SD=5.784), and the score range of this scale was between 25 and 57. The mean score of *the reality of teaching English in Taiwan* was 37.10, and the score range of this scale was between 25 and 50. In general, expatriate teachers had higher scores in *teachers' beliefs about teaching English in Taiwan* than the score in *the reality of teaching English in Taiwan*. The score difference between these two scales indicates that expatriate teachers found it difficult to put into practice their beliefs about good teaching methodology in the reality of the Taiwanese school system. This result might also indirectly reflect the difficulties expatriate English teachers had in their working adjustment in Taiwan.

Satisfaction with teaching in Taiwan

Reliability values for *satisfaction with teaching in Taiwan* were high and no items were removed (Cronbach's alpha = 0.790). The mean score of *satisfaction with teaching in Taiwan* was 5.79 (SD=2.639), and the score range was between 3 and 15. In general, expatriate teachers had low scores in *satisfaction with teaching in Taiwan* which indicated that expatriate teachers were generally satisfied with their teaching work.

Intention to continue living and teaching in Taiwan

The reliability of the *intention to continue living and teaching in Taiwan* scale was high (0.797). However, the two items '21.5 *my family life*' and '21.6 *learning other languages*' both showed negative item to total

corrections. The item '21.5 *my family life*' had negative effects; the reason might be that many of the teachers had families outside Taiwan. The other reasons for these two items having negative effects is that all other items were in some way related to the teaching job. Only these two items '21.5 *my family life*' and '21.6 *learning other languages*' were not related to the teaching job. Thus, it was decided to remove these two items from the scale to increase the reliability. The reliability in *intention to continue living and teaching in Taiwan* was 0.820 after the two items were removed.

The mean score of the *intention to continue living and teaching in Taiwan* was 18.55 (SD=5.960), and the score range was between 7 and 25. In general expatriate teachers had low scores on this scale, which indicates that these seven factors had more positive effects on expatriate teachers' intention to stay in Taiwan rather than negative effects.

3.4.3 Multiple regression analysis

Multiple regression was used to assess the extent to which the three scales (general adjustment scale, Q17; working adjustment scale, Q18; total time spent teaching in Taiwan, Q6), and Q14 (How much cross-cultural training have you received concerning Taiwanese/Chinese contacts?) could predict: (a) the expatriate teachers' level of job satisfaction (Q20), and (b) the expatriate teachers' intention to stay in Taiwan (Q21). All of the assumptions were tested prior to performing multiple regression analysis. Although Pallant (2007) suggests the sample

size needs to be around 80 cases, there were only 31 samples used in the pilot study. This makes the results of the pilot study only suggestive. However, all other assumptions were met and for a pilot study this can be deemed acceptable.

Pallant's (2007) other assumptions include the following:

1. Multicollinearity: Correlations between some independent variables were between 0.3 and 0.7. The tolerance value of each independent variable in relation to the collinearity statistics was less than 0.10 in all cases. The VIF (Variance inflation factor) value of each independent variable in relation to the collinearity statistics was less than 10. Thus the assumption was met.
2. Distribution of residuals: The Normal P-P Plot was generated, and it shows that all of the points were distributed along a reasonably straight diagonal line from the bottom left to the top right. The Scatterplot also shows that the residuals were roughly rectangularly distributed and that all values were between 2 and -2.

Job satisfaction

For *job satisfaction* (Q 20), using the enter method, a significant model emerged $F(6, 23) = 3.588, p < 0.05$, adjusted R squared = 0.348. In other words, the model explains 34.8% of the variance in *job satisfaction*. Only one variable, 'working adjustment', was statistically significant (beta = 0.644, $p < 0.01$). The result suggests that *working adjustment* makes the largest unique contribution to expatriate teachers' *job satisfaction*, although the size of the R-squared value indicates that the strength of the

relationship is modest. *General adjustment* (Q17), *total time spent teaching, living in Taiwan* (Q5), and *living abroad* (Q7) did not make a significant unique contribution to expatriate teachers' job satisfaction (see Appendix One).

Intention to stay in Taiwan

For *intention to stay in Taiwan* (Q21), a significant model also emerged $F(6, 23) = 3.203, p < 0.05$, adjusted R square = 0.313. . This indicates that the model explains 31.3% of the variance in *intention to stay in Taiwan*. Only one variable, 'total time spent teaching, living in Taiwan, and living abroad', was statistically significant (beta = 0.493, $p < 0.05$). The results suggest that the total time they have spent teaching, living in Taiwan, and living abroad makes the largest unique contribution to expatriate teachers' intention to stay in Taiwan, although again this is a modest relationship. General adjustment and working adjustment did not make a significant unique contribution to the expatriate teachers' intention to stay in Taiwan.

3.4.4 Summery of pilot study

Considering the results from the pilot questionnaire (see Section 3.4.2), Q17.14, 19.1 to 19.4, 19.6, and 19.7 were removed in order to obtain more valid and reliable data in the main study. For Q14, some participants claimed that the definition of cross-cultural adjustment was not very clear. To address this problem, examples of cross-cultural adjustment were added to the question, as follows: (*Note: cross-cultural training includes*

how to live and work abroad, how to deal with culture shock etc.). The layout was also improved because some participants commented that Q 17 to 19 especially were not easy to read, as there were too many items in one table. To help make the layout clearer and to differentiate between questions, every second question in this section was highlighted using a light grey colour.

In the pilot study, the method of collecting questionnaire data (via expatriate teachers' email addresses) proved to be rather limited. Thus, as mentioned in section 3.4.1.1, the access to large institutions and a snowball sampling method were also used in the main study in order to improve the number of responses received.

Chapter 4 Main study – Interview

After the results from the pilot study of the questionnaire had been analysed, face-to-face interviews were conducted with some of the respondents.

4.1 Role of the researcher

In qualitative research, it is usual to provide the reader with information about the role of the researcher as this can impact on the way in which the researcher carries out her research and interprets the emerging findings (Creswell, 2003). For this study, I drew on my own experience of cross-cultural adjustment in England (see section 1.1) and as a student taught by expatriate teachers in Taiwan and in England to interpret the interview data. Although it can always be argued that the interviewer may interpret the interview data from his or her subjects' perspectives (Kvale, 1996), for this cross-cultural adjustment study, I believe my own experience as a student of expatriate teachers and a sojourner and student in England could help me to interpret the responses. As a Taiwanese person interviewing expatriate teachers in Taiwan, to avoid misinterpreting participants' responses, as mentioned above, I also asked for help from another research colleague in interpreting the interview results (For further details, see section 4.5) .

4.2 Access to and selection of interviewees

At the end of the questionnaire, there was a question asking whether the respondent would agree to participate in a follow-up interview and asking for their contact details. I tried to contact all those who agreed to be interviewed. In total, 14 expatriate teachers of a variety of nationalities and with different levels of cross-cultural adjustment were interviewed.

4.3 Interview procedure and rapport

The interviews were conducted with each respondent individually. All the interviews were audio recorded and the length of the recording time for each interview ranged from one to two hours. All the interviews were conducted over a drink or a meal in a restaurant or café in order to provide a relaxed and friendly environment and motivate the participants to talk about their own cross-cultural experiences.

4.4 Interview guide and interview questions

As suggested by Kvale (1996), before conducting the interviews I drew up an interview guide and interview questions in order to facilitate the process and enhance the reliability of the interview data (see Appendix Two). The main focus of the interviews was expatriate teachers' cross-cultural adjustment in the three areas identified from the literature, of general adjustment, working adjustment, and interaction with Taiwanese, together

with questions concerning their intention to continue living and teaching in Taiwan. All the questions were designed according to the results of the pilot study questionnaire and the research questions and covered the following key issues:

1. previous cross-cultural experience
2. motivation and reasons for living and teaching in Taiwan
3. their plans before coming to Taiwan
3. first impressions when arriving in Taiwan
4. living conditions in Taiwan
5. social life in Taiwan
6. teaching in Taiwan (their jobs)
7. communication with school management, colleagues, and students
8. intention to continue living and teaching in Taiwan.

4.5 Analysis of interview data

There are two main forms of qualitative data analysis; content analysis and grounded theory. Content analysis is mainly focussed on classifying data into categories and these categories are usually developed from predetermined theoretical constructs or research needs. Grounded theory is mainly focussed on theory generation. It develops theory from the data rather than using predefined theories or testing existing theories against the data (Cohen et al., 2007). As mentioned earlier (see section 3.4), the main purpose of the interview in this study is to obtain further qualitative evidence to validate the questionnaire rather than to develop a theory, for

this reason content analysis was selected.

As suggested by Cohen et al. (2007) and Miles and Huberman (1994), the interview data was analysed according to the following procedure:

1. Transcribe the recordings

Each recording was transcribed concerning expatriate teachers' cross-cultural adjustment (general adjustment, working adjustment and interaction with people in the host country), job satisfaction and their intention to stay in Taiwan. The transcription was double checked for accuracy by a native English speaker research student who was studying at the University of Bedfordshire.

2. Crudely code all the transcripts in the margin.

The coding was created following the main framework of this study (see section 2.3.2). For example:

A. I found everything was very condensed. Like everything was packed together and closed. I remember I was being distracted by things like ... for me no sidewalks, and very high population density. That was the thing that distracted me the most. (INCTRY-GEN)

To follow the cross-cultural adjustment model, this contribution reflects general adjustment connected with in-country adjustment. Thus was coded 'INCTRY-GEN'.

B. I've got a lot of travel experience. I have been to Singapore, Hong Kong, Thailand, lots of Asian countries, so I had idea of what it would be like, so I wasn't really shocked at all. (ANTICI-PREVE)

This contribution refers to previous cross-cultural experience connected with anticipatory adjustment. Thus it was coded 'ANTICI-PREVE'.

3. Tabulate all codes, key categories, and subcategories. Write short summaries of each quote and categorise all quotes into the table.

For example (Table 4.1):

Table 4.1 Interview data analysis code and category-1

Key category	Subcategory	Code	Quote summary
In-country adjustment	General adjustment	INCTRY-GEN	<ul style="list-style-type: none"> • <i>Everything was very condensed. No sidewalks and very high population density was the thing that distracted me the most.</i> • <i>There is no sidewalk, scooters, and cars don't make me feel good</i>
	Working adjustment	INCTRY-WOK	<ul style="list-style-type: none"> • <i>I had problems with the administration, the thinking, and the decision making.</i>
	Interaction adjustment	INCTRY-INT	<ul style="list-style-type: none"> • <i>Difficult to integrate with the people because there is big cultural difference. We are very isolated here, unless we actually make some friends with Taiwanese, but that is not easy.</i>
Anticipatory adjustment	Previous experience	ANTICI-PREVE	<ul style="list-style-type: none"> • <i>I've got a lot of travel experience, so I wasn't really shocked at all.</i>

4. Reread all the codes. Break down the subcategories into more specific variables and reorganise the quotes. Then refine the codes.

For example (Table 4.2):

Table 4.2 Interview data analysis code and category-2

Key category	Subcategory		Code	Quote summary
In-country adjustment	General adjustment	Population density	INCTRY-GEN-PD	<ul style="list-style-type: none"> • <i>Everything was very condensed. No sidewalks and very high population density was the thing that distracted me the most.</i>
		Traffic	INCTRY-GEN-TF	<ul style="list-style-type: none"> • <i>There is no sidewalk, scooters, and cars don't make me feel well</i>

5. Read each case and all quotes. Identify and summarise the patterns.

In order to validate the interview data and check the reliability of the findings, all the categorisations were double checked by another research student, Robert Johnson, who was studying Intercultural Communication at the University of Bedfordshire. He has also previously worked as an expatriate English teacher in Japan for five years and currently works as a cross-cultural trainer and lecture at a university. There were very few disagreements, and those were due to some data being related to both working and interaction adjustment. However, most of the categories were agreed and all the disagreements were discussed and final categorisations arrived at during the data analysis.

4.5.1 Participants

For the pilot study I conducted 14 interviews. All the participants were native speakers of English and were teaching English in Taiwan when the interviews were conducted. To protect the identities of the participants, all the names given below are pseudonyms. The details of the participants' backgrounds are shown in Table 4.3 below.

Table 4.3 Background information of participants for interview (all names are pseudonyms)

Participants	Gender	Nationality	Total time spent living in Taiwan	Teaching English in
1. Jack	Male	Canadian	3 months	Senior high school Cram school
2. Oliver	Male	Canadian	3 years	Cram school
3. Thomas	Male	American	18 years	University
4. Harry	Male	American	5 years	University
5. Emily	Female	British	6 years	College
6. Daniel	Male	American	10 years	University
7. James	Male	Canadian	6 years	Cram school
8. William	Male	American	2.5 years	Cram school
9. John	Male	South African	5.5 years	Cram school
10. Joshua	Male	Australian	8 months	Kindergarten Cram school
11. Max	Male	South African	1 year	Cram school
12. Jessica	Female	Canadian	3 years	Cram school
13. Sophie	Female	Australian	6 months	Kindergarten Cram school
14. Luke	Male	Australian	7.5 years	High school Cram school

4.5.2 Motivation for coming to Taiwan

When participants were asked why they had decided to come to Taiwan, many of them stated they were interested in Chinese culture and the language, or they wanted to travel in Asia. Most of them are young, single and looking for different life experiences. Some of them, however, had come to take advantage of the teaching opportunities and simply wanted to gain some working experience. Participants claimed the pay was quite good and it was very easy to get a teaching job.

I decided to come here for change. I grew up in the same city, studied in the same city, worked in the same city. I needed a change. (Oliver)

I was curious about working in Asia. And I also wanted to learn the Chinese language. Taiwan is a very convenient place to learn the Chinese language because they have a very good system here, what they call bo po mo fa¹. And it is very helpful for foreigners to use when they begin to learn the Chinese language. (Jack)

After I got out of university, I wanted to teach in Asia and I narrowed it down to Taiwan, Japan and South Korea. I chose Taiwan because I wanted to pick up some other languages. (William)

When I was travelling around Australia, about three to four years ago, a Canadian told me how easy it was to find a teaching job in Taiwan. They pay well. All you need is a degree. You don't even need to have any teaching experience. I thought yes, why not? The money is good, come over to Taiwan and teach. I did my research before I came to Taiwan, then I just came over and got a job. It's easy. (Max)

I think the money is really good. I think the money is actually too good. For such an easy job to pay so much money, my feeling is that it is just because of the colour of our skin. We get the money because the parents want a white person to teach their children, they are prepared to pay a lot of money. So that is why we get it. But I am not complaining. I think it is a little strange. (John)

The response also confirmed that learning English is very popular in Taiwan and the demand for native English teachers is very high. As mentioned in the literature review (see section 2.6), the majority of Taiwanese parents and students prefer English native speakers. Cram schools need to demonstrate to parents that they have native English speakers as teachers, as these are widely believed to be better than Taiwanese teachers of English. Taiwanese tend to perceive white expatriates as 'genuine' native speakers and as a result white expatriates are more popular than expatriate teachers of other races. Even where this may jeopardise the quality of the teachers that they employ, it seems that

¹ Mandarin Phonetic Symbols, which is formally used in Taiwan.

schools prefer to recruit white expatriates rather than Taiwanese teachers or non-white expatriates and are prepared to pay relatively high salaries to attract them.

4.5.3 Anticipatory adjustment

Previous studies claimed that expatriates' previous cross-cultural experience has a positive relationship with their cross-cultural adjustment (Church, 1982; Parker and McEvoy, 1993; Winkelman, 1994; Masgoret, 2006; see section 2.4.1). The interview data in this study also supports the idea that expatriate teachers' previous cross-cultural experience seems to help them to have more accurate expectations of Taiwan and have better ability to cope with the cross-cultural adjustment process. Participants stated:

I've got a lot of travel experience; I have been to Singapore, Hong Kong, Thailand, lots of Asian countries, so I had an idea of what it would be like, so I wasn't really shocked at all. (Joshua)

Because I studied Chinese culture, Chinese philosophy and Chinese language, I knew a little bit what to expect. And because I have been to Mexico before, Mexican culture and Taiwanese culture are sometimes kind of similar. So I had a little knowledge about it before I came, so I wasn't too shocked. (Thomas)

I've got a lot of travel experience, and I am a bit older than the other teachers, I think that all helps. Some of the teachers come straight from university and have never travelled before. They might come from somewhere like Canada that is a big country, they come to countries like Taiwan, that is so, so, so different, they get a lot of culture shock. (Luke)

However, there is one participant (Jack) who had a lot of travel experience but seems to have had a great deal of culture shock in Taiwan nonetheless. When interviewed, he had been in Taiwan for three months and he was

very emotional, which could be symptomatic of culture shock. He is a Canadian who works overseas in different countries as an English teacher every winter and returns to Canada for the summer. Thus, he had lived and worked in more than ten different countries and had a lot of cross-cultural experience. However, he claimed that he had never travelled in Asia before. Taiwan was the first Asian country in which he had taught. Therefore, it seems that previous cross-cultural experience in nations with a similar culture could help expatriates better in cross-cultural adjustment. Furthermore, it seems that culture shock had affected Jack not only in respect to his adjustment to living in Taiwan but also his working performance. He told me he was forced to resign his teaching job after two and a half months teaching in a high school because the students did not behave in the class and he shouted at them. He stated:

The first time I worked in the high school for two and half months. I was very unhappy in the high school 'cos the high school was a place the students went to, when they couldn't follow the normal Taiwanese system, with very rich parents sending their kids to high school, and the school students were so lazy. Just making them open their books was such an effort to make them participate. And these are high school students, 16 or 17 years old. So I got mad a few times. In the end, they said to me, 'You shouted at the students, either you resign or I'm going to fire you.' So I resigned. I resigned. But I felt mad because I was trying to do my job and they pushed me out. So I had a lot of frustration about that. (Jack)

4.5.4 General adjustment to Taiwan

When participants talked about their first impressions of Taiwan, most of them said they had suffered culture shock:

I felt shock. In Taichung, there are no sidewalks and scooters, cars and pedestrians don't make me feel good. We stop for pedestrians. Here you run when the car comes. (Oliver)

It was a little bit disorientating. To be honest I was a little bit disappointed. I was staying in Shishua: big buildings, scooters, communication problems, so to be honest, I was a little bit homesick right away. (Jack)

It was overwhelming, because I had never really travelled outside North America. So it was very interesting. It was a kind of adventure to get here, but my first impression of Taiwan was, 'Oh, my goodness, I can't read anything!' And just being in the airport and trying to find a bus station and trying to buy a ticket in the train station; some people can speak English, but most people can't. But most of them were positive, so it was good. (Jessica)

Although expatriate teachers experienced culture shock on arrival or after the honeymoon stage, most of them could cope and felt that they were able to overcome it after a period of time. The cultural differences between the West and the East and the new general environment might be the biggest problem for expatriate teachers to cope with.

Most of the participants complained about the population density and traffic safety in Taiwan. As mentioned in the literature review (see section 2.5.5), Taiwan is one of the most populous countries in the world. Other problems also come with high population density such as noise, pollution and busy traffic. Owing to the high population density and busy traffic, many Taiwanese use scooters to travel around, as it is easier in busy traffic conditions. It can, however, cause traffic chaos and expatriate teachers found it difficult to deal with.

I found everything was very condensed – like everything was packed together and close. I remember I was being distracted by things, like for me no sidewalks and very high-density population. That was the thing that distracted me the most. (William)

I think just how small it is and how many people live here. Because this has the second highest population density in the world, after Bangladesh, it is so small and so many people live close together. So I thought it was crazy. Especially when you go down to the west coast of Taiwan, there is

no break between the towns, all the towns are just together, together and together. (Max)

Traffic problems for me. For us foreigners; the rules of the road here seem very chaotic. Obviously the Taiwanese don't see it that way. They see it as normal, but to us, coming from civilised countries, when we see how people behave on the scooters here, you know we get mad. But they have their own system. I am not criticising them, I am just saying it is different. And we could proceed to say that it is dangerous. So we are nervous and frustrated by the traffic conditions in Taiwan. (Jack)

Although most participants were taken aback when they arrived in Taiwan, they also stated that the Taiwanese are very friendly. It helped them to cope with the culture shock. For example:

The people are so friendly. This is the first thing I noticed when I came here. They are just so, so friendly. And on the east coast, there are very small towns here, so the people here are even friendlier than the west coast, I think. Really friendly on the east coast. I like it! (Max)

Taiwanese people here are very nice, the friends you meet here are more than willing to do anything to help you. So it is nice to have that when you are so far away from home. (Jessica)

4.5.5 Working adjustment in Taiwan

In the pilot study, the results of multiple regression analysis showed that *working adjustment* makes the largest contribution to expatriate teachers' *job satisfaction*. However, it does not seem to contribute to expatriate teachers' *intention to stay in Taiwan* (see section 3.4.3). During the interview, as regards working adjustment in Taiwan, the difficulties expatriate teachers had centred upon teaching methodology, school management and interaction with students.

In terms of teaching methodology, as mentioned in the literature review

(see section 2.5.4.2), the system of education in Taiwan emphasises on memorisation and examinations. Most expatriate teachers did not really agree with the education system and some of them were pressured to use the methods which the cram schools in Taiwan required.

For the number of hours the Taiwanese students go into the class every day, their cultural general knowledge is pathetic. I think they concentrate on the rules of memorisation, but that kills any curiosity they might have for expanding their general knowledge. I am not saying everybody but I am saying that the majority of Taiwanese students I met are very narrow-minded, provincial, and don't have a big vision of the world and that is regrettable. Really it is. Very regrettable. (Jack)

I love little children, I like them, but I don't agree with the methods English teachers use in the cram schools. They just try to force words, vocabulary into the students' brains. So they take no time to read and let them digest those lists. And when I tried to slow the pace down, after two weeks, they said 'Get out. Get out of the cram school! We don't need you here anymore.' You know, and I just try to be a good teacher. So I got frustrated. I got frustrated. That is the Taiwanese system. (Jack)

We do grammar, conversation, writing, reading all these things we teach. But we tend to go faster and do things in the wrong way, and a school has a tendency to look good. That is maybe part of the culture – to look good. To me, I don't care about that, I care about results and I want to make sure the kids can come away with something at the end of the semester. That makes me happy. Not, 'Look! We finished the book, and I wrote all the answers on the board.' The parents teach their kid to copy it and I give them a star. Their parents think their kids have learnt. That to me is bullshit. I'd rather go slowly through the book, and the kids know what is going on. (James)

I really like spending time with the kids. But I don't like to teach them. I feel bad for them because they have such a long school day, and then when they come to me, I feel bad they still need to learn, but I still try my best to teach them because that is my job. It's not a job I particularly enjoy. (John)

When teaching, if I saw my kids have any problems, I couldn't do anything, I have to keep going, in the next lesson I need to do lesson 2 and next lesson I need to go lesson 3. There was no time to fix any problems. You have to keep to the system. (John)

The interviewees' complaints about the education system in Taiwan are

mainly focused on memorisation and examinations. They are not able to pay enough attention to how much the students have digested of what they have been taught but have to focus on how many books they have finished. They feel under pressure to keep going to finish the lessons and be unable to take care of the students if they have problems. This can cause frustration when teaching, and expatriate teachers might need to adjust themselves to a very different education system from those in the West.

According to Hofstede's (1980) and Schwartz's (1999) cultural dimensions, the management style in the East involves more centralised decision structures and more concentration of authority (see section 2.5.1 and 2.5.2) than in the West. Expatriate teachers may have difficulties with the school management style, especially in decision making. On top of the potential incompatibility of the management style, the teaching methodology the schools required expatriate teachers to use and the differences of approach in the education system might increase the difficulties experienced by the expatriate teachers with working adjustment. Indeed, the interview data seemed to confirm the findings discussed in the literature review, as the participants often expressed strong dissatisfaction with the school administration.

I had problems with the administration, the thinking, and the decision-making, and our management could be improved at my school. Our management prefer to force the kids to learn or pretend to teach the kids and show the parents 'Look what your child can do. Wow!'. The kids didn't learn it. The Chinese foreign teachers have made it look good to the

parents and please them. Instead of teaching them how to write, what is the past tense and going slow, my school tends to want to throw too much at the student, so they learn a little bit of the whole bunch of things, and the kids walk away not learning much. The school has been very slowly listening to us and improving things. I am not saying that I know everything, but I can see what was wrong. (James)

The cram school I teach at is the biggest school in the country, so it has a very structured management, very well organised. But it's very boring because you have to do exactly what they want you to do; step one, step two, step three. There is no route to be creative. You have to do their system. (John)

The style of management is different. Like, here the manager will just tell you what to do and that is it. No questions asked about how to do it. You have to do it. But in the west, I think it's a bit more diplomatic, it's sort of talk to them in a way to try to get out of doing it or try to give your own ideas and push the ideas forward and maybe the manager will back down and change their way of thinking. But I think in Taiwan it's a bit more, not really autocratic, they just want you to do a bit more. They just say and expect you to do it, they maybe will ask your opinion, they will listen, but they won't really take on board or even discuss it. They will just say OK. Then you won't hear about it again. (Max)

Participants claimed that the school management requested expatriate teachers to do or teach nearly everything in the accepted way. The conflicts between the school management and expatriate teachers might involve not only the different teaching methodologies but also how the school management communicated with expatriate teachers. Expatriate teachers might feel that the school managements in Taiwan are more dictatorial than in the West. Most of the participants, however, stated that they enjoyed teaching children and did not really have problems in interacting with the students.

4.5.6 Interaction adjustment

In terms of social needs, most participants stated that it was difficult to make friends with Taiwanese people because of the language barriers although this was not a significant predictor of intention to stay in multiple regression analysis in the pilot study (see section 3.4.3). As mentioned in the literature review (see section 2.4.1), language proficiency plays an important role in cross-cultural adjustment. Previous studies have shown the positive relationship between effective communication and expatriates' daily tasks and intercultural interaction in the host countries (Church, 1982; Ward and Kennedy, 1993; Masgoret, 2006). This also confirms the results of Chan's (2008) previous cross-cultural study in Taiwan, where expatriate English teachers experienced communication problems due to the language barriers (see section 2.8). In general, however, they find that the Taiwanese are very friendly.

As a foreigner in Taiwan, it's difficult to integrate with the people because there is a big cultural difference. So we are very isolated here, unless we actually make some friends with Taiwanese, but that is not easy. So many foreigners rely on other foreigners to fill their social needs. (Jack)

Because of the language barrier, it was of course difficult to make Taiwanese friends. I think it maybe it is a little more difficult for an American to make friends with a Taiwanese person than it is with a Westerner just because of the language gap, but I think people here are very friendly. (William)

In terms of interaction with students or colleagues at work, most participants stated that although they had problems in communicating with less able students because of the language barrier, they enjoyed the teaching job:

Sometimes it's hard to communicate with students who have a pretty low level, but I don't think that bothers teachers very much because that is our job. (William)

In terms of interaction with people at work, most of the participants have other foreign teachers as colleagues. Perhaps because of this the interaction with colleagues at work was mostly good. Only a few participants stated that they had problems communicating with their bosses. It was very difficult to talk about this issue during the interview because participants were concerned about confidentiality. Although I assured interviewees that all information was to be treated as confidential, some expatriate teachers who had problems with their bosses still refused to be audio-recorded on this topic. In those cases, I could only take notes during the interview process when they talked about the management problems. It appears that there are two main issues which expatriate teachers have:

1. Not being involved in the school's management: some expatriate teachers stated they could only do what they were told. Meetings with expatriate teachers were just a formality. Their ideas and voice would not be considered. In '*Working adjustment in Taiwan*' (see Max's statement) expatriate teachers complained about the school management.
2. The diversity of communication styles in the West and East: some participants stated that when they did not perform well at work, the manager tended to ask another person to tell them. That

management tried to avoid talking to the teachers directly was seen as rather insulting by the expatriate teachers. It was also mentioned in the literature review (see section 2.5.1) that in general the Chinese tend not to say 'No' directly. When they need to say something bad, they tend to get someone else to do it.

For example, when Jessica was asked to compare the difference of school management styles in her country and in Taiwan, she pointed out the communication problems she had with her boss:

There are just so many things that are very different here, like how we deal with things compared to here. First of all, like saving face, and stuff like that. So there are a lot of stuff, just things we don't know what's going on. Sometimes it can be very frustrating. As a foreigner, I don't understand how things work. Before, my boss had a problem with me, [but] she would never tell me. If she had a problem, she would always get somebody else to tell me. She doesn't tell you directly, so how can I change my problem? How can I change what I am doing if you don't tell me? I almost look at that as an insult. If you can't tell me I am doing something wrong and you get somebody else to tell me, in a way it's very childish and immature. So sometimes that is a bit frustrating. But I think they think it's very normal. Sometimes it's just for people to, as we said it, to pass the buck, pass it to somebody else. Like, 'Woo, I have to tell somebody something bad, so ... you do it!'. (Jessica)

Both of the areas of conflict with school management could be related to Hofstede (1980) and Schwartz's (1999) cultural dimensions. As mentioned in section 2.5.1 and 2.5.2, Chinese culture is high in power distance and collectivism. It is very different from the management style in the West. The 'face' issue is especially important when communicating with colleagues and employees in Chinese culture, but the way in which this was handled by the school management (not discussing problems directly with the teachers) was seen as almost insulting from a Western cultural perspective. For expatriate teachers, this might be difficult to accept,

especially when they do not know the host culture and they have just begun their teaching job.

4.5.7 Job satisfaction

When talking about their teaching job, most participants stated that they enjoyed teaching students in Taiwan. Although some of them might not be really satisfied with the school management or disagreed with the education system in Taiwan, they were satisfied with the teaching job in general. It confirmed the results of the multiple regression analysis in the pilot study (see section 3.4.3) that *working adjustment* makes the largest unique contribution to expatriate teachers' *job satisfaction*.

I think I like it because most people try pretty hard to learn. And when they do that, that is better. Most of the students are pretty enthusiastic, so that makes me enthusiastic, so I like it. So I think teaching English in Taiwan: yes, I enjoy it. (Thomas)

Yes, I like the teaching job. It was hard to start with. It was really hard for the first couple of months I thought. And then after a while yes, just through experience, yes, eventually it worked out. I have been doing it for six or seven months. Now I can relax a bit more and actually enjoy it. I was really stressed in the first two months. (Joshua)

The school I am working at now is so fantastic, and my students as well. So the atmosphere makes it very easy to teach. And it gives you a good attitude, and when my students are happy, I am happy, and it makes learning a lot more fun, so it's quite nice, I like it. (Jessica)

4.5.8 Intention to stay

In general, participants claimed that when they decided to come to Taiwan, they planned to stay for just one or two years. Some of the expatriate

teachers came to Taiwan when they had just graduated from university and were seeking work experience. Quite a few of them, however, had stayed longer than expected. The participants claimed that their main reason for staying longer was their enjoyment of the teaching job and the lifestyle in Taiwan. A minority of participants stated that they had decided to stay in Taiwan permanently because they had married a Taiwanese and had family in Taiwan.

Participants who were not satisfied with the teaching job decided to leave because they felt frustrated (see below, Thomas's statement). Those who enjoyed the teaching job and life in Taiwan also stated, however, that they would not stay permanently, because they only planned to come to Taiwan to get some work experience, travel in Asia, learn the language or have a different life experience.

I have been here for three years. And really I can only be in one position in Taiwan. Right now I am a teacher. And I don't like children. So I feel like maybe I shall leave soon. I shall start thinking about it. (Oliver)

I am disappointed with Taiwan. It's not a country I am going to stay in for a long time. I am here for a specific goal right now, but it's not a country for me. I don't like the lifestyle here. I don't like the philosophy. Right now my objective is to stay here for six months to learn as much Zhong Guo Hua (Mandarin) as I can in six months. And then go back. (Jack)

I have to leave. When I first came, I planned for one year. Now I am 27, still young, and there are still a lot of things I want to do. I am glad that I am staying here now. I am happy that I study Chinese at Ci Ji University, but for me it's just time for me to move on to something different. (Jessica)

I like Taiwan. I like living here very much. It's just my job. My job is still very frustrating because sometimes educational institutions don't really put that much emphasis on education. They put more emphasis on the institution, so it becomes bureaucratic. The important thing is doing the paperwork, not providing the education to the students, so I used to think about

leaving, kind of every day, just to avoid the frustration. (Thomas)

In general, the interview data seems to confirm some factors of cross-cultural adjustment in the literature review and the results of the previous studies. It seems that expatriate teachers' previous cross-cultural experience and their language proficiency have played an important role in their cross-cultural adjustment. The purposes of coming to Taiwan are the teaching job opportunity, travelling around in Asia and different life experience. For general adjustment to living in Taiwan, expatriate teachers seem to have more difficulty in adjustment to the high population density and traffic safety. In terms of working adjustment, the education system in Taiwan, the English teaching methodology and the school management style seem to be opposed by numbers of expatriate teachers. There are conflicts about how best to teach the students in the school and problems of communication between expatriate teachers and school management. The difficulties expatriate teachers had could be attributed to the differences in the education system, language teaching methodologies and the communication and management style between Chinese and Westerners. In terms of interaction with host nations, language barriers seem to be the biggest problem when communicating with Taiwanese. It affects expatriate teachers' social lives in Taiwan and most of them are limited to socialising with other expatriate colleagues.

As for the expatriate teachers' intention to stay in Taiwan, it seems to be strongly connected with the purposes of their coming to Taiwan. Most

expatriate teachers had planned to stay just for a few years in order to get working experience, different life experiences and to travel around in different Asian countries. They did not have any intention to stay permanently unless they had married a Taiwanese partner and had family in Taiwan. Secondly, job satisfaction seems to be an important factor affecting expatriate teachers' intention to stay in Taiwan. When expatriate teachers have better job satisfaction, they have more intention to continue in their teaching job and to continue living in Taiwan.

4.6 Summary and implications for the main study

To sum up, the results from the questionnaire and interview data largely confirm the results from previous studies discussed in the literature review (see Chapter 2). The results of the multiple regression analysis show that expatriate teachers' working adjustment makes the largest contribution to their job satisfaction. It also shows that the total time that expatriate teachers spent living in Taiwan makes the largest contribution to their intention to stay in Taiwan. The interview data confirms that expatriate teachers' previous cross-cultural experience helps their cross-cultural adjustment, especially in terms of general adjustment.

The interview data also shows the connection between working adjustment and job satisfaction. It points out the differences between the school management style and the education system in Taiwan and how

these conflict with the expectations of the teachers. On the basis of the literature review, these issues are to be expected (see Chapter 2).

Contrary to expectations, the results of the questionnaire data did not show a clear connection between expatriate teachers' cross-cultural adjustment and their intention to stay in Taiwan. In the interview data, it also seems that there is almost no direct connection between expatriate teachers' general cross-cultural adjustment and their intention to stay in Taiwan. This is only partly connected to their working adjustment and job satisfaction. The interview data enabled the researcher to explore this unexpected result more deeply and in more detail. The interviews suggested that most expatriates planned to stay in Taiwan for a few years and, before arriving, did not have the intention to stay permanently.

Chapter 5 Main Study – Factor analysis

This chapter presents the results of the main study questionnaire. It consists of three sections: details of the participants' demographic information, the results of a factor analysis of the questionnaires administered to both expatriate and Taiwanese teachers of English, and reliability analyses of the questionnaire scales.

5.1 Participants' demographic information

5.1.1 Expatriate teachers

The questionnaire data for the main study was collected between March 2007 and February 2008. Three hundred questionnaires were sent out to the expatriate teachers or distributed in the institutions (see section 3.4.1.1); 114 expatriate teachers responded to the questionnaire and thus the response rate was 38 per cent. The participants consisted of 75 males (65.8%) and 39 females (34.2%), aged between 22 and 63 years (mean=34.8, SD =10.95). All the respondents were teaching English in Taiwan and they were all English native speakers from the United States (37.7%), Canada (26.3%), the United Kingdom (14.9%), South Africa (13.2%), New Zealand (4.4%) and Australia (3.5%). They had stayed in Taiwan for periods ranging from 3 months to 336 months, with an average of 63.78 months (SD = 73.85). All the respondents had taught English in

Taiwan for a period ranging from 3 months to 312 months, with an average of 59.05 months (SD = 69.34), and the total time they had spent living abroad ranged from three months to 360 months with an average of 86.46 months (SD = 93.91). As to marital status, 78 (68.4%) respondents were single and 35 (30.7%) respondents were married. One case was missing for this item. Of the respondents who were married, 25 (71.4%) had Taiwanese partners.

In terms of their local language ability, in total 4.4 per cent of respondents reported that they could not speak any Mandarin or Taiwanese at all. 30.7 per cent of the respondents could speak a few words of a local language and 39.5 per cent of respondents who could speak basic Mandarin or Taiwanese. Only 21.1 per cent of the respondents could speak fluent Mandarin or Taiwanese and 4.4 per cent of the respondents had an advanced level of local language ability.

In terms of respondents' qualifications, 14 per cent of respondents possessed an English teaching certificate, 50.9 per cent of respondents held an undergraduate degree and 27.2 per cent held a postgraduate degree, with 7 per cent holding a PhD degree. As to the respondents' previous cross-cultural experience, 19.3 per cent had lived or worked in four or more than four different countries, 32.5 per cent had lived or worked in three different countries, and 28.1 per cent had lived or worked in two different countries. Regarding the cross-cultural training that

respondents received before or after they arrived in Taiwan, 28.1 per cent of respondents reported they had received no cross-cultural training. 11.4 per cent reported they had one day or less of cross-cultural training, 27.2 per cent reported they had two to four days of cross-cultural training and 33.3 per cent of respondents reported they had one week or more than one week of cross-cultural training. All the respondents were teaching English in Taiwan when the questionnaire was collected. As to the type of institution, 22.8 per cent of respondents reported they were teaching English in kindergartens, 5.3 per cent taught in elementary schools, 7 per cent taught in high schools, 16.7 per cent taught in colleges, 12.3 per cent taught at universities and 34.2 per cent taught in English cram schools.

5.1.2 Taiwanese teachers

The questionnaire data for Taiwanese English teachers was collected at the same time as the expatriate teachers' questionnaire, between March 2007 and February 2008. Three hundred questionnaires were distributed in the institutions; 133 Taiwanese English teachers responded to the questionnaire and thus the response rate was 44 per cent. The majority of respondents were female; 32 were males (24.1%). Their ages were between 23 and 64 years (mean=37.5, SD=42.9). All the respondents were teaching English in Taiwan and they were all local Taiwanese. They had been teaching English in Taiwan for periods ranging from one month to 396 months, with an average of 124.41 months (SD=97.85). As to marital status, 66 (49.6%) respondents were single and 66 (49.6%) respondents were married. One case was missing for this item.

In terms of respondents' qualifications, 20.3 per cent of respondents possessed an English teaching certificate, 49.6 per cent of respondents held an undergraduate degree and 26.3 per cent held a postgraduate degree, with 3.8 per cent of respondents holding a PhD degree. All the respondents were teaching English in Taiwan when the questionnaire was collected. As to the type of institution, 3.0 per cent of respondents reported they were teaching English in kindergartens, 5.3 per cent taught in elementary schools, 58.6 per cent taught in high schools, 1.5 per cent taught in colleges, 12.0 per cent taught at universities and 19.5 per cent taught English in cram schools.

5.2 Descriptive statistics for expatriate and Taiwanese teacher Questionnaires

As mentioned in section 3.1, Taiwanese English teachers were used as a comparison group in this study. The differences between the descriptive statistics from the questionnaire data of the expatriate and Taiwanese English teachers will be compared in this section in order to gain a better understanding of expatriate English teachers' cross-cultural adjustment and difficulties in living and working in Taiwan.

5.2.1 General adjustment

In general, the expatriate English teachers' scores for general adjustment were higher than the Taiwanese teachers' scores, suggesting that the expatriate teachers had more difficulties in general adjustment than the

Taiwanese teachers. However, only a few items showed substantial differences between the mean scores for the two groups and in a number of cases the Taiwanese teachers actually had higher mean scores. As these differences were very small, this probably cannot be taken to indicate that the Taiwanese experienced greater difficulties (see Table 5.1). It is interesting to note, however, that areas such as housing, using the transport system, entertainment and even following rules and regulations (which might be expected to exhibit score differences reflecting cultural differences in long-term orientation and power distance) are rated more or less equally as sources of difficulty for both groups of teachers.

Table 5.1 The mean score and standard deviation of general adjustment

General adjustment	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
17.1 Finding food that I enjoy	2.50	1.087	1.56	0.815
17.2 Going shopping	2.21	0.991	1.79	0.813
17.3 Using the transport system	2.05	1.021	2.23	0.945
17.4 Finding my way around	2.55	0.987	2.29	0.852
17.5 Housing conditions	2.25	0.965	2.40	0.898
17.6 Dealing with the climate	2.96	1.076	2.98	1.119
17.7 Healthcare facilities	2.23	1.065	2.23	0.861
17.8 Entertainment/recreational facilities and opportunities	2.38	0.981	2.44	0.876
17.9 Standard and quality of life	2.18	0.848	2.59	0.818
17.10 Following rules and regulations outside of work	2.26	0.996	2.71	0.837
17.11 Making friends	2.43	1.085	2.14	0.763
17.12 Having conversations with Taiwanese people on a day-to-day basis	2.51	1.169	2.24	0.863
17.13 Relationships with family outside Taiwan	2.72	1.043	1.84	0.767
17.14 Socialising with Taiwanese people outside work	2.54	1.107	2.38	0.840

The three items with the largest mean differences were ‘17.1 *Finding food that I enjoy*’, ‘17.2 *Going shopping*’ and ‘17.13 *Relationships with family*’

outside Taiwan'. These might all be expected to be relatively easy for the Taiwanese to cope with in their own country. With respect to '17.13 *Relationships with family outside Taiwan*', maintaining family relationships might be difficult at such a distance from the home country and emerges as a clear difference between the expatriates and the Taiwanese teachers. The difficulty of finding enjoyable food might be related to the unfamiliarity of Chinese cuisine or to linguistic problems in locating what is wanted. Similarly '*Going shopping*': presumably reflects similar difficulties in finding goods that reflect the expatriates' tastes and needs.

5.2.2 Working adjustment

For most of the items in working adjustment the Taiwanese teachers had higher mean scores than the expatriate teachers, which was unexpected. Considering the cultural unfamiliarity of the workplace and the differences in the education systems between Taiwan and Western countries, it was expected that the expatriate teachers would score more highly in working adjustment than the Taiwanese teachers (see Table 5.2), reflecting greater difficulty. In fact the mean scores for both the Taiwanese and the expatriate teachers were very similar across all items. There were only four items; '*18.1 My specific job responsibilities*', '*18.8 The school management*', '*18.10 Interacting with Taiwanese colleagues*', and '*18.13 Creating the right atmosphere in the classroom*', in which the expatriate teachers scored more highly than the Taiwanese teachers.

This result seems to confirm the impression gained from the interview data (see section 3.4.2) where some expatriate teachers mentioned that they had problems with the school's management, and communication problems with the Taiwanese. The item '*18.8 The school's management*' had the highest score in working adjustment, and this indicated that the expatriate teachers might have more difficulties with their school's management, which seems to confirm the problems with management style mentioned in the interview data (see section 3.4.2). Item '*18.13 Creating the right atmosphere in the classroom*' could be related to the previous studies (Maley, 1983; Cortazzi and Jin, 1996; Miklitz, 1996; Li, 1998, 1999) mentioned in the literature review (see section 2.5.4). Chinese students are used to teacher-centred classrooms but it might be difficult for the expatriate teachers to conduct some classroom activities.

Table 5.2 The mean score and standard deviation of working adjustment

Working adjustment	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
18.1 My specific job responsibilities	2.22	1.011	2.21	0.820
18.2 Interacting with Taiwanese students in the classroom	2.00	0.941	2.16	0.815
18.3 The school's expected performance standards	2.37	1.083	2.52	0.725
18.4 The present payment scale	2.59	1.096	2.79	1.019
18.5 The hours I am expected to teach each day	2.61	1.078	2.82	0.956
18.6 My present relationship with my boss	2.36	1.036	2.39	0.718
18.7 My present relationship with my colleagues	1.90	0.728	2.10	0.760
18.8 The school's management	2.94	1.024	2.68	0.841
18.9 The sense of achievement I gain from this job	2.15	0.875	2.40	0.898
18.10 Interacting with Taiwanese colleagues	2.19	0.967	2.16	0.763
18.11 Interacting with expatriate colleagues	2.10	0.830	2.52	0.782
18.12 Dealing with people in authority	2.51	0.905	2.69	0.743
18.13 Creating the right atmosphere in the classroom	2.34	0.807	2.21	0.791
18.14 My relationship with my students	1.73	0.708	2.08	0.737
18.15 The job training I undertake (either in the workplace or on my own)	2.48	0.796	2.58	0.850
18.16 My job security	2.09	0.917	2.36	0.813
18.17 Pressure from my students' parents	2.70	1.003	2.85	0.917
18.18 The activities of classroom teaching (e.g. pair work, group work, role plays, etc.)	2.30	0.921	2.60	0.828
18.19 The physical conditions in the classroom	2.21	0.746	2.62	0.800
18.20 The facilities for teachers in the school	2.40	0.902	2.91	1.000

5.2.3 Teachers' beliefs and experiences of the reality of teaching English in Taiwan

The purpose of Q19 was to investigate the differences in English teaching and learning beliefs between expatriate and Taiwanese teachers. According to the literature review (see section 2.5.4), the education systems of most Asian countries are more focused on memorisation and examinations, and most classrooms are teacher-centred. This is quite different from the systems in the Western countries of origin of the expatriate. Therefore, it was expected that the Taiwanese teachers might agree more with the grammar translation teaching methodology and teacher-centred classrooms, and that the expatriate teachers might prefer

student-centred classrooms and the communicative teaching methodology. However, the results again showed, a little unexpectedly, that the Taiwanese teachers did not have higher scores for all of these items (see Table 5.3).

Table 5.3 The mean score and standard deviation of teacher's belief and the reality of teaching English in Taiwan

Teacher's beliefs and the reality of teaching English in Taiwan	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
19.1 Grammar rules and vocabulary lists are important for learning English (belief)	3.90	1.201	3.83	1.083
19.1 Grammar rules and vocabulary lists are important for learning English (reality)	3.94	1.206	3.59	1.217
19.2 The teacher should take responsibility for motivating the students to learn English (belief)	4.09	1.093	4.41	0.863
19.2 The teacher should take responsibility for motivating the students to learn English (reality)	3.79	1.128	3.16	1.263
19.3 Teachers should always point out students' mistakes (belief)	3.05	1.351	2.85	1.311
19.3 Teachers should always point out students' mistakes (reality)	3.32	1.126	3.39	1.117
19.4 Students will learn best if they pay attention and take notes from what the teacher says (belief)	3.50	1.288	4.16	1.149
19.4 Students will learn best if they pay attention and take notes from what the teacher says (reality)	3.24	1.162	3.06	1.265
19.5 Translation is a very important part of learning English (belief)	3.37	1.204	3.05	1.318
19.5 Translation is a very important part of learning English (reality)	3.01	1.156	3.43	1.278
19.6 Language learning involves a lot of memorisation (belief)	3.63	1.341	3.86	1.241
19.6 Language learning involves a lot of memorisation (reality)	4.03	1.240	3.88	1.120

For the items '19.2 *The teacher should take responsibility for motivating the students to learn English (belief)*', '19.4 *Students will learn best if they pay attention and take notes from what the teacher says (belief)*', and '19.6 *Language learning involves a lot of memorisation (belief)*' the Taiwanese teachers had higher mean scores than the expatriate teachers, which suggests that the Taiwanese teachers' beliefs about teaching and learning are more favourable towards the grammar translation methodology than the expatriate teachers. However, for the other three items, '19.1 *Grammar rules and vocabulary lists are important for learning English (belief)*', '19.3

Teachers should always point out students' mistakes (belief)', and '*19.5 Translation is a very important part of learning English (belief)*', the expatriate teachers had higher mean scores than the Taiwanese teachers.

For the expatriate teachers the biggest difference between their beliefs and the reality of teaching English was observed in item '*19.6 Language learning involves a lot of memorisation (belief)*', which might indicate that, although the expatriate teachers agreed that language learning involves a lot of memorisation, in reality the language teaching had relied on memorisation more than they expected. Some expatriate teachers pointed out during the interviews that the teaching methodology in Taiwan over-emphasises memorisation and examinations, which also confirmed the results of item 19.6 (see section 3.4.2).

For the Taiwanese teachers the biggest gap between their beliefs and the reality of teaching English is in item '*19.2 The teacher should take responsibility for motivating the students to learn English (belief)*'. This might indicate that the Taiwanese teachers believe that they should take responsibility for motivating the students to learn English. However, in reality when they were teaching, the situation might not allow them to do this as much as they thought they would. This might refer to the problem, which was pointed out by the expatriate teachers, that the schools and parents want to see how many books or lessons the students have finished rather than how much of this material the students have actually

understood and digested (see section 3.4.2). The teachers have to keep going and have no time to deal with other problems. The Taiwanese teachers may find themselves in a similar situation, that they just have to keep going and finish the books that they are supposed to teach.

5.2.4 Satisfaction and intention with regard to living and working in Taiwan

Comparing the mean scores of work satisfaction of the expatriate and Taiwanese teachers shows that the expatriate teachers enjoy teaching English in Taiwan more than the Taiwanese teachers. However, item 20.3 shows that the expatriate teachers had lower motivation for continuing to work in Taiwan than the Taiwanese teachers. This result might indicate that, in addition to working adjustment, there are other factors which influence the expatriate teachers' intention to continue working in Taiwan.

During the interviews some expatriate teachers claimed that they did not intend to stay in Taiwan permanently when they decided to come to Taiwan (see section 3.4.2). Their purpose for working in Taiwan might be getting some work experience and travelling around Asia, which is not connected to their work satisfaction, but which affected their intention to continue working in Taiwan. The mean scores for Q21 (see Table 5.5) confirmed again that for all five items the expatriate teachers had less intention to stay in Taiwan than the Taiwanese teachers, especially considering item '*21.3 the working environment in Taiwan*', which shows that the expatriate teachers intend to return to their country rather than

stay in Taiwan. This issue was also pointed out by Chu (2008), who stated that many schools did not pay attention to the teaching quality and that these working conditions had caused a high turnover rate (see section 2.9).

Table 5.4 The mean score and standard deviation of work satisfaction

Work Satisfaction	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
20.1 I would recommend teaching English in Taiwan to a friend	4.09	1.000	3.55	1.052
20.2 I enjoy teaching English in Taiwan	4.08	1.093	3.82	0.848
20.3 I would like to continue working in Taiwan	4.04	1.050	4.19	0.789

Table 5.5 The mean score and standard deviation of intention to live and work in Taiwan

Intention to live and work in Taiwan	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
21.1 The future of my career	2.38	1.441	1.89	1.084
21.2 The teaching job	2.22	1.173	1.81	0.974
21.3 The working environment in Taiwan	2.65	1.213	2.52	1.115
21.4 Social life in Taiwan	2.46	1.184	2.21	0.943
21.5 Salary	2.44	1.168	2.35	1.152

5.3 Factor Analysis

Factor analysis was used in this study in order to reduce the large number of variables into a smaller set of factors relating to expatriate teachers' adjustment in Taiwan for further analysis (see the ANCOVA analysis discussed in section 6.3). Factor analysis was also used to check what the questionnaire actually measured and to find out the factors of expatriate teachers' adjustment in order to answer research question one (see section 1.6).

There were 34 items on expatriate teachers' cross-cultural adjustment (CCA) (including three sub-sections: general adjustment, work adjustment and interaction with people in host country adjustment), 3 items

concerning their job satisfaction and 5 items concerning their intention to stay (see section 3.3.2 on the construction of the questionnaire and Appendix One for the questionnaire). These were subjected to principal axis factor analysis using SPSS Version 12. For the Taiwanese teachers' survey, there were also 43 items on their adjustment in three aspects (life in general, work, and interaction with people) and their intention to continue teaching English in Taiwan. These were separately subjected to principal axis factor analysis. The suitability of each data set for factor analysis was assessed in advance of the analyses.

5.3.1 Factor analysis of expatriate teachers' data

5.3.1.1 Suitability of the data for factor analysis

According to Pallant (2007), for factor analysis, the overall sample size should be over 150, and there should also be a ratio of at least five cases to each of the variables. However, other sources suggest that a sample size of 100 is minimally acceptable (see, for example, Coakes and Steed, 2003). For the expatriate teachers' survey, there were 114 participants. The sample size is therefore rather small, but is nonetheless adequate for factor analysis if assumptions are met. Two methods for checking whether factor analysis is appropriate for a data set are the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) and Bartlett's Test of Sphericity. When applied to the expatriate teachers' data, the value of the KMO measure was above 0.6 (see Table 5.6) and Bartlett's Test of Sphericity was significant ($p=0.000<0.5$). This indicates that factor analysis is

appropriate.

Table 5.6 KMO and Bartlett's Test – Expatriate teachers

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.642
Bartlett's Test of Sphericity	Approx. Chi-Square	2201.517
	Df	903
	Sig.	0.000

5.3.1.2 Components of factor analysis

Pallant (2007) recommends two methods to determine the number of factors: (1) Consider the eigenvalues factors with eigenvalues greater than one. (2) Look at the scree plot obtained from an initial principal components analysis: the number of factors being decided according to the point at which the slope of the scree plot begins to level out. There were 13 components with eigenvalues greater than one (see Appendix Three). The scree plot shows that the slope starts to level out at the eighth factor (see Appendix Four). Thus, eight factors is suggested by the second method. Eight factors yielded a simpler factor structure than analyses employing more or fewer factors and so it was decided to retain eight factors for further analysis.

5.3.1.3 Rotated Factor Matrix

In order to have a clearer output and make the table easier to read, loadings of 0.30 or less were suppressed, as recommended by Coakes and Steed (2003). The eight-factor solution explained a total of 49.23 per cent of the variance. Table 5.7 presents rotated loadings for each variable on the eight factors.

Table 5.7 Rotated Factor Matrix Rotated Factor Matrix (a) – Expatriate teachers

	Factor	Factor	Factor	Factor	Factor	Factor	Factor	Factor	Communality	
	1	2	3	4	5	6	7	8	Initial	Extraction
21.2 The teaching job	0.75								0.823	0.711
21.3 The working environment in Taiwan	0.733								0.745	0.608
21.1 The future of my career	0.68								0.722	0.577
21.4 Social life in Taiwan	0.581		0.448						0.686	0.606
21.7 Salary	0.579								0.698	0.39
20.3 I would like to continue working in Taiwan	0.578				0.437				0.822	0.579
18.4 The present payment scale	0.325			0.319					0.682	0.449
18.14 My relationship with my students		0.739							0.729	0.669
18.2 Interacting with Taiwanese students in the classroom		0.681							0.669	0.515
18.3 The school's expected performance standards		0.633							0.74	0.528
18.9 The sense of achievement I gain from this job				0.362					0.628	0.507
18.1 My specific job responsibilities		0.584							0.657	0.504
18.10 Interacting with Taiwanese colleagues		0.548		0.424					0.73	0.613
18.16 My job security		0.535							0.53	0.314
17.3 Using the transport system		0.444							0.707	0.43
17.15 Socialising with Taiwanese outside of work	0.309		0.608						0.758	0.638
17.4 Finding my way around			0.559					0.406	0.716	0.66
17.13 Having conversation with Taiwanese people on a day-to-day basis			0.556				0.338		0.711	0.512
18.11 Interacting with expatriate colleagues			0.509						0.487	0.255
17.12 Making friends			0.468						0.664	0.455
17.2 Going shopping			0.466						0.744	0.496
18.7 My present relationship with my colleagues			0.411						0.671	0.412
18.8 The school management				0.751					0.695	0.582
18.6 My present relationship with my boss				0.629					0.765	0.636
18.12 Dealing with people in authority			0.334	0.495					0.655	0.441

18.21 The facilities for teachers in the school	0.39			0.485		0.627	0.534
18.20 The physical conditions in the classroom				0.483		0.523	0.338
18.15 The job training I undertake (either in the workplace or on my own)				0.325		0.648	0.253
18.5 The hours I am expected to teach each day						0.607	0.276
20.2 I enjoy teaching English in Taiwan	0.4			0.716		0.826	0.8
20.1 I would recommend teaching English in Taiwan to a friend	0.342			0.518		0.739	0.575
18.13 Creating the right atmosphere in the classroom	0.395			0.509		0.748	0.492
17.6 Dealing with the climate				0.312		0.607	0.265
17.7 Healthcare facilities				0.51		0.566	0.301
17.5 Housing conditions				0.496	0.354	0.712	0.456
17.1 Finding food that I enjoy			0.336	0.435		0.554	0.412
16. How many more years I intend to stay in Taiwan	0.307	0.329		0.419		0.666	0.484
17.14 Relationships with family outside Taiwan				0.404		0.559	0.35
17.10 Standard and quality of life					0.709	0.723	0.616
17.9 Entertainment/recreation facilities and opportunities					0.592	0.666	0.563
17.11 Following rules and regulations outside of work					0.306	0.399	0.642
18.18 Pressure from my students' parents						0.661	0.662
18.19 The activity of classroom teaching (e.g. work in pairs, group work, role play, etc)	0.369					0.51	0.731
18.19 The activity of classroom teaching (e.g. work in pairs, group work, role play, etc)	0.369					0.51	0.548

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalisation.
a Rotation converged in 8 iterations

5.3.1.4 Interpretation of Factors

In this section, the eight factors identified for the expatriate teachers are interpreted.

Factor 1: Work adjustment: intention to stay (ExTfact1)

The teaching job
The working environment in Taiwan
The future of my career
Social life in Taiwan
Salary
I would like to continue working in Taiwan
The present payment scale

This factor was labelled '*intention to stay*' (ExTfact1) because all these items were from the last section (Q 21) of the questionnaire (see Appendix One) which concerns the factors encouraging expatriate teachers to stay or leave – with the exception of two items '*I would like to continue working in Taiwan*' and '*The present payment scale*'. However, the item '*I would like to continue working in Taiwan*' (Q20.3 in section 3) is also considering the intention to stay or leave Taiwan. The other item '*The present payment scale*' (Q18.4 in section 2) has a clear relationship to the item concerning '*salary*' (Q21.7 in section 4) as an incentive to stay or leave. All of these items are related to the teaching job in Taiwan, except the item '*Social life in Taiwan*' (Q21.4 in section 4). However, from the interview data it appears that expatriate teachers' social lives are often closely connected to their teaching jobs (see section 3.4.2.5). Many respondents indicated that most of the friends with whom they socialise are their expatriate colleagues. Thus, the results might suggest that the teaching job might be the most important factor influencing expatriate

teachers' intention to stay in Taiwan. This also seems compatible with the finding from the interview data that most expatriate teachers come to Taiwan to teach in order to get some work experience (see 3.2.4.5 Motivation for coming to Taiwan).

Factor 2: Work adjustment: Interaction with Taiwanese (ExTfact2a) and job satisfaction (ExTfact2b)

My relationship with my students
Interacting with Taiwanese students in the classroom
The school's expected performance standards
The sense of achievement I gain from this job
My specific job responsibilities
Interacting with Taiwanese colleagues
My job security

The seven items that loaded on the second factor all relate to some extent to the 'work adjustment' component of the model (see section 2.3.2, Table 2.1). For the purpose of analysis, these seven items could be separated into two groups:

(1) Interaction with Taiwanese (ExTfact2a) – '*My relationship with my students*', '*Interacting with Taiwanese students in the classroom*', and '*Interacting with Taiwanese colleagues*'. These three items all focus on interactions with Taiwanese people as students or as colleagues.

(2) Job satisfaction (ExTfact2b) – '*The school's expected performance standards*', '*The sense of achievement I gain from this job*', '*My specific job responsibilities*', and '*My job security*'. These items all relate to features of participants' work that would seem to relate to their level of satisfaction and sense of achievement.

The results suggest that the two separate groups in this factor are actually connected to each other. In other words, the expatriate teachers' relationship with students and interaction with Taiwanese students and colleagues may be connected with their job security and meeting the school's expected performance. It seems that the expatriate teachers who had good relationships with students and colleagues had better job satisfaction which also could refer to their job responsibility, better performance and better job security. In the pilot study, the results of the multiple regression analysis (see section 3.4.3) showed that expatriate teachers' *working adjustment* made the largest contribution to expatriate teachers' *job satisfaction* and the interview data also confirmed that expatriate teachers, who had remained in Taiwan for an extended period, were generally satisfied with their teaching jobs (see section 4.5.7). It seems that all three sets of results (multiple regression analysis of pilot study, interview data and factor analysis) confirm that expatriate teachers' *working adjustment* is the most important factor contributing to expatriate teachers' *job satisfaction*.

Factor 3: General adjustment: Daily activities and social life outside of work (ExTFact3)

Using the transport system

Socialising with Taiwanese people outside of work

Finding my way around

Having conversations with Taiwanese people on a day-to-day basis

Interacting with expatriate colleagues

Making friends

Going shopping

These seven items all load on the third factor. The only item that was not in the general adjustment section in the questionnaire was *'Interacting with expatriate colleagues'*, which was designed as part of the *work adjustment* section. However, as revealed through the pilot study interviews and as mentioned in relation to factor 1(ExTfact1), expatriate teachers in Taiwan tend to socialise with other foreigners and their expatriate colleagues. In this context, it makes sense that *'Interacting with expatriate colleagues'* should appear here as an aspect of their social life outside of work.

**Factor 4: Work adjustment: Relationship with school management
(ExTfact4)**

The school management
My present relationship with my boss
Dealing with people in authority
The facilities for teachers in the school
The physical conditions in the classroom
The job training I undertake (either in the workplace or on my own)

All six items involve aspects of the relationship with school management and working conditions, and so this factor was labelled *'relationship with school management'*.

Factor 5: Work adjustment: Enjoyment at work (ExTfact5)

I enjoy teaching English in Taiwan
I would recommend teaching English in Taiwan to a friend
Creating the right atmosphere in the classroom
Dealing with the climate

The first three items involve enjoyment at work. The last item *'Dealing with the climate'* does not seem to relate to the other items loading on this

factor which was in the general adjustment section in the questionnaire. It is possible that the item is ambiguous. 'Climate' may refer to the general atmosphere (as in the phrase *'the climate in the classroom'*) and it may be that this is how most participants interpreted the question, rather than as a reference to the prevailing weather conditions, as intended.

Factor 6: General adjustment: Living conditions in Taiwan (ExTFact6)

Healthcare facilities

Housing conditions

Finding food that I enjoy

How many more years do you intend to stay in Taiwan?

Relationships with family outside Taiwan

The four items *'Healthcare facilities'*, *'Housing conditions'*, *'Finding food that I enjoy'* and *'Relationships with family outside Taiwan'* are all related to the living conditions in Taiwan. Only the item *'How many more years do you intend to stay in Taiwan?'* might at first sight appear to be unconnected. On the other hand, the *living conditions in Taiwan*, alongside the *relationship with family outside Taiwan* – perhaps a measure of homesickness – may be the key issue affecting expatriate teachers' intention to stay in Taiwan.

Factor 7: General adjustment: Quality of life in Taiwan (ExTFact7)

Standard and quality of life

Entertainment/recreation facilities and opportunities

Following rules and regulations outside of work

These three items load on the same factor, which suggests that *'Entertainment/recreation facilities and opportunities'* and *'Following rules*

and regulations outside of work' may play an important role for expatriate teachers in how they perceive their quality of life in Taiwan. This factor was labelled as '*quality of life in Taiwan*'.

Factor 8: Work adjustment: The pressure of teaching (ExTFact8)

Pressure from my students' parents

The activity of classroom teaching (e.g. work in pairs, group work, role play, etc.)

Factor 8 was labelled '*the pressure of teaching*' because these two items may both involve pressures on expatriate teachers when teaching. In the pilot study interviews, expatriate teachers mentioned the level of interest that parents showed in their work and the pressure from parents to complete assigned texts within a given time frame as constraining the amount of time they were able to devote to activities such as group work or role play. It is interesting that these two items do not load on factor 2 although they seem to be closely related. As the item '*The activity of classroom teaching (e.g. work in pairs, group work, role play, etc.)*' does not load together with '*Job satisfaction*' (see factor 2), it might indicate that the schools may have higher expectations of teachers' teaching schedules rather than classroom activities. It also confirms the interview data that expatriates claimed the parents prefer to see how many books their children have finished and so do the schools (see section 3.4.2, Working adjustment in Taiwan (quotes from James)).

5.3.2 Factor analysis of Taiwanese teachers' data

5.3.2.1 Suitability of the data for factor analysis

For the Taiwanese teachers' survey, there were 133 participants. The sample size was also acceptable. The value of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) was above 0.6 (see Table 4.8) and the Bartlett's Test of Sphericity was significant ($p=0.000<0.5$). This indicates that factor analysis is appropriate.

Table 5.8 KMO and Bartlett's Test – Taiwanese teachers

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.729
Bartlett's Test of Sphericity	Approx. Chi-Square	2317.304
	Df	903
	Sig.	0.000

5.3.2.2 Components of factor analysis

There were 12 components with eigenvalues greater than one (see Appendix Three). The scree plot shows that the slope starts to level out at the seventh factor (see Appendix Five). Thus, seven factors are suggested. Seven factors also yielded a simpler factor structure than analyses employing more or fewer factors. It was decided, therefore, to retain seven factors for further analysis.

5.3.2.3 Rotated Factor Matrix

As in the case of expatriate teachers, in order to have a clearer output and to make the table easier to read, loadings of 0.30 or less were suppressed. The seven-factor solution explained a total of 49.06 per cent of the variance. Table 4.9 presents rotated loadings of each of the variables on

the seven factors.

Table 5.9 Rotated Factor Matrix (a) –Taiwanese teachers

	Factor	Factor	Factor	Factor	Factor	Factor	Factor	Communality	
	1	2	3	4	5	6	7	Initial	Extraction
18.14My relationship with my students	0.71							0.78	0.57
18.13Creating the right atmosphere in the classroom	0.703							0.79	0.552
18.2Interacting with students in the classroom	0.7							0.75	0.61
18.9The sense of achievement I gain from this job	0.685							0.73	0.589
18.19The activity of classroom teaching	0.654							0.76	0.553
18.1My specific job responsibilities	0.608							0.68	0.449
18.20The physical conditions in the classroom	0.58							0.75	0.521
18.16My job security	0.564						0.362	0.71	0.511
18.15The job training I undertake (either in the workplace or on my own)	0.551							0.73	0.567
18.3The school's expected performance standards	0.465						0.437	0.76	0.535
16.How many years do I intend to work as an English teacher from now								0.53	0.201
18.8 The school's management		0.591						0.72	0.477
18.6 My present relationship with my boss		0.562			0.305			0.72	0.58
18.12 Dealing with people in authority	0.308	0.519			0.306			0.68	0.55
18.4 The present payment scale		0.508				0.31		0.73	0.415
18.21 The facilities for teachers in the school	0.416	0.469						0.75	0.505
18.5 The hours I am expected to teach each day		0.463					0.314	0.58	0.359
21.1 The future of my career			0.696					0.77	0.576
21.2 The teaching job			0.683					0.77	0.58
21.3 The working environment in Taiwan			0.648					0.76	0.553
21.4 The social life in Taiwan			0.598					0.65	0.42

21.7 Salary	0.486	0.539		0.73	0.629
20.3 I would like to continue working in Taiwan		0.476	0.403	0.69	0.412
17.15 Socialising with people outside of work		0.806		0.78	0.781
17.12 Making friends		0.664		0.73	0.603
17.13 Having conversations with people on a day-to-day basis		0.57		0.74	0.517
18.10 Interacting with Taiwanese colleagues	0.325	0.43		0.84	0.675
18.7 My present relationship with my colleagues	0.302	0.419		0.81	0.619
18.11 Interacting with expatriate colleagues				0.55	0.297
17.11 Following rules and regulations outside of work				0.59	0.23
17.9 Entertainment/recreation facilities and opportunities			0.543	0.46	0.341
17.10 Standard and quality of life			0.534	0.7	0.417
17.2 Going shopping			0.51	0.53	0.423
17.4 Finding my way around			0.493	0.68	0.452
17.14 Relationships with family			0.431	0.6	0.313
17.3 Using the transport system			0.427	0.69	0.435
17.1 Finding food that i enjoy			0.351	0.38	0.15
17.6 Dealing with the climate			0.684	0.61	0.533
17.5 Housing conditions			0.451	0.535	0.62
18.18 Pressure from my students' parents		0.373		0.493	0.399
17.7 Healthcare facilities				0.493	0.58
20.1 I would recommend teaching English in Taiwan to a friend				0.675	0.59
20.2 I enjoy teaching English in Taiwan	0.335			0.543	0.69

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalisation.
a Rotation converged in 8 iterations.

5.3.2.4 Interpretation of Factors

In this section, the seven factors identified for the Taiwanese teachers are interpreted.

Factor 1: Work adjustment: Interaction with Taiwanese students (TwTFact1a) & job satisfaction (TwTFact1b)

My relationship with my students
Creating the right atmosphere in the classroom
Interacting with students in the classroom
The sense of achievement I gain from this job
The activity of classroom teaching
My specific job responsibilities
The physical conditions in the classroom
My job security
The job training I undertake (either in the workplace or on my own)
The school's expected performance standards

As with the similar factor extracted for expatriate teachers (expatriate teachers' factor 2), although all these ten items loaded on the same factor, they did not appear to form a coherent set. Rather, this factor seemed to represent two logical categories: '*Interaction with Taiwanese students*' and '*job satisfaction*'. In the expatriate teachers' case, the corresponding factor was labelled '*Interaction with Taiwanese*' (ExTfact2a) and '*job satisfaction*' (ExTfact2b).

'*Interaction with Taiwanese students*' (TwTFact1a) includes two items: '*My relationship with my students*' and '*Interacting with students in the classroom*'. Both of these two items relate to the interaction between teachers and students in the classroom. In the expatriate teachers' case, '*interacting with Taiwanese colleagues*' also loaded with these two items,

which was labelled *'interacting with Taiwanese'*. However, for Taiwanese teachers, it loaded on *'social interaction inside and outside of work'*. Expatriate teachers seem to connect *'social life outside of work'* with *'daily activities'* and connect *'interaction with Taiwanese students and colleagues'* with *'job satisfaction'*. For Taiwanese teachers, however, *'social interaction inside and outside of work'* was separated from *'daily activities'* and *'job satisfaction'*. It seems that expatriate teachers interpret *'interaction with Taiwanese colleagues'* as part of *'job satisfaction'* and *'interacting with expatriate colleagues'* as part of their social life outside of work. It might again suggest that expatriate teachers tend to socialise with expatriate teachers and Taiwanese teachers tend to socialise with Taiwanese colleagues.

'Job satisfaction' (TwTFact1b) includes eight items: *'Creating the right atmosphere in the classroom'*, *'The sense of achievement I gain from this job'*, *'The activity of classroom teaching'*, *'My specific job responsibilities'*, *'The physical conditions in the classroom'*, *'My job security'*, *'The job training I undertake (either in the workplace or on my own)'*, and *'The school's expected performance standards'*. These eight items all seem to relate to participants' level of satisfaction and sense of achievement. However, *'Creating the right atmosphere in the classroom'* and *'The activity of classroom teaching'* seem also to be connected with *'Interaction with Taiwanese students'*. In the expatriate teachers' case, *'Creating the right atmosphere in the classroom'* loaded on *'enjoyment at work'*, and

'The activity of classroom teaching' loaded on *'the pressure of teaching'*. The decision was made to categorise these two items in *'job satisfaction'* for the Taiwanese teachers. This retained the greatest comparability between Taiwanese teachers and expatriate teachers' results.

For expatriate teachers, *'The physical conditions in the classroom'* and *'The job training I undertake (either in the workplace or on my own)'* both loaded on *'relationship with school management'* (ExTFact4). Expatriate teachers might view training and the school environment as management issues while Taiwanese teachers view them more as a feature of their overall job satisfaction. For expatriate teachers, *'Creating the right atmosphere in the classroom'* loaded on *'enjoyment at work'* (ExTFact5) rather than *'job satisfaction'* (ExTfact2b), which might indicate that expatriate teachers enjoy *'Creating the right atmosphere in the classroom'* more than Taiwanese teachers. However, when compared with Taiwanese teachers' results, *'The activity of classroom teaching'* loaded on *'the pressure of teaching'* which may indicate that *'The activity of classroom teaching'* is more stressful for expatriate teachers than for Taiwanese teachers.

Factor 2: Work adjustment: Relationship with school management

(TwTFact2)

The school's management
My present relationship with my boss
Dealing with people in authority
The present payment scale
The facilities for teachers in the school
The hours I am expected to teach each day

All six items that loaded on factor 2 involved aspects of the relationship with school management. As a result, this factor was labelled '*relationship with school management*' which was the same as factor 4 (ExTFact4) in the expatriate teachers' case. Compared with the expatriate teachers' results, '*The present payment scale*' loaded on '*intention to stay*' (ExTfact1), which might indicate that for Taiwanese teachers, the payment scale is involved more closely with school management than it is for expatriate teachers, who think of it more in terms of an incentive for staying in the country. For expatriate teachers, '*The hours I am expected to teach each day*' did not load on any factor. It seems that for Taiwanese teachers, '*The hours I am expected to teach each day*' also has a closer relationship with school management than for expatriate teachers. In the expatriate teachers' case, there were two more items loading on '*relationship with school management*' (ExTFact4) which were '*The physical conditions in the classroom*' and '*The job training I undertake (either in the workplace or on my own)*'. As mentioned in the discussion of factor 1, for Taiwanese teachers, both of these loaded on '*job satisfaction*' (TwTFact1a).

Factor 3: Work adjustment: Intention to continue the teaching job

(TwTFact3)

The future of my career
The teaching job
The working environment in Taiwan
The social life in Taiwan
Salary
I would like to continue working in Taiwan

This factor was labelled '*intention to continue the teaching job*' (TwTFact3) because all these items are about choosing to continue their teaching job or change career. All the items concern the job of teaching except the item '*The social life in Taiwan*'. Again, as with the result of the expatriate teachers' factor 1(ExTfact1), it seems that Taiwanese teachers' social lives are often connected closely to their teaching jobs and colleagues.

In the expatriate teachers' case, '*The present payment scale*' also loaded on '*intention to stay*' (ExTfact1), but for Taiwanese teachers, it loaded on '*relationship with school management*' (TwTFact2). Expatriate teachers might see the payment scale as one of the important factors for choosing to stay or return to their country. In the pilot study interviews, many of the expatriate teachers (see section 3.4.2.5), claimed that they accepted the teaching job before coming to Taiwan. The payment scale might also be considered as an element of the teaching job they took. However, for Taiwanese teachers, it seems they see '*The present payment scale*' as involved more with the '*relationship with school management*'.

Factor 4: Interaction adjustment: Social interaction inside and outside of work (TwTFact4)

Socialising with people outside of work (Factor 3 for expatriate teachers)

Making friends (Factor 3 for expatriate teachers)

Having conversations with people on a day-to-day basis (Factor 3 for expatriate teachers)

Interacting with Taiwanese colleagues (Factor 2 for expatriate teachers)

My present relationship with my colleagues (did not load on any factor for expatriate teachers)

The five items all related to participants' social interaction inside or outside of work. Thus it was labelled '*social interaction inside and outside of work*' (TwTFact4). It did not match any one factor in the expatriate teachers' case. It appears that Taiwanese teachers' social lives are often closely connected to their colleagues and this matches the results of factor 3 (TwTFact3). It was mentioned in Taiwanese teachers' factor 1 (TwTFact1a) that, compared with expatriate teachers' results, the social lives of Taiwanese teachers might connect more closely to their Taiwanese colleagues. For expatriate teachers, only '*social life in Taiwan*' loads on the same factor as '*intention to stay*' (ExTfact1). '*Socialising with people outside of work*', '*Making friends*', and '*Having conversations with people on a day-to-day basis*' all load on their '*daily activities*' (ExTFact3). However, for Taiwanese teachers, both social interaction inside and outside of work loaded on the same factor. As mentioned in relation to factor 1 (TwTFact1a) for Taiwanese teachers, it might again suggest that expatriate teachers tend to socialise with expatriate teachers and Taiwanese teachers tend to socialise with Taiwanese colleagues.

Factor 5: General adjustment: Daily activity and quality of life in Taiwan (TwTFact5)

Entertainment/recreation facilities and opportunities
Standard and quality of life
Going shopping
Finding my way around
Relationships with family
Using the transport system
Finding food that I enjoy

'Entertainment/recreation facilities and opportunities', 'Going shopping', 'Finding my way around', 'Relationships with family', 'Using the transport system', and 'Finding food that I enjoy' all loaded on the same factor with 'Standard and quality of life'. This may suggest that these six items, which all related to daily activities, may play an important role for Taiwanese teachers in how they perceive their quality of life in Taiwan. In the expatriate teachers' case, 'daily activity' loaded together with 'social life outside of work' in factor 3(ExTFact3), and 'quality of life in Taiwan' was in factor 7(ExTFact7). When comparing the results with those of expatriate teachers, the 'standard and quality of life in Taiwan' loaded together with 'Entertainment/recreation facilities and opportunities' and 'Following rules and regulations outside of work' only. This might suggest that expatriate teachers and Taiwanese teachers perceive their quality of life slightly differently. It might also suggest that 'Following rules and regulations outside of work' may be an important factor for expatriate teachers' general adjustment. In contrast with expatriate teachers, for Taiwanese teachers, 'Following rules and regulations outside of work' did not load on any factors. The possible explanation might be that, for expatriate teachers,

'following rules and regulations outside of work' in the new host environment has an impact on their quality of life in Taiwan and their general adjustment. For Taiwanese teachers, however, to whom the rules and regulations are very familiar, these might have very little effect on how they evaluate their quality of life in Taiwan. The *'daily activities'* loaded together with *'social life outside of work'* in the expatriate teachers' case which was discussed in relation to factor 1(TwTFact1a).

Factor 6: General adjustment: Living conditions in Taiwan (TwTFact6)

Dealing with the climate
Housing conditions
Pressure from my students' parents
Healthcare facilities

'Dealing with the climate', 'Housing conditions' and 'Healthcare facilities' are all related to the living conditions in Taiwan. This scale closely matched factor 6 in the expatriate teachers' case (ExTFact6). Only one item, *'Pressure from my students' parents'*, does not seem to relate to the other items loading on this factor (which did not load on *'living conditions in Taiwan'* in the expatriate teachers' case). However, it is possible that Taiwanese teachers perceive *'Pressure from my students' parents'* as part of Taiwanese living conditions rather than specifically a feature of teaching conditions. In contrast with Taiwanese teachers, in the expatriate teachers' case, *'Pressure from my students' parents'* loaded on *'the pressure of teaching'* as expected. Compared with expatriate teachers, it was surprising that *'Dealing with the climate'* appeared in *'living conditions in Taiwan'* in the Taiwanese teachers' case but not for the expatriate teachers.

As the weather in Taiwan is very hot and humid, it was expected that it would have more impact on expatriate teachers' general adjustment. However, as mentioned in factor 5(ExTFact5) for expatriate teachers, the participants might understand the word 'climate' to refer to the general atmosphere (as in the phrase *'the climate in the classroom'*), rather than as a reference to the prevailing weather conditions, as intended.

In the expatriate teachers' case, *'Finding food that I enjoy'*, *'How many more years do you intend to stay in Taiwan?'*, and *'Relationships with family outside Taiwan'* also loaded on factor 6 (ExTFact6) which was not the same as for the Taiwanese teachers. It was not unexpected that expatriate teachers perceived *'Finding food that I enjoy'* and *'Relationships with family outside Taiwan'* as part of *'Living conditions in Taiwan'* but Taiwanese teachers did not do so. When expatriate teachers were interviewed in the pilot study (see section 3.4.2.5), some also indicated that they very often had difficulties in finding food they enjoyed and maintaining their relationships with family outside Taiwan.

Factor7: Work adjustment: Enjoyment at work (TwTFact7)

I would recommend teaching English in Taiwan to a friend
I enjoy teaching English in Taiwan

This factor was labelled *'enjoyment at work'* (TwTFact7) as the two items both involved the enjoyment of teaching. It matched factor 5(ExTFact5) in the expatriate teachers' case. There were just two items, *'Creating the*

right atmosphere in the classroom' and *'Dealing with the climate*', which did not load on factor 7 in the Taiwanese teachers' case but did for the expatriate teachers. As was mentioned in relation to factor 6 (TwTFact6) for Taiwanese teachers, expatriate teachers may relate *'dealing with the climate*' to *'the climate in the classroom*'. This loaded on *'enjoyment at work*' in the expatriate teachers' case but not for the Taiwanese teachers. Expatriate teachers also seem to perceive *'Creating the right atmosphere in the classroom*' as part of the *'enjoyment at work*', which did not happen in the Taiwanese teachers' case. Taiwanese teachers perceived it as part of *interaction with Taiwanese students* and *job satisfaction*, which might not necessarily indicate that they do not enjoy it, but suggests that perhaps it does not have as strong a connection with *enjoyment at work* for them as it does for expatriate teachers.

5.4 Reliability of the eight factors for expatriate teachers

The reliability of each factor for expatriate teachers was estimated using Cronbach's alpha. The results show that all of the scales have an acceptable level of reliability, according to Pallant (2007). The reliability of factors 5 to 8 were slightly lower than 0.7. However, as reliability is influenced by the number of observations, the modest levels of reliability are probably attributable to the small numbers of items for these four factors.

Table 5.10 Reliability of eight factors – expatriate teachers

Factor	Number of items	Alpha	Mean	SD
1. Intention to stay	6	0.785	14.83	5.076
2. Interaction with Taiwanese and job satisfaction	7	0.81	14.75	4.474
3. Daily activities and social life outside of work	7	0.748	16.35	4.553
4. Relationship with school management	6	0.731	14.8	3.558
5. Enjoyment at work	4	0.642	9.18	2.8
6. Living conditions in Taiwan	5	0.603	12.88	3.467
7. Quality of life in Taiwan	3	0.689	6.83	2.224
8. The pressure of teaching	2	0.535	4.98	1.594

5.5 Reliability of the seven factors for Taiwanese teachers

The reliability of each factor for Taiwanese teachers was estimated using Cronbach's alpha. The results show that almost all of the reliability is preferable, according to Pallant (2007). Only one scale, the reliability of factor 7 (Enjoyment at work), is slightly lower than 0.7. However, as reliability is influenced by the number of observations, the modest levels of reliability are probably attributable to the small number of items for this factor.

Table 5.11 Reliability of seven factors – Taiwanese teachers

Factor	Number of items	Alpha	Mean	SD
1. Interaction with Taiwanese students and job satisfaction	10	.903	23.65	5.936
2. Relationship with school management	6	.763	16.47	3.655
3. Intention to continue the teaching job	6	.807	12.51	4.362
4. Social interaction inside and outside of work	5	.864	11.04	3.214
5. Daily activity and quality of life in Taiwan	6	.818	12.32	3.643
6. Living conditions in Taiwan	4	.717	10.47	2.813
7. Enjoyment at work	2	.683	4.63	1.664

5.6 Mean score comparison between expatriate teachers and Taiwanese teachers

As an indicator of expatriate teachers' cross-cultural adjustment, participants were asked to rate each item on a 5-point scale from 1 (*very easy*) to 5 (*very difficult*). In order to assess expatriate teachers' job satisfaction, participants were asked to rate each item on a 5-point scale from 1 (*strongly disagree*) to 5 (*strongly agree*). However, as mentioned in section 3.3.2.4, for the purposes of data analysis, scores for all three items in Question 20 were reversed because they were worded in a different direction from Questions 17 and 18. To compare the mean scores among eight factors of expatriate teachers, Factor 2 (*Interaction with Taiwanese and job satisfaction*) gave the lowest scores among the eight factors (mean=2.11) and Factor 6 (*Living conditions in Taiwan*) gave the highest scores in relation to cross-cultural adjustment (mean=2.58) (see Table 5.10). For Factor 2, (Item 18.14 describing expatriate teachers relationships with Taiwanese students) produced the lowest scores among

the seven items (mean=1.73) (see Table 5.12).

This suggests that expatriate teachers generally enjoy working with Taiwanese students. It seems to confirm the interview data showing that expatriate teachers generally enjoy spending time with the students (see section 3.4.2.5). Taiwanese teachers indicated that Item 18.14 '*My relationship with my students*' (mean=2.08), was also the easiest in Factor 1 (*Interaction with Taiwanese students and job satisfaction*) (see Table 5.13). Therefore, the findings indicate that neither Taiwanese nor expatriate teachers have difficulties in their relationships with their students. Furthermore, expatriate teachers' mean score for this item was even lower than the Taiwanese teachers' score, which indicates that the former have less difficulty in their relationship with Taiwanese students than Taiwanese teachers. For Factor 2, expatriate teachers indicated that Item 18.3 '*The school's expected performance standards*' was the most difficult (mean=2.37). It might be slightly more difficult for expatriate teachers to meet the standards in terms of teaching expected from the relationship with students and interacting with Taiwanese students (item 18.2, mean=2.00). For Factor 6, which concerns living conditions in Taiwan, expatriate teachers found Item 17.14 '*Relationships with family outside Taiwan*', to be the most difficult (mean=2.72). This is to be expected given that expatriate teachers work in Taiwan, and their home countries are usually quite far away, which may make it difficult to maintain relationships with their families. Item 17.7 '*Healthcare facilities*' was reported as the

easiest item in Factor 6. As Taiwan is a developed country, with a good standard of healthcare facilities, it can be surmised that expatriate teachers would experience little difficulty with the healthcare system in Taiwan.

Table 5.12 The mean scores of expatriate teachers

Factor	The highest score		The lowest score	
	Item	Mean	Item	Mean
1. Intention to stay	21.3 The working environment in Taiwan	2.65	20.3 I would like to continue working in Taiwan	1.96
2. Interaction with Taiwanese and job satisfaction	18.3 The school's expected performance standards	2.37	18.14 My relationship with my students	1.73
3. Daily activities and social life outside of work	17.15 Socialising with Taiwanese outside of work	2.54	17.3 Using the transport system	2.05
4. Relationship with school management	18.8 The school management	2.94	18.20 The physical conditions in the classroom	2.21
5. Enjoyment at work	17.6 Dealing with the climate	2.96	20.1 I would recommend teaching English in Taiwan to a friend	1.9
6. Living condition in Taiwan	17.14 Relationships with family outside Taiwan	2.72	17.7 Healthcare facilities	2.23
7. Quality of life in Taiwan	17.9 Entertainment/recreation facilities and opportunities	2.38	17.10 Standard and quality of life	2.18
8. The pressure of teaching	18.18 Pressure from my students' parents	2.7	18.19 The activity of classroom teaching (e.g. work in pairs, group work, role play, etc)	2.3

Table 5.13 The mean scores of Taiwanese teachers

Factor	The highest score		The lowest score	
	Item	Mean	Item	Mean
1. Interaction with Taiwanese and job satisfaction	18.20 The physical conditions in the classroom	2.62	18.14 My relationship with my students	2.08
2. Relationship with school management	18.21 The facilities for teachers in the school	2.91	18.6 My present relationship with my boss	2.39
3. Intention to continue the teaching job	21.3 The working environment in Taiwan	2.52	20.3 I would like to continue working in Taiwan	1.8
4. Social interaction inside and outside of work	17.15 Socialising with Taiwanese outside of work	2.38	18.7 My present relationship with my colleagues	2.1
5. Daily activities and quality of life in Taiwan	17.10 Standard and quality of life	2.59	17.1 Finding food that I enjoy	1.56
6. Living condition in Taiwan	17.6 Dealing with the climate	2.98	17.7 Healthcare facilities	2.23
7. Enjoyment at work	20.1 I would recommend teaching English in Taiwan to a friend	2.45	20.2 I enjoy teaching English in Taiwan	2.18

For Factor 1 (*intention to stay*), expatriate teachers reported that they agreed with Item 20.3 '*I would like to continue working in Taiwan*' the most (mean=1.96) and Item 21.3 '*The working environment in Taiwan*' was the factor that most encouraged them to go back to their country (mean=2.65). These results indicate that the working environment in Taiwan does not encourage expatriate teachers to live and work in Taiwan. However, considering all other conditions in Taiwan, the scores for expatriate teachers to intend to continue working in Taiwan is quite low, which indicates that they are willing to continue the teaching job. Although expatriate teachers appear to be dissatisfied with the working environment of the teaching institution, they seemed satisfied with other working conditions, which encouraged them to continue working in Taiwan. For Taiwanese teachers, Item 21.3 '*The working environment in Taiwan*' was

reported as the least motivating item in Factor 3 (*Intention to continue the teaching job*). The other items in Factor 3, including 21.1 '*The future of my career*' (mean=1.89), 21.2 '*The teaching job*' (mean=1.81), and 20.3 '*I would like to continue working in Taiwan*' (mean=1.80), were reported as greater incentives for Taiwanese teachers to continue teaching in Taiwan. This might indicate that the working environment in Taiwan discourages both expatriate and Taiwanese teachers.

For Factor 3 (*Daily activities and social life outside of work*), Item 17.15 '*Socialising with Taiwanese outside of work*' was reported as the most difficult (mean=2.54) and Item 17.3 '*Using the transport system*' was the easiest (mean=2.05). As the interview data suggested (see section 3.4.2.5), expatriate teachers may find it difficult to integrate into Taiwanese society because of the language barrier. Thus, most of the expatriate teachers socialised with other expatriates outside of work. However, for socialising outside of work, Item 17.15 '*Socialising with people outside of work*' (mean=2.38) was also reported as the most difficult in Factor 4 (*Interaction inside and outside of work*) for Taiwanese teachers. Taiwanese teachers also reported that socialising with people outside of work is more difficult than interacting with Taiwanese colleagues. Thus, irrespective of language barriers, both expatriate teachers and Taiwanese teachers tend to socialise with colleagues rather than people outside of work. Fwu and Wang (2002) compared the social status of Taiwanese teachers with teachers from other developed and developing countries, and found that

the teacher's social status in Taiwan is relatively high. This perception may partially account for why teachers tend to socialise with their colleagues in preference to other social groups.

The transport system in Taiwan is well organised, especially in big cities. Most of the traffic signs feature English translations, which makes it easier for expatriates. However, it is interesting that Taiwanese teachers found Item 17.3 '*Using the transportation system*' (mean=2.23) more difficult than expatriate teachers. This indicates that the Taiwanese teachers were less satisfied with the transportation system in Taiwan than the expatriate teachers were.

For factor 4 (*Relationship with school management*), expatriate teachers found Item 18.8 '*The school management*' to be the most difficult (mean=2.94) and the Item 18.20 '*The physical conditions in the classroom*' was the easiest (mean=2.21). It was expected that the expatriate teachers would have more difficulties with school management based on the difficulties with management style mentioned during the interviews (see section 3.4.2.5). Although expatriate teachers reported that Item 18.20 was the easiest in Factor 4, it was slightly more difficult than the easiest items for other factors. In general, the mean score of Factor 4 is high, which indicates that expatriate teachers have more difficulties with school management and dealing with people in authority (Item 18.12, mean=2.51) compared with other items concerning the physical conditions in the

classroom. For Taiwanese teachers, Factor 2 (*Relationship with school management*) was the most difficult among the seven factors (mean=16.47), which is slightly more difficult than expatriate teachers' Factor 4. The Item 18.21 '*The facilities for teachers in the school*' was reported as the most difficult (mean=2.91) in Factor 2 for Taiwanese teachers, and Item 18.6 '*My present relationship with my boss*' was the easiest (mean = 2.39) in Factor 2 for Taiwanese teachers. While Taiwanese English teachers reported that their relationship with school management was the most difficult of the factors assessed, Taiwanese teachers reported greater difficulties with the facilities. In contrast, expatriate English teachers reported that school management was the most difficult item, while the physical conditions in the classroom were the easiest in this factor.

For Factor 5, 20.1 '*I would recommend teaching English in Taiwan to a friend*' was the item that was most agreed upon (mean=1.90), and Item 17.6 '*Dealing with the climate*' was reported as the most difficult (mean=2.96). As Taiwan's climate is marine tropical, in summer, it is quite unpleasantly hot and humid compared with some Western countries. Some expatriate teachers might find it difficult to cope with the weather in Taiwan, and this seems to be borne out by the results. However, it seems that overall, expatriate teachers enjoy teaching in Taiwan, and the scores for Item 20.1 are generally low. For Taiwanese teachers, Item 17.6 '*Dealing with the climate*' (mean=2.98), was also reported as the most

difficult among those items loading on Factor 6 (*Living conditions in Taiwan*). Surprisingly, '*Dealing with the climate*' was reported as difficult more frequently by Taiwanese teachers than for expatriate teachers. This indicates that Taiwanese teachers considered the climate to be a negative feature of life in Taiwan.

There were just three items loading on Factor 7 (*Quality of life in Taiwan*), and all three scored between 2.18 and 2.38 (means). In general, expatriate teachers did not have difficulty with these three adjustments in Taiwan. For Factor 8 (*The pressure of teaching*), there were just two items. Expatriate teachers reported that Item 18.18 '*Pressure from my students' parents*' (mean=2.70), was more difficult than the other Item 18.19 '*The activity of classroom teaching (e.g. work in pairs, group work, role-play etc.)*' (mean=2.30). Expatriate teachers appear to experience more pressure from students' parents, as the interview data indicated (see section 3.4.2.5).

5.7 Summary

Comparing the results of the factor analyses for the expatriate teachers with those for Taiwanese teachers (Table 5.11) has proved to be revealing. It has highlighted issues that particularly affect expatriate teachers and some of the cross-cultural differences that may affect their intention to remain in the country.

For expatriate teachers, the two items '*My present relationship with my colleagues*' and '*The hours I am expected to teach each day*' did not load on any factors. For Taiwanese teachers, '*How many years do you intend to work as an English teacher from now*', '*Interacting with expatriate colleagues*' and '*Following rules and regulations outside of work*' did not load on any factors. It is possible that teachers perceive these items to be unrelated to all these factors or not applicable to their work. For example, for some of the Taiwanese teachers, '*Interacting with expatriate colleagues*' did not apply to them as not all of the schools included in the study have expatriate teachers.

In general, the factors extracted for expatriate and Taiwanese teachers are similar (see Table 5.11). However, there are some factors that seem to indicate differences between expatriate teachers and Taiwanese teachers. For expatriate teachers, '*daily activities*' load together with '*social life outside of work*', but for Taiwanese teachers, '*daily activities*' load together with '*quality of life in Taiwan*'. For Taiwanese teachers, '*social interaction inside and outside of work*' was an independent factor.

The differences in the results might indicate that expatriate teachers' social life outside of work is connected more closely to their daily activities. It might also indicate that Taiwanese and expatriate teachers perceive their quality of life in Taiwan differently. For Taiwanese teachers, '*Socialising with people outside of work*', '*Making friends*', '*Having conversations with*

people on a day-to-day basis, *Interacting with Taiwanese colleagues*, and *My present relationship with my colleagues* all loaded on a single factor, which was labelled *Social interaction inside and outside of work* (TwTFact4). This might indicate that Taiwanese teachers' social lives are more closely connected to their colleagues and identified with their working life than is the case for expatriate teachers.

The factor labelled *enjoyment at work* included more items for expatriate teachers than it did for Taiwanese teachers. *Creating the right atmosphere in the classroom* loaded on *enjoyment at work* for expatriate teachers but not for Taiwanese teachers. It might be predicted, given the cultural unfamiliarity of the Taiwanese classroom, that expatriate teachers would have more difficulties in *Creating the right atmosphere in the classroom* than Taiwanese teachers.

For expatriate teachers, there was one factor, *The pressure of teaching*, that did not appear in the Taiwanese teachers' results. As mentioned in 5.3.1.4, expatriate teachers, in pilot study interviews, mentioned that the level of interest that parents showed in their work and the pressure from parents to complete assigned texts within a given time frame was constraining on the amount of time they were able to devote to activities such as group work or role play. For Taiwanese teachers, *The activity of classroom teaching* loaded on *Interaction with Taiwanese and job satisfaction* and *Pressure from my students' parents* loaded on *Living*

conditions in Taiwan'. It seems that Taiwanese teachers accept '*Pressure from my students' parents*' as a feature of living in Taiwan rather than something that impacts particularly on their job satisfaction.

Table 5.14 Factor analysis category – Expatriate teachers vs. Taiwanese teachers

Factor number	Factor Labelled name	Factor loading:	Items	Factor loading:	Factor Labelled name	Factor number
		Expatriate teachers		Taiwanese teachers		
1	Intention to stay	√	<i>The teaching job</i>	√	Intention to continue the teaching job	3
		√	<i>The working environment in Taiwan</i>	√		
		√	<i>The future of my career</i>	√		
		√	<i>Social life in Taiwan</i>	√		
		√	<i>Salary</i>	√		
		√	<i>I would like to continue working in Taiwan</i>	√		
		√	<i>The present payment scale</i>	√		
4	Relationship with school management	√	<i>The school's management</i>	√	Relationship with school management	2
		√	<i>My present relationship with my boss</i>	√		
		√	<i>Dealing with people in authority</i>	√		
		√	<i>The facilities for teachers in the school</i>	√		
		x	<i>The hours I am expected to teach each day</i>	√		
		√	<i>The physical conditions in the classroom</i>	√		
		√	<i>The job training I undertake (either in the workplace or on my own)</i>	√		
2	Interaction with Taiwanese and job satisfaction	√	<i>My relationship with my students</i>	√	Interaction with Taiwanese students & job satisfaction	1
		√	<i>Interacting with students in the classroom</i>	√		
		√	<i>The sense of achievement I gain from this job</i>	√		
		√	<i>My specific job responsibilities</i>	√		
		√	<i>My job security</i>	√		
		√	<i>The school's expected performance standards</i>	√		
		√	<i>Interacting with Taiwanese colleagues</i>	x		
		x	<i>Creating the right atmosphere in the classroom #</i>	√		
8	The pressure of teaching	√	<i>The activity of classroom teaching</i>	√	Living conditions in	6
		√	<i>Pressure from my students' parents</i>	√		
		x	<i>Dealing with the climate #</i>	√		

6	Living conditions in Taiwan	√	<i>Housing conditions</i>	√	Taiwan	
		√	<i>Healthcare facilities</i>	√		
		√	<i>How many more years do you intend to stay in Taiwan?</i>	x		
		√	<i>Finding food that I enjoy</i>	√	Daily activity and life quality in Taiwan	5
		√	<i>Relationships with family outside Taiwan/ Relationships with family</i>	√		
7	Quality of life in Taiwan	√	<i>Standard and quality of life</i>	√		
3	Daily activities and social life outside of work	√	<i>Entertainment/recreation facilities and opportunities</i>	√		
		√	<i>Following rules and regulations outside of work</i>	x		
		√	<i>Going shopping</i>	√		
		√	<i>Finding my way around</i>	√	Social interaction inside and outside of work	4
		√	<i>Using the transport system</i>	√		
		√	<i>Socialising with Taiwanese outside of work</i>	√		
		√	<i>Having conversations with Taiwanese people on a day-to-day basis</i>	√		
		√	<i>Interacting with expatriate colleagues</i>	x		
		√	<i>Making friends</i>	√		
		x	<i>Interacting with Taiwanese colleagues #</i>	√		
5	Enjoyment at work	x	<i>My present relationship with my colleagues</i>	√		
5	Enjoyment at work	√	<i>I enjoy teaching English in Taiwan</i>	√	Enjoyment at work	7
		√	<i>I would recommend teaching English in Taiwan to a friend</i>	√		
		√	<i>Creating the right atmosphere in the classroom #</i>	x		
		√	<i>Dealing with the climate #</i>	x		

In comparing the responses of the Taiwanese and expatriate teachers, some items attracting the lowest and highest scores are very similar.

1. For intention to stay or continue with their teaching job in Taiwan, both expatriate and Taiwanese teachers reported 21.3 '*the working environment in Taiwan*' was the most discouraging factor for them to stay in Taiwan and continue the teaching job. Both expatriate and Taiwanese teachers also agreed with item 20.3 '*I would like to continue working in Taiwan*' the most. This result indicates that in general both expatriate and Taiwanese teachers are satisfied with the teaching job; however, the working environment does not seem to encourage expatriates to continue in their teaching jobs.
2. For interaction with Taiwanese and job satisfaction, both expatriate and Taiwanese teachers reported 18.14 '*My relationship with my students*' was the easiest item. This indicates that both sets of teachers do not consider that they have difficulties in their relationships with their students. However, for expatriate teachers, 18.3 '*the school's expected performance standards*' was reported as the most difficult item, which might indicate that they have more difficulty in meeting the school's expectations: a result which is not repeated for Taiwanese teachers. This might reflect cross-cultural school management issues which create difficulties for expatriate teachers to meet the school's expected performance standards.
3. For social life outside of work, both expatriate and Taiwanese teachers reported 17.15 '*socialising with Taiwanese outside of work*'

was the most difficult item. It was discussed in the previous section that this might be due to teachers in Taiwan having high social status. However, for expatriate teachers, language barriers also create challenges to socialising with Taiwanese outside of work.

4. For relationship with school management, expatriate teachers' results are contrary to those for Taiwanese teachers. For expatriate teachers, 18.8 '*the school management*' was reported as the most difficult item and 18.20 '*the physical conditions in the classroom*' was the easiest. In contrast to the expatriate teachers, Taiwanese teachers reported 18.21 '*the facilities for teachers in the school*' was the most difficult item and 18.6 '*my relationship with my boss*' was the easiest. It seems that expatriate teachers had more difficulties with school management than the facilities and physical conditions in the school.
5. For living conditions in Taiwan, both expatriate and Taiwanese teachers reported 17.7 '*healthcare facilities*' was easiest item. This indicates that both expatriate teachers and Taiwanese teachers are satisfied with the healthcare facilities in Taiwan. Expatriate teachers reported 17.14 '*relationship with my family outside of work*' was the most difficult item which is no doubt a reflection of the distance of Taiwan from their home countries and their close relatives.

To sum up, for general adjustment, expatriate teachers seem to have more difficulties in socialising with Taiwanese people outside of work and

maintaining their relationship with their family outside Taiwan. For work adjustment, they have the greatest difficulties with school management, the pressure from students' parents and the working environment in Taiwan. Although Taiwanese teachers also score high (reflecting difficulties) in socialising with (other) Taiwanese people outside of work and the working environment, considering the language barriers and the cultural differences in the working environment, it could be concluded that expatriate teachers are more likely to have difficulties in these aspects than in other areas of adjustment.

Chapter 6 Main Study – Analysis of covariance

In order to examine the variables that contribute to expatriate teachers' cross-cultural adjustment (CCA), a correlation analysis and two-way analysis of covariance (ANCOVA) were conducted using SPSS software. The purpose of the ANCOVA analysis was to refine a CCA model for expatriate teachers in Taiwan. This includes examining the relationships between expatriate teachers' anticipatory adjustment, in-country cross-cultural adjustment and intention to stay in Taiwan, in order to answer research question 2 and 3 (see section 1.6). This chapter will present the results of both analyses and will formulate a model of the CCA of expatriate English teachers in Taiwan.

6.1 Correlations between variables

The relationship between expatriate teachers' demographic background, general adjustment, working adjustment, job satisfaction and intention to stay in Taiwan was investigated through inspection of Pearson product-moment correlation coefficients. Two variables (gender and marital status) were excluded from the correlation analyses as they are categorical variables and so not suitable for correlations. These two variables were instead addressed through t-tests (see section 6.2).

Preliminary checks were made including normality, linearity and homoscedasticity to ensure that all the assumptions were met (Pallant, 2007). The results have shown that there was no strong correlation between the variables (see Table 6.1). There were only negative moderate correlations between expatriate teachers' intention to stay in Taiwan and their age, the total time they had spent living in Taiwan and their teaching experience. The results indicate that:

1. The older expatriate teachers have more intention to stay in Taiwan than the younger ones.
2. The longer expatriate teachers had spent living in Taiwan, the more intention they had to stay in Taiwan.
3. Expatriate teachers who had more years of teaching experience had more intention to stay in Taiwan.

There was also a moderate negative correlation between expatriate teachers' daily activities and social life outside of work and their Mandarin or Taiwanese language ability. This suggests that expatriate teachers who had better Mandarin or Taiwanese language ability had less difficulties in their daily activities and social life outside of work, which seems to be in line with expectations.

Table 6.1 Correlations

	1	5	9	10	11	12	13	14	WA1	WA2	GA3	WA4	WA5	WA6	GA7	WA8
1. Age	1															
5. Total time spent living in Taiwan	.664**	1														
9. How good is your Mandarin or Taiwanese?	0.182	.338**	1													
10. Countries visited	.308**	.206*	.303**	1												
11. At the moment I am teaching English in	.237*	.208*	0.13	.237*	1											
12. How many years teaching experience do you have?	.654**	.691**	.243**	.310**	0.115	1										
13. Which of the following qualifications do you possess?	.198*	.206*	.196*	0.131	0.112	0.128	1									
14. How much cross-cultural training have you received concerning Taiwanese/Chinese contacts?	.189*	0.139	0.172	0.167	.199*	.255**	0.083	1								
WA1 (Intention to stay)	.407**	.312**	0.15	0.011	0.114	.336**	0.014	0.09	1							
WA2 (Interaction with Taiwanese and job satisfaction)	0.17	.198*	0.01	0.12	0.096	0.13	0.09	0.112	.287**	1						
GA3 (Daily activities and social life outside of work)	0.01	.253**	.411**	0.12	0.03	.221*	0.12	0.04	0.19	.221*	1					
WA4 (Relationship with school management)	0.048	0.16	0.04	0.03	0.031	0.16	0.15	0.06	0.18	.444**	.410**	1				
WA5 (Enjoyment at work)	0.057	0.01	0.13	0.03	0.1	0.055	0.09	0.019	.353**	0.07	0.02	0.06	1			
WA6 (Living conditions in Taiwan)	0.007	0.03	0.027	.230*	0.048	0.043	0.057	0.142	0.02	.314**	.409**	0.166	0.04	1		
GA7 (Quality of life in Taiwan)	0.02	0.15	0.13	0.136	0.13	0.16	0.16	0.06	0.16	0.147	.532**	.267**	0.04	.283**	1	
WA8 (The pressure of teaching)	.229*	.276**	.248**	0.07	0.06	.313**	0.06	0.17	0.17	.236*	.300**	.272**	0.079	0.12	.256**	1

** Correlation is significant at the 0.01 level (two-tailed).

* Correlation is significant at the 0.05 level (two-tailed).

6.2 t-test of gender and marital status

An independent-samples t-test (N=114) was conducted in order to compare the CCA scores for males and females. There was no significant difference in the scores for males (N=75) and females (N=39) (see Table 6.2).

Table 6.2 t-test (Gender)

Factor	T	DF	Sig. (2-tailed)	MD	SD
WA1	1.298	102	.197	1.23154	0.94882
WA2	1.824	112	.071	1.59487	0.87424
GA3	1.408	111	.162	1.26577	0.89903
WA4	0.941	107	.349	0.67346	0.71562
WA5	.0131	104	.896	0.05263	0.40037
WA6	0.943	111	.348	0.53534	0.56748
GA7	0.483	111	.630	0.21310	0.44152

Another independent-samples t-test (N=113) was conducted in order to compare the CCA scores for single (N=78) and married (N=35) expatriates. There was only one significant difference between single (M=13.54, SD=4.90) and married (M=11.58, SD=3.75) expatriate teachers in the scores of their intention to stay (t=1.990, df=101, p=0.049<.050, see Table 5.3). The results indicated that single expatriate teachers had less intention to stay in Taiwan than married expatriate teachers. According to the questionnaire data, the frequency of question 3 (*marital status*) and question 4 (*Is your partner Taiwanese?*) shows that about 71.4 per cent of married expatriate teachers had a Taiwanese partner. Thus, it was not a surprising result that married expatriate teachers had more intention to stay in Taiwan than unmarried ones.

Table 6.3 t-test (Marital status)

Factor	T	DF	Sig. (2-tailed)	MD	SD
WA1	1.990	101	.049	1.96102	0.98545
WA2	1.816	111	.072	1.63370	0.89940
GA3	0.721	110	.472	0.66494	0.92174
WA4	0.146	106	.884	0.10731	0.73664
WA5	0.546	103	.587	0.23147	0.42427
WA6	0.037	110	.970	0.02187	0.58447
GA7	0.637	110	.526	0.29261	0.45969

Table 6.4 Group Statistics

	Q3_married	N	Mean	Std. Deviation	Std. Error Mean
WA1	Single	78	13.5417	4.89880	.57733
	Married	35	11.5806	3.74855	.67326

6.3 Analysis of covariance (ANCOVA)

Analysis of covariance (ANCOVA) was used to investigate the CCA model for expatriate English teachers in Taiwan. The intention was to establish the features of the model that best predicted teachers' CCA and their intentions to stay in Taiwan: addressing research questions 1 and 2. Two-way ANCOVA tests more than one independent, categorical variables (with two or more levels or conditions) with one dependent continuous variable, and one or more continuous covariates. Thus, two-way analysis of covariance (ANCOVA) was conducted to examine the relationship between expatriate teachers' antecedents and demographic characteristics, CCA and their intention to stay in Taiwan.

According to Pallant (2007), the assumptions of ANCOVA include:

1. Reliable measurement of the covariate: It was suggested

that reliability of all variables should be above 0.7. However, there were four variables for which the reliability was slightly lower than 0.7 (see Table 5.10).

2. Correlations between covariates: Correlations among covariates were checked and no strong correlations were found (see section 6.1)
3. Linearity of relationships between dependent variables and covariates and homogeneity of the regression slopes were checked according to Pallant's (2007) guidelines.

As all the assumptions of ANCOVA were adequately met, I proceeded with the analysis.

The independent variables (IV) were; expatriates' antecedents and demographic characteristics, including age, gender, marital status, nationality, total time spent living in Taiwan, language ability, cross-cultural training received, and previous cross-cultural experience. The dependent variables (DV) were the scores of eight factors (F1–F8) from the factor analysis (see Chapter 5) which indicated expatriate teachers' intention to stay in Taiwan (F1) and their CCA (F2–F8). Each dependent variable was tested separately by using two-way ANCOVA, a Bonferroni adjustment was used to set up an adjusted alpha level of 0.006 (Tabachnick and Fidell, 2007). The assumptions for two-way ANCOVA were met. The results of the analysis of covariance revealed the relationships between DV and IV as set out below:

Dependent Variable 1 (WA1): Intention to stay in Taiwan

Table 6.5 Two-way ANCOVA result for 'intention to stay in Taiwan (WA1)'

IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	175.368	1	175.368	11.884	.001	.198
Q5	16.311	1	16.311	1.105	.298	.023
Q9	10.195	1	10.195	0.691	.410	.014
Q10	90.537	1	90.537	6.135	.017	.113
Q14	2.217	1	2.217	0.150	.700	.003
Q12	7.804	1	7.804	0.529	.471	.011
Q2	48.194	1	48.194	3.266	.077	.064
Q3	55.826	1	55.826	3.783	.058	.073
Q11	117.965	5	23.593	1.599	.178	.143
Q13	49.171	4	12.293	0.833	.511	.065
Error	708.333	48	14.757			
Total	19242.000	101				
Corrected Total	2198.990	100				

a. R Squared = .678 (Adjusted R Squared = .329)

There was a significant effect of age on expatriate teachers' intention to stay in Taiwan ($F=11.884$, $P<0.006$). Figure 6.1 (below) shows that older expatriate teachers have more intention to stay in Taiwan than younger expatriate teachers. It also matches the results of the correlation test that age had medium correlation with expatriate teachers' intention to stay in Taiwan. Thus, in this study, age of expatriate teachers could be used to predict their intention to stay in Taiwan.

Although the result for the effect of previous cross-cultural experience on expatriate teachers' intention to stay in Taiwan was significant at $p<0.05$ ($F=6.135$, $P=0.017<0.05$), seeming to support the suggestion that

expatriate teachers who had worked or lived in three or more countries had less intention to stay in Taiwan, after applying the Bonferroni adjustment this proved not to be significant. According to the literature review (see Section 2.4.1), expatriates' previous cross-cultural experience could help to improve CCA. However, according to the interview data, a number of expatriate teachers in this study aim to travel around in different countries and work as an English teacher in order to earn money to support this. They had come to Taiwan in order to be able to travel around Asia and did not intend to stay permanently.

Figure 6.1 Bar graph of 'age' vs. 'intention to stay in Taiwan (WA1)'

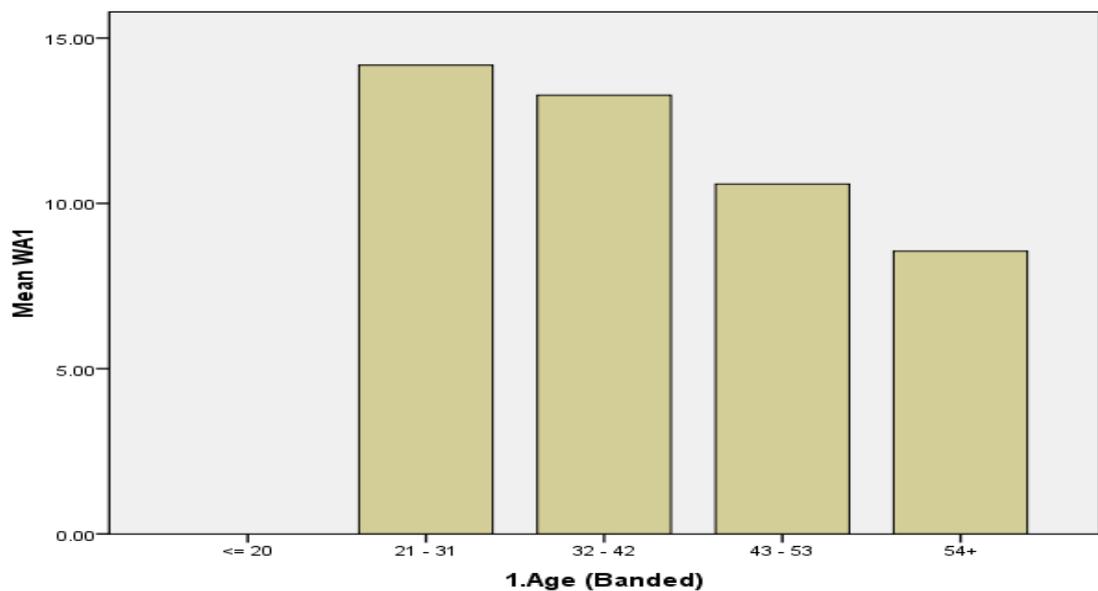
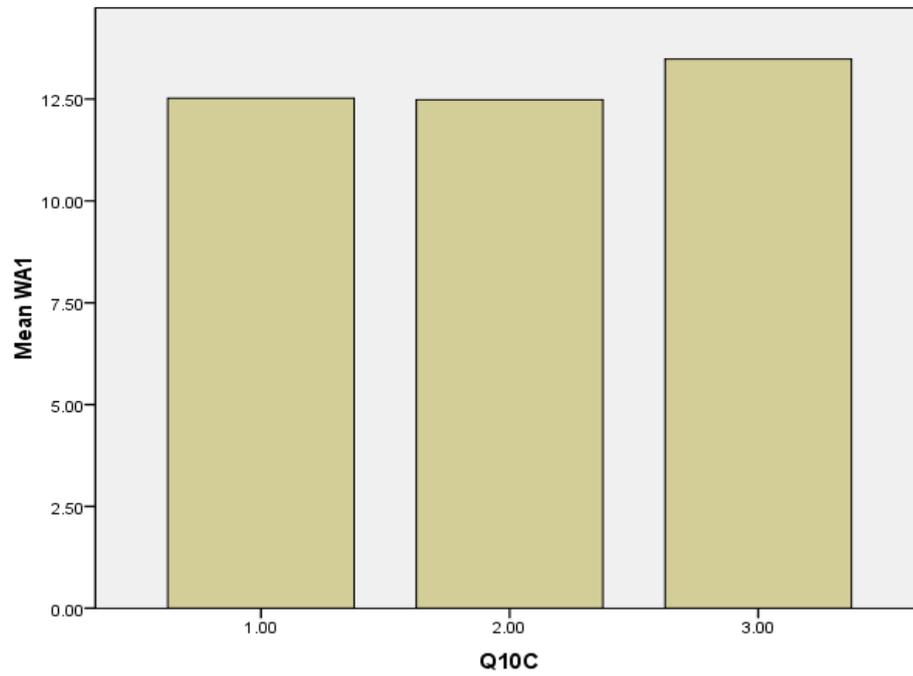


Figure 6.2 Bar graph of 'previous cross-cultural experience' vs. 'intention to stay in Taiwan (WA1)'



Dependent Variable 2 (WA2): Work adjustment: Interaction with Taiwanese and job satisfaction

Table 6.6 Two-way ANCOVA result for 'interaction with Taiwanese and job satisfaction (WA2)'

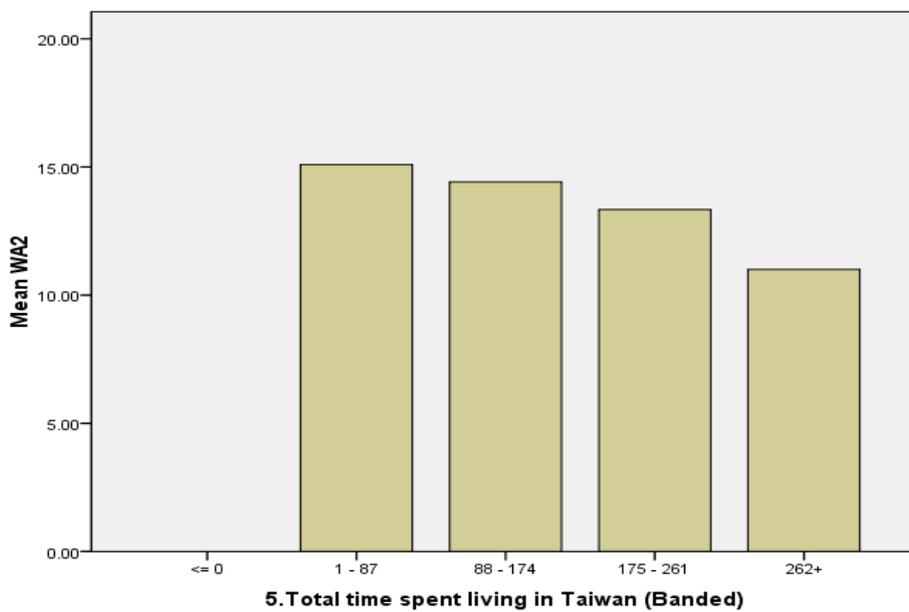
IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	0.477	1	0.477	0.029	.865	.001
Q5	91.761	1	91.761	5.576	.022	.091
Q9	14.090	1	14.090	0.856	.359	.015
Q10	20.335	1	20.335	1.236	.271	.022
Q14	0.774	1	0.774	0.047	.829	.001
Q12	7.409	1	7.409	0.450	.505	.008
Q2	4.543	1	4.543	0.276	.601	.005
Q3	38.517	1	38.517	2.341	.132	.040
Q11	56.632	5	11.326	0.688	.634	.058
Q13	70.020	4	17.505	1.064	.383	.071
Error	921.511	56	16.456			
Total	25821.000	109				
Corrected Total	2187.743	108				

a. R Squared = .579 (Adjusted R Squared = .188)

After applying the Bonferroni adjustment there was no significant effect for any of the independent variables on the expatriate teachers' *interaction with Taiwanese and job satisfaction*. Although the effect of the *total time expatriate teachers spent living in Taiwan* on their *interaction with the Taiwanese and job satisfaction* (see Figure 6.3) was not significant ($F=5.576$, $p=0.022<0.05$), the literature review suggested that the length of residence in the new culture has a positive effect on expatriates' CCA (see section 2.4.2). It takes time for expatriates to become familiar with the host culture and to learn how to interact with people in it. In the interview data,

participants also confirm that the teaching job in Taiwan was difficult for the first couple of months, but after a period of time they could work it out through the experience (see section 3.4.2.5, job satisfaction, Joshua). As the result would have been significant without the adjustment, and the interviews and the literature both suggest that it is likely to have an impact, this is a variable that may reward further investigation.

Figure 6.3 Bar graph of 'total time spent living in Taiwan' vs. 'Interaction with Taiwanese and job satisfaction (WA2)'



Dependent Variable 3 (GA3): General adjustment: Daily activities and social life outside of work

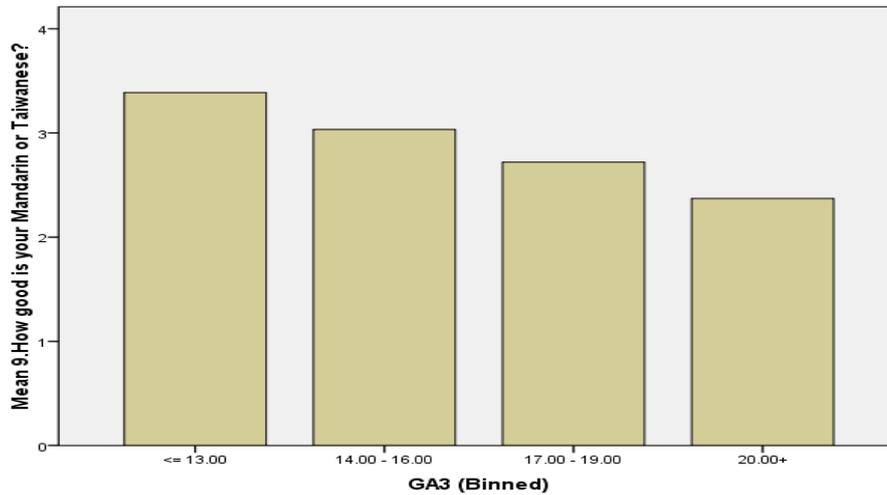
Table 6.7 Two-way ANCOVA result for 'daily activities and social life outside of work (GA3)'

IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	4.782	1	4.782	0.387	.537	.007
Q5	2.310	1	2.310	0.187	.667	.003
Q9	132.093	1	132.093	10.682	.002	.160
Q10	2.300	1	2.300	0.186	.668	.003
Q14	13.692	1	13.692	1.107	.297	.019
Q12	13.230	1	13.230	1.070	.305	.019
Q2	8.067	1	8.067	0.652	.423	.012
Q3	4.679	1	4.679	0.378	.541	.007
Q11	61.076	5	12.215	0.988	.433	.081
Q13	59.094	4	14.774	1.195	.323	.079
Error	692.490	56	12.366			
Total	31910.000	108				
Corrected Total	2176.074	107				

a. R Squared = .682 (Adjusted R Squared = .392)

Expatriate teachers' *Mandarin or Taiwanese language ability* had a significant effect on their general adjustment in *daily activities and social life outside of work* ($F=10.682$, $p=0.002<0.006$). Figure 6.4 shows that expatriate teachers who could speak better Mandarin or Taiwanese had better adjustment in *daily activities and social life outside of work*. As daily activities and social life rely heavily on communicating with people, it seems reasonable that their language ability has a significant effect on expatriates' social life and daily activities in the host country.

Figure 6.4 Bar graph of 'local language ability' vs. 'Daily activities and social life outside of work (GA3)'



Dependent Variable 4 (WA4): Work adjustment: Relationship with school management

Table 6.8 Two-way ANCOVA result for 'relationship with school management (WA4)'

IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	18.989	1	18.989	2.501	.120	.046
Q5	18.626	1	18.626	2.453	.123	.045
Q9	0.004	1	0.004	0.001	.982	.000
Q10	54.453	1	54.453	7.172	.010	.121
Q14	6.202	1	6.202	0.817	.370	.015
Q12	10.053	1	10.053	1.324	.255	.025
Q2	4.259	1	4.259	0.561	.457	.011
Q3	0.325	1	0.325	0.043	.837	.001
Q11	14.652	5	2.930	0.386	.856	.036
Q13	88.390	4	22.098	2.911	.030	.183
Error	394.789	52	7.592			
Total	24122.000	104				
Corrected Total	1318.154	103				

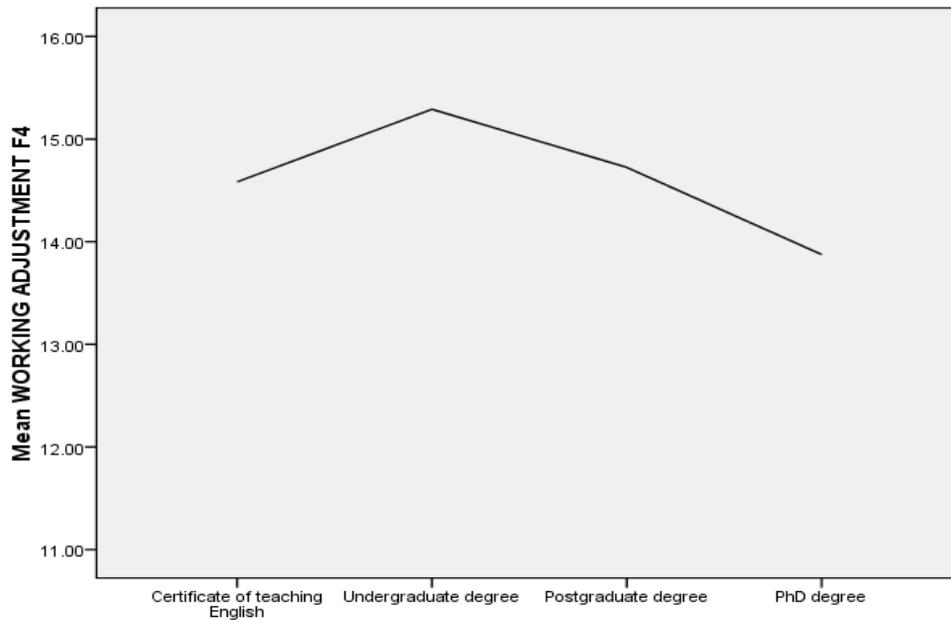
a. R Squared = .700 (Adjusted R Squared = .407)

1. The results show that there was a significant effect of expatriate teachers' previous cross-cultural experience (Q10) on working adjustment on their relationship with school management at $p < 0.05$ ($F = 7.172$, $P = 0.010 < 0.05$). This seems to support the literature review (see section 2.4.1), which suggests that previous cross-cultural experience could help expatriates to have better sociocultural adjustment. However, after applying the Bonferroni adjustment the effect found here proved not to be significant.

2. The results show that the qualifications that expatriate teachers possessed had a significant effect on their relationship with school management at $p < 0.05$ ($F = 2.911$, $P = 0.030 < 0.05$). Figure 6.5 demonstrates that expatriate teachers who possessed an undergraduate degree had more difficulties in their relationship with school management than expatriate teachers who possessed an additional qualification, such as a teaching certificate or PhD degree. However, after applying the Bonferroni adjustment this proved not to be significant. I was unable to find literature on expatriates' educational backgrounds, but the actual situation in Taiwan (see section 2.7), is that most schools require a college or university degree as a basic requirement. However, it would be an advantage for expatriate teachers to hold an English teaching certificate. The universities in Taiwan mostly prefer expatriate teachers who have a PhD degree in order to teach in academic lectures, or those who have a teaching certificate in order to teach English in the language centre. Thus, expatriate teachers who hold these two qualifications are more popular

than others. Therefore, the management of an institution that recruits these better qualified and more desirable expatriate teachers may have better policies concerning relations with the teaching staff generally. In other words, these teachers receive preferential treatment because they are more valued. This might indirectly affect the expatriate teachers' relationships with school management. Thus, this is a variable that may reward further investigation.

Figure 6.5 Line graph of 'qualification possess' vs. 'relationship with school management (WA4)'



Q13. Which of the following qualifications do you possess?

Dependent Variable 5: Work adjustment: Enjoyment at work

Table 6.9 Two-way ANCOVA result for 'enjoyment at work (WA5)'

IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	0.000	1	0.000	0.000	.994	.000
Q5	0.008	1	0.008	0.002	.962	.000
Q9	0.002	1	0.002	0.000	.982	.000
Q10	5.038	1	5.038	1.506	.225	.029
Q14	0.811	1	0.811	0.243	.624	.005
Q12	0.554	1	0.554	0.166	.686	.003
Q2	2.255	1	2.255	0.674	.416	.013
Q3	2.292	1	2.292	0.685	.412	.014
Q11	12.778	5	2.556	0.764	.580	.071
Q13	12.866	4	3.216	0.962	.437	.071
Error	167.240	50	3.345			
Total	642.000	103				
Corrected Total	399.631	102				

a. R Squared = .582 (Adjusted R Squared = .146)

According to the factor analysis (see Section 5.3.1), factor 5 (enjoyment at work) includes four items: *I enjoy teaching English in Taiwan*; *I would recommend teaching English in Taiwan to a friend*; *creating the right atmosphere in the classroom*; and *dealing with the climate* (see Section 5.3.1.4). However, there was no significant relationship between expatriate teachers' antecedents or demographic characteristics with their enjoyment at work.

Dependent Variable 6: General adjustment: Living conditions in Taiwan

Table 6.10 Two-way ANCOVA result for 'living conditions in Taiwan (GA6)'

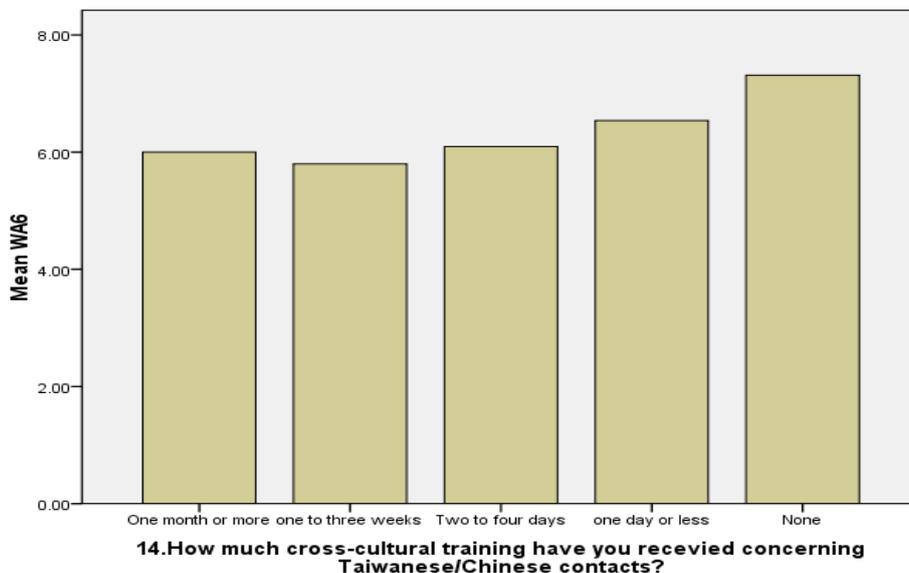
IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	3.002	1	3.002	0.393	.534	.007
Q5	0.339	1	0.339	0.044	.834	.001
Q9	7.855	1	7.855	1.027	.315	.018
Q10	29.102	1	29.102	3.806	.056	.065
Q14	51.771	1	51.771	6.770	.012	.110
Q12	8.944	1	8.944	1.170	.284	.021
Q2	0.256	1	0.256	0.033	.856	.001
Q3	1.641	1	1.641	0.215	.645	.004
Q11	16.153	5	3.231	0.422	.831	.037
Q13	41.536	4	10.384	1.358	.260	.090
Error	420.574	55	7.647			
Total	5403.000	108				
Corrected Total	852.991	107				

a. R Squared = .507 (Adjusted R Squared = .041)

There was a significant relationship between expatriate teachers' cross-cultural training and their general adjustment in *living conditions in Taiwan* at $p < 0.05$ ($F = 6.770$, $P = 0.012 < 0.05$). Figure 6.6 shows that the more cross-cultural training expatriate teachers received, the fewer difficulties they experienced in living conditions in Taiwan. The literature review (see section 2.4.1) also suggested that expatriate teachers' cross-cultural training had positive effects on their general adjustment in living conditions in Taiwan. However, after applying Bonferroni adjustment the relationship proved not to be significant.

In general, cross-cultural training includes how to cope with culture shock, the knowledge about Taiwan and the situation there, and what to expect on arrival. Studies also show that training could help expatriates in CCA. In this study, DV6 includes healthcare facilities, housing conditions, 'finding food that I enjoy' and relationships with family outside Taiwan, which are mostly topics included in cross-cultural training (see Section 5.3.1.4). It was expected that the cross-cultural training could have some effect on the adjustment to living conditions in Taiwan. Thus, this is a variable that may reward further investigation.

Figure 6.6 Bar graph of 'cross-cultural training' vs. 'living conditions in Taiwan (GA6)'



Dependent Variable 7: General adjustment: Quality of life in Taiwan

Table 6.11 Two-way ANCOVA result for 'quality of life in Taiwan (GA7)'

IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	0.288	1	0.288	0.075	.785	.001
Q5	0.099	1	0.099	0.026	.873	.000
Q9	10.318	1	10.318	2.706	.106	.047
Q10	23.906	1	23.906	6.269	.015	.102
Q14	0.110	1	0.110	0.029	.866	.001
Q12	1.704	1	1.704	0.447	.507	.008
Q2	3.991	1	3.991	1.047	.311	.019
Q3	5.003	1	5.003	1.312	.257	.023
Q11	4.575	5	0.915	0.240	.943	.021
Q13	21.986	4	5.497	1.441	.233	.095
Error	209.726	55	3.813			
Total	5685.000	108				
Corrected Total	518.250	107				

a. R Squared = .595 (Adjusted R Squared = .213)

There was no significant effect for any of the independent variables on general adjustment concerning quality of life in Taiwan. This was a surprising result as it might have been expected on the basis of the literature that the expatriates' previous cross-cultural experiences (Q10) would have helped them to have better general adjustment, or at least not to see negative relationships between these two variables (Q10 and GA7). Quality of life in Taiwan (GA7) includes three items: standard and quality of life; entertainment/recreation facilities and opportunities; and following rules and regulations outside of work (see Section 5.3.1.4). In the questionnaire, the participants were asked how many countries they had lived or worked in, however, they were not required to specify which

countries. It is possible that expatriate teachers had lived or worked in more than three countries but had never previously been to Asia. In this case, the differences between East and West might have had an effect on their adjustment to life in Taiwan. During the interviews, some expatriate teachers talked about some of the activities that they were not able to do in Taiwan, such as skiing or playing hockey, which they normally did in their own countries. Such factors might help to explain the lack of significant results for expatriate teachers' cross-cultural experience and the quality of life in Taiwan.

Dependent Variable 8: Work adjustment: The pressure of teaching

Table 6.12 Two-way ANCOVA result for 'the pressure of teaching (WA8)'

IV	SS	DF	MS	F	P	Partial Eta Squared
Q1	0.081	1	0.081	0.037	.848	.001
Q5	1.535	1	1.535	0.701	.406	.013
Q9	0.535	1	0.535	0.244	.623	.005
Q12	3.282	1	3.282	1.500	.226	.027
Q14	0.159	1	0.159	0.073	.789	.001
Q10	0.759	1	0.759	0.347	.558	.006
Q2	0.068	1	0.068	0.031	.860	.001
Q3	1.553	1	1.553	0.710	.403	.013
Q11	4.909	5	0.982	0.449	.812	.040
Q13	11.150	4	2.787	1.274	.292	.086
Error	118.159	54	2.188			
Total	2914.000	107				
Corrected Total	268.916	106				

a. R Squared = .561 (Adjusted R Squared = .137)

The pressure of teaching includes two items: pressure from my students' parents, and the activities of classroom teaching. However, there was no significant effect of expatriate teachers' antecedents or demographic characteristics on their working adjustment regarding the pressure of teaching.

6.4 Summary

The results of a two-way ANCOVA with Bonferroni adjustment show that only two independent variables (age and language ability) revealed significant effects on expatriate teachers' intention to stay in Taiwan and their CCA. To conclude, the results from the correlation test, the means and figures of both variables and the two-way ANCOVA, suggest that the expatriate teachers' age has a significant effect on their intention to stay in Taiwan. Older expatriates seem to have more intention to stay than the younger ones. Possible reasons for this will be discussed below. The results also suggest that expatriates' Taiwanese or Mandarin language abilities have significant effects on their daily activities and social life outside of work. The better the local language ability they have, the less difficulty they will have in the general adjustment of daily activities and social life outside of work.

It was expected that differences would emerge in relation to working adjustment between expatriates teaching in the public education institutions and private cram schools. However, this study found no

significant difference between these two groups, perhaps owing to the fact that many expatriate teachers teach in both public schools and private cram schools. Many public educational institutions employ expatriate teachers on a part-time (hourly) basis in order to save costs. Those expatriate teachers often boost their incomes by also working in private schools.

There are other independent variables which may be worth investigating further.

1. Expatriate teachers' previous cross-cultural experience might have an effect on their intention to stay in Taiwan. Expatriate teachers who have lived or worked in three or more countries seem to have less intention to stay in Taiwan.

2. The total time expatriate teachers have spent living in Taiwan might have an effect on their working adjustment regarding interaction with the Taiwanese and job satisfaction. Expatriate teachers who had spent a longer time living in Taiwan seemed to have less difficulty in interaction with the Taiwanese and have better job satisfaction.

3. The qualification that expatriate teachers possess might have an effect on their working adjustment regarding their relationship with school management. Expatriate teachers who only possessed an undergraduate degree seemed to have more difficulty in their relationship with school management than expatriate teachers who also possessed a teaching certificate or PhD degree.

4. Cross-cultural training received by expatriate teachers' might have an effect on their general adjustment to living conditions in Taiwan. Expatriate teachers who had more cross-cultural training seemed to have less difficulty in their general adjustment to the living conditions in Taiwan.

To sum up the results from the correlation, t-test and two-way ANCOVA, in general, expatriate teachers could be divided into two groups. One group is the teachers who are young, single and free. They come to Taiwan for the teaching job in order to get some work experience and travel around in Asia, and they just want to experience different lifestyles and spend a short time in another country. The other group is the older expatriate teachers who are generally more committed to the teaching job and to living in Taiwan. They might also have married a Taiwanese person and be willing to stay for a longer time.

In terms of expatriate teachers' CCA, general adjustment in their *daily activities and social life outside of work* seem to be affected significantly by their *local language ability*. Although some other variables do not have significant effects when a Bonferroni adjustment is applied, given support from the literature review and interview data, they are still worth investigating further. These are: the relationship between *cross-cultural training* and *living conditions in Taiwan*; the relationship between expatriate teachers' working adjustment and their *intention to stay in Taiwan*, *interaction with Taiwanese at work*, *job satisfaction* and *the total time they*

had spent living in Taiwan, their previous cross-cultural experience and their intention to stay in Taiwan, the qualification they possessed and their relationship with school management (see Table 6.13).

Table 6.13 Results of analysis of covariance

DV	DV sub-items	IVs may reward further investigation	Significant
Intention to stay in Taiwan	<i>The teaching job</i> <i>The working environment in Taiwan</i> <i>The future of my career</i> <i>Social life in Taiwan</i> <i>Salary</i> <i>I would like to continue working in Taiwan</i> <i>The present payment scale</i>	Age	Yes
		previous cross-cultural experience (countries have lived or worked in)	No
Interaction with Taiwanese and job satisfaction	<i>My relationship with my students</i> <i>Interacting with Taiwanese students in the classroom</i> <i>The school's expected performance standards</i> <i>The sense of achievement I gain from this job</i> <i>My specific job responsibilities</i> <i>Interacting with Taiwanese colleagues</i> <i>My job security</i>	the total time expatriate teachers spent living in Taiwan	No
Daily activities and social life outside of work	<i>Using the transport system</i> <i>Socialising with Taiwanese outside of work</i> <i>Finding my way around</i> <i>Having conversations with Taiwanese people on a day-to-day basis</i> <i>Interacting with expatriate colleagues</i> <i>Making friends</i> <i>Going shopping</i>	Mandarin or Taiwanese language ability	Yes
Relationship with school management	<i>The school management</i> <i>My present relationship with my boss</i> <i>Dealing with people in authority</i> <i>The facilities for teachers in the school</i> <i>The physical conditions in the classroom</i> <i>The job training I undertake (either in the workplace or on my own)</i>	qualifications expatriate teachers possessed	No
Living conditions in Taiwan	<i>Healthcare facilities</i> <i>Housing conditions</i> <i>Finding food that I enjoy</i> <i>How many more years do you intend to stay in Taiwan?</i> <i>Relationships with family outside Taiwan</i>	cross-cultural training	No

Chapter 7 Discussion and conclusions

In Chapters 5 and 6, factor analysis and two-way ANCOVA were used in order to investigate the relationship between expatriate English teachers' demographic backgrounds, their cross-cultural adjustment (CCA) and their intention to continue living and working in Taiwan. The research questions are revisited and answered in this chapter and the key findings are discussed. On the basis of the findings of this study and the literature reviews, a refined cross-cultural model for expatriate English teachers in Taiwan is proposed. Recommendations are made for expatriate teachers and for English language teaching institutions. Finally there is a discussion of the limitations of this study, and recommendations are made for further research.

7.1 Answers to the research questions

In the following section each research question will be addressed in turn in the light of the results of the analyses presented above.

Research question 1:

What factors contribute to expatriate teachers' CCA across three dimensions (adjustment to the general environment, social interaction with host country nationals and work environment) in Taiwan?

1. Adjustment to the general environment:

According to the results of the ANCOVA (see section 6.3, Dependent variable 3), it seems that the expatriate English teachers' Mandarin or Taiwanese language ability is the key factor for general adjustment in daily activities and social life outside of work. The expatriate teachers who had better Mandarin or Taiwanese language ability were better adjusted to their general daily activities and in their social life outside of work. Since daily activities must rely substantially on successful communication with local people (many of whom do not speak English), this result would seem to reflect what might be expected. Those expatriate teachers who could speak a local language reasonably well would probably face fewer communication problems when carrying out daily activities, such as shopping and using the transportation system.

Encouragingly for those providing cross-cultural adjustment training, the results of the ANCOVA also appear to suggest that such training contributed to their general adjustment to living conditions in Taiwan (which includes healthcare facilities, housing conditions, finding food that they enjoyed, and relationships with family outside Taiwan) (see section 5.3, dependent variable 6). However, this evidence cannot be considered conclusive, given that the differences are not significant when the Bonferroni adjustment is applied.

According to the teachers, the cross-cultural training offered usually includes general information about Taiwan and tips on how to cope with culture shock. It seems that expatriate teachers who had at least some cross-cultural training had better knowledge about Taiwan and were better prepared to cope with daily life. In short, it does seem, when the inconclusive ANCOVA finding is taken together with the interview data, that training can help expatriate teachers to have better general adjustment.

From these findings, it seems that expatriate teachers' Mandarin or Taiwanese language abilities, and their cross-cultural training may be the most important facilitative factors promoting their adjustment to the general (non-workplace) environment in Taiwan.

2. Adjustment to social interaction with host country nationals

For expatriate teachers' adjustment to interaction with the Taiwanese (social life outside of work, which includes socialising with Taiwanese outside of work, having conversations with Taiwanese people on a day-to-day basis, and making friends; see section 5.3.1.4 factor 3), the results of the ANCOVA show, unsurprisingly, that Mandarin or Taiwanese language ability again makes a significant contribution (see section 6.3, dependent variable 3). Again, as mentioned in '*adjustment to the general environment*', expatriates who were able to speak Mandarin or Taiwanese might have more interest in Taiwanese culture and put more effort into integrating into local society. The local language ability plus their interest in

socialising with Taiwanese people positively influenced their adjustment to interaction with the Taiwanese. The local Taiwanese, consequently, may have been much friendlier towards these expatriates.

Although the results of ANCOVA shows that the effect of the total time expatriate teachers had already spent living in Taiwan on interaction with Taiwanese (including their relationship with their students, interacting with Taiwanese students in the classroom and interacting with Taiwanese colleagues ; see section 5.3.1.4 factor 2) was not significant after apply Bonferroni adjustment. However, it shows that the total time expatriate teachers had spent living in Taiwan (Q5) is the best predictor ($p=0.02$) among all variables. Furthermore, considering the interview data, some expatriate mentioned they learned from experience and after a period of time, things get easier (see section 4.5.7). Both data have confirmed the finding from previous studies that the length of residence in the new culture has positive effects on expatriates' cross-cultural adjustment (see section 2.4.2). The difficulties in cross-cultural adjustment will decrease over time while expatriates observe and accommodate themselves to the host culture. In short, Mandarin or Taiwanese language ability and the total time spent living in Taiwan seem to be the key factors for expatriate teachers' adjustment to interaction with Taiwanese nationals.

For further research, as the total time expatriates spent living in Taiwan has contributed to their adjustment to social interaction with local people,

the time frame of expatriate teachers' interaction adjustment might be worth further investigation. The results would not only benefit expatriates who come to Taiwan but also the institutions which offer support to expatriate teachers to improve their job performance.

3. Adjustment to the working environment:

The results of the ANCOVA (see section 6.3, dependent variable 2) suggest that the total time expatriate teachers have spent living in Taiwan might make a contribution to their working adjustment and job satisfaction (which covers relationships with students, their school's expected performance standards, the sense of achievement the teachers gain from their jobs, specific work responsibilities and job security; see section 5.3.1.4 factor 2). The results (see section 6.3, dependent variable 4) also suggest that previous cross-cultural experiences and qualifications contribute to their working adjustment and their *relationship with school management* (these categories cover 'the school management', 'my present relationship with my boss', 'dealing with people in authority', 'the facilities for teachers in the school', the physical conditions in the classroom and 'the job training I undertake'; see section 5.3.1.4 factor 4). From these findings, it seems that the longer expatriate teachers spend living in Taiwan, the more cross-cultural experience they have and the higher the qualifications they possess, the better adjusted they are likely to be to their working environment.

To sum up, teachers are likely to be better adjusted to living and working in Taiwan if they have some knowledge of Taiwanese or Mandarin, experience of living in different cultures and training in cross-cultural issues. Those who have spent longer living in Taiwan itself are, not surprisingly, better adjusted to the lifestyle. However, cause and effect are difficult to disentangle: this finding may also reflect the fact that the better adjusted teachers are more likely to remain in the country for the longer term.

Research question 2:

What is the relationship between expatriate teachers' anticipatory adjustment, including previous cross-cultural experience, cross-cultural training and their intention to stay in Taiwan?

According to the results of the ANCOVA (see section 6.3, dependent variable 1), age has a significant effect on expatriate teachers' intention to stay in Taiwan. The analysis showed that the older expatriate teachers were more likely to intend to continue living and working in Taiwan than the younger ones. Age is closely related to a number of other factors that may contribute to this finding. As mentioned in section 6.3, before coming to Taiwan younger expatriate teachers might plan to stay in the country for just a short period of time. These teachers are young and single; they have usually just completed their education and are seeking experience of life in a different country. They are interested in gaining a variety of work

experience, or may simply want to earn money to support their travels around Asia. The older expatriate teachers generally seem to have a greater commitment to their jobs as teachers and to life in Taiwan. It is notable that some of these teachers were married to a Taiwanese partner. Furthermore, expatriate teachers' motivation and purpose might have positive effects on their cross-cultural adjustment. If expatriates only come to Taiwan to earn money, they might show less interest in the Taiwanese culture and the teaching job. The local Taiwanese might realise it and be less friendly to those expatriates who do not show interest in the local culture and society, which might indirectly influence their cross-cultural adjustment.

The results of the ANCOVA (see section 6.3, dependent variable 1) also showed that expatriate teachers' previous cross-cultural experiences might also have an effect on their intention to stay in Taiwan. The expatriate teachers who had been living and working in three or more different countries had less intention to stay in Taiwan. Again this suggests that many expatriate teachers are pursuing a variety of different life experiences and prefer to experience life in a variety of different countries rather than committing themselves to staying in Taiwan for the long term.

Research question 3:

What is the relationship between expatriate teachers' CCA and their intention to stay in Taiwan?

In the factor analysis (see section 5.3.1.4, factor 1), the item '*I would like to continue working in Taiwan*' loaded on the same factor as '*the teaching job*', '*the working environment in Taiwan*', '*the future of my career*', '*salary*' and '*the present payment scale*'. All five of these items are related to teaching and working conditions. It could be concluded that working adjustment makes the major contribution to expatriate teachers' intention to stay in Taiwan. Teachers who enjoy their jobs and feel well rewarded are more inclined to stay.

Another item which also loaded on the same factor as 'intention to stay in Taiwan' was 'social life in Taiwan', which is identified with *general adjustment*. It is notable that a number of other general adjustment items – '*healthcare facilities*', '*housing conditions*', '*finding food that I enjoy*', '*relationships with family outside of Taiwan*' – loaded on the same factor as '*how many more years do you intend to stay in Taiwan?*'. General adjustment is closely identified with the length of time that teachers intend to remain in the country.

In summary, working adjustment appears to play an important part in decisions about the *desirability* of staying in Taiwan while general adjustment plays a greater role in decisions about *how long* to remain.

To sum up, aspects of the expatriate teachers' demographic background were found to have an effect on their cross-cultural adjustment across all

three dimensions (adjustment to the general environment, adjustment to the working environment and interaction with host nationals). The results also show that expatriate teachers' demographic background had an effect on their intention to stay in Taiwan. As for the relationship between the expatriate teachers' cross-cultural adjustment and their intention to stay, it seems that while general adjustment might also have had a part to play, their jobs and their working adjustment were the key factors affecting this.

7.2 A CCA model for expatriate teachers in Taiwan

The purpose of drawing up a model of cross-cultural adjustment (CCA) is to provide institutions, teachers and researchers with a clear picture of factors which are likely to influence expatriate teachers' CCA and their intention to stay in Taiwan. To achieve this, the model should address as specifically as possible native English-speaking expatriates who come to Taiwan to work as English teachers.

The CCA model informing this study was based in large measure on Black, Mendenhall and Oddou's (1991) CCA model, but that model was originally devised with expatriate business managers rather than teachers in mind. Based on the findings of the research, the model can now be modified to address expatriate teachers according to three sources of evidence; the literature review, the questionnaire data and the interview data obtained in this study.

Based on these three sources, it is now possible to propose a new model that has been developed and refined specifically to address the situation of expatriates working as English teachers in Taiwan. This proposed CCA model is divided into two main phases: anticipatory adjustment and in-country adjustment which lead to expatriate English teachers' intention to stay in Taiwan (see Figure 7.1).

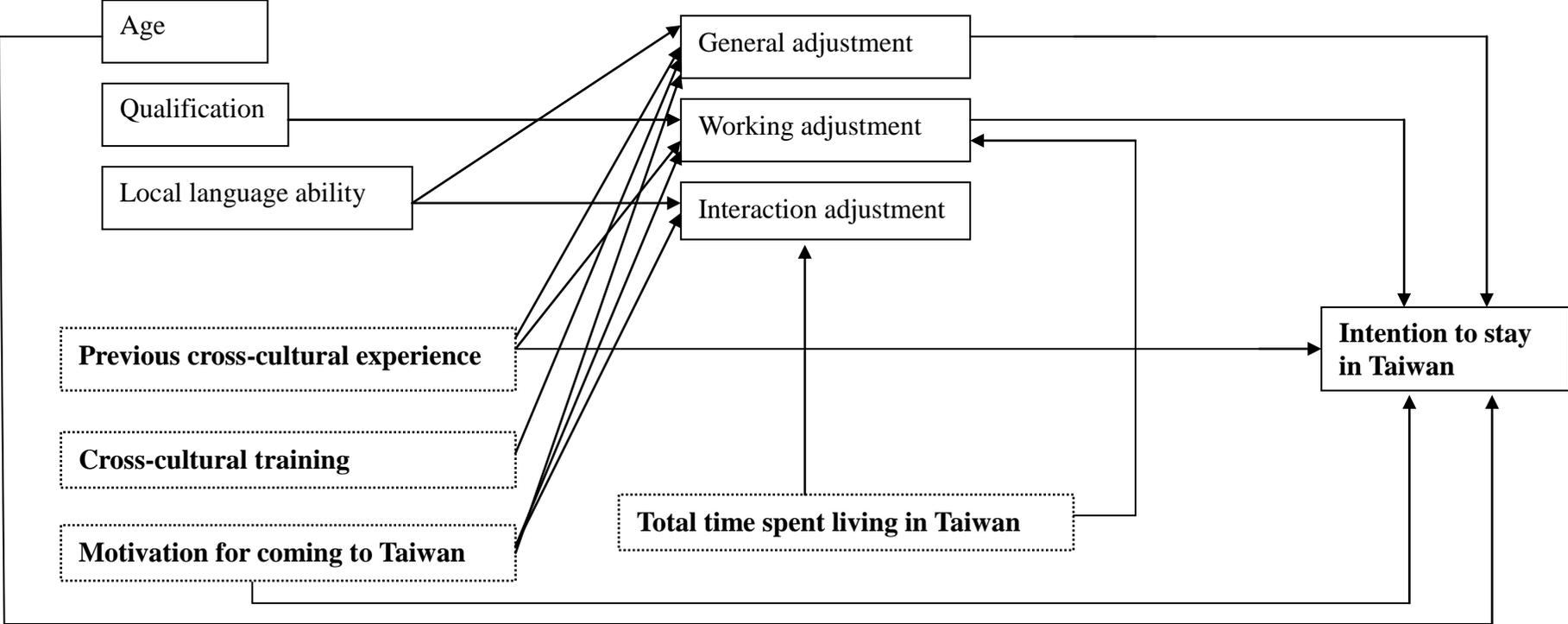
Figure 7.1 The cross-cultural adjustment model for expatriate English teachers in Taiwan

Anticipatory adjustment

In-country adjustment

Demographic background

Demographic background



7.2.1 Anticipatory adjustment

Anticipatory adjustment includes expatriates' demographic background, previous cross-cultural experience, cross-cultural training and motivation for, or purpose in coming to Taiwan. In Black, Mendenhall and Oddou's (1991) CCA model, anticipatory adjustment includes the individual and the organisation as two main elements. As theirs is a CCA model for business managers who are assigned to work overseas, it includes an element – organisation adjustment – which is relevant to business people, but does not apply to expatriate teachers working in Taiwan. Organisation adjustment has therefore been removed from the proposed model.

Demographic background

The demographic background features included in this model comprise age, qualifications and local language ability.

1. Age

According to the literature review (see section 2.4.1), although younger expatriates are normally better at social-cultural adjustment (as they are often more open to social contact with people in the host country), Parker and McEvoy (1993) also claim that older people have better job satisfaction than younger people (see section 2.4.1). The results of the ANCOVA analysis in this study (see section 6.3, dependent variable1) show that *age* has a significant positive effect on *intention to stay in Taiwan*. Furthermore, according to the interview data (see section 4.5.2), numbers of young expatriate teachers state that their purpose in coming

and teaching in Taiwan is to experience a different lifestyle, gain work experience and travel around Asia: they simply do not have any intention of staying permanently. The results of the questionnaire data also show that 71.4 per cent of married expatriate teachers have a Taiwanese partner (see section 5.1.1) which may be the reason why they stay longer and have more commitment to their teaching job. Furthermore, as mentioned in section 7.1, the purposes and motivations in coming to Taiwan might indirectly influence their attitude towards Taiwanese culture and local people. Expatriate teachers who plan to stay longer or are willing to commit more in the teaching job and stay in Taiwan may have more intention to integrate into the Taiwanese society. The local Taiwanese people, especially being a collectivist society, are more sensitive in interactions and relationships with each other and will notice whether the expatriates are interested in the local culture or people. They might be friendlier to those who have put more effort into understanding the local culture and communicating with local people. Thus, for the younger expatriates, working and living in Taiwan might just one of the stops on their whole Asian journey. Compared with those expatriate teachers who had married a Taiwanese person and had family in Taiwan, or those who focus on the teaching job, these younger expatriates had less commitment and intention to stay in Taiwan or integrate into the local society. Thus, *age* is considered as an important factor in expatriate teachers' cross-cultural adjustment and their intention to stay in Taiwan. In contrast to the Black, Mendenhall and Oddou's model, however, older age is a facilitating factor.

For further study, the connections between expatriate teachers' intention to integrate into the local society, their cross-cultural adjustment and their intention to stay and work in Taiwan might be worth exploring further as this study has shown some likely connections between these variables.

2. Qualifications

Although the results of the ANCOVA analysis show no significant effects for expatriate teachers' qualifications on their working adjustment in their *relationship with school management* (when applying the Bonferroni adjustment), the questionnaire data (see Figure 6.6 and Table 6.8 in section 6.3) show that expatriate teachers who have an undergraduate degree have more difficulties in their *relationship with school management* than expatriate teachers who hold other qualifications. According to the literature review (see section 2.7), an undergraduate or college degree is the basic requirement for working as an English teacher in Taiwan, but if expatriate teachers additionally have an English teaching certificate (e.g. Teaching English as a Foreign Language, Teaching English to Speakers of Other Languages, and Certificate in English Language Teaching to Adults) or a postgraduate degree this will be an advantage when they are looking for a teaching job in Taiwan. Thus, the qualification expatriate teachers possess might have an indirect effect on their relationship with the school management. Those expatriate teachers who have better qualifications are better valued and may be treated more favourably by employers because it is difficult to find enough well-qualified native English-speaking

teachers. As mentioned in the literature review (see section 2.7), the market for language cram schools is very competitive in Taiwan and, because of the high turnover rate of expatriate teachers, most cram schools try to retain well-qualified native English teachers in order to attract students. Therefore, in spite of the non-significant results from the questionnaire, the *qualifications expatriate teachers possess* is nonetheless included in the model as one of the factors contributing to working adjustment through the *relationship with school management*.

3. Local language ability

Previous studies (Church, 1982; Ward and Kennedy, 1993; Masgoret, 2006) show that *language proficiency* has positive effects on daily tasks and intercultural interactions (see section 2.4.1). In this study, the ANCOVA analysis (see section 6.3, dependent variable 3) suggests that expatriate teachers' *Mandarin or Taiwanese language ability* has significant effects on their *daily activities and social life outside work*. In the interview data expatriate teachers also indicated that language barriers can create difficulties of communication with the Taiwanese and affect social life outside work (see section 4.5.6). It is clear that expatriate teachers who can speak better Mandarin or Taiwanese have fewer difficulties in their *daily activities and social life outside work*.

As mentioned in section 2.4.1, previous studies have also shown that a language barrier may create greater social isolation, homesickness and

lack of confidence (Church, 1982; Selmer, 2006) and that effective communication with people in the host country is relevant to the performance of daily tasks and intercultural interactions (Church, 1982; Ward and Kennedy, 1993; Masgoret, 2006). Furthermore, the ability to speak Mandarin or Taiwanese might be an indication of an interest in the local culture which might give local people the feeling that an expatriate is willing to make an effort to integrate into Taiwanese society. Although in Taiwanese culture people are generally well disposed towards foreigners, overcoming language barriers and showing an interest in Taiwanese culture would seem likely to foster better relations. Language is also a key to building networks with local people and no doubt leads to deeper friendships. These could reduce the difficulties of cross-cultural adjustment, especially in the area of general adjustment, and could benefit the expatriate teacher's social life outside of work.

Previous cross-cultural experience

Previous cross-cultural experience is a factor in Black, Mendenhall and Oddou's (1991) CCA model for anticipatory adjustment (see section 2.3.2). It is believed that expatriates who have more previous cross-cultural experience have more accurate expectations and this will reduce their levels of culture shock (Black et al., 1991). In this study, the results of the ANCOVA analysis show no significant effects for expatriate teachers' *previous cross-cultural experience* on their CCA and *intention to stay in Taiwan* (see section 6.3). However, in the interview data the participants

frequently do claim that their previous cross-cultural experience has helped them in the cross-cultural adjustment process (see section 4.5.3): a finding that is supported by the literature (Church, 1982; Parker and McEvoy, 1993; Winkelman, 1994; Masgoret, 2006). Figure 6.2 (see section 6.3) shows, however, that expatriate teachers who have been living or working in more than three different countries have less intention to stay in Taiwan. The reason might be that large numbers of expatriate teachers only come to Taiwan as a stop on their journey through Asia or to gain some different life experiences. They only work as an English teacher in order to support themselves and have no intention of staying permanently. Thus, for expatriate teachers working in Taiwan, *previous cross-cultural experience* could be a factor in predicting both their cross-cultural adjustment (positive influence) and intention to stay in Taiwan (negative influence).

Cross-cultural training

The result of the ANCOVA analysis (see section 6.3) in this study shows that (when a Bonferroni adjustment is applied) cross-cultural training has no significant effect on expatriate teachers' cross-cultural adjustment. Cross-cultural training normally involves general knowledge of the host country, communication skills with people in the host countries and coping with culture shock. It is believed that cross-cultural training could help expatriates to make better cross-cultural adjustment, improve their ability to deal with difficult situations overseas and experience less cultural shock

(see section 2.4.1). Figure 6.7 (see section 6.3) also shows that expatriate teachers who have no cross-cultural training score much higher when rating their general adjustment to *living conditions in Taiwan* (note that here higher ratings are indicative of greater difficulties). This indicates that those expatriate teachers who received cross-cultural training before or after their arrival in Taiwan had fewer difficulties in general adjustment to *living conditions in Taiwan* than expatriate teachers who had not received such training.

Figure 6.7 also shows that the amount of training makes a difference: the more cross-cultural training expatriate teachers received, the fewer difficulties they had in adjusting to *living conditions in Taiwan*. The interview data has also confirmed that expatriate teachers' knowledge of the host country could reduce their culture shock and help them to have more accurate expectations before their arrival (see section 4.5.3). In this study, both qualitative and quantitative data have shown the positive relationship between cross-cultural training and cross-cultural adjustment. Thus, cross-cultural training is considered to be another important factor contributing to expatriate teachers' cross-cultural adjustment in Taiwan. For cross-cultural trainers, it is crucial to provide the knowledge of local culture and living conditions, such as housing conditions, healthcare facilities, and communication skills, especially for expatriates' general adjustment. However, in this study, connections between the details of the content of the cross-cultural training and cross-cultural adjustment were

not investigated. Research on the relationship between cross-cultural training and expatriates' cross-cultural adjustment seems to be an area which has not been explored in Taiwan. Hence, it might be worth investigating further what knowledge should be involved in the cross-cultural training that could benefit expatriates in Taiwan the most for their cross-cultural adjustment.

Motivation for or purpose in coming to Taiwan

Chu (2008) found that the motivations or purposes for coming to Taiwan for expatriate teachers were (1) learning Mandarin, travelling and experiencing different lifestyles, or (2) having a Taiwanese partner. He also suggested three motivations for expatriate teachers to stay in Taiwan. One motivation is that of the group with Taiwanese partners, who intend to stay permanently. Another group are those motivated to come to Taiwan to travel or to learn Mandarin and only plan to stay for a short period of time. A third group are those who like Taiwanese culture, enjoy teaching and life in Taiwan, and as yet have no clear plan concerning how long they are going to stay.

With regard to the interview data (see section 4.5.2), in terms of their purpose in coming to Taiwan, I also found that the expatriate teacher interviewees could be divided into three main groups, but the categories were somewhat different. One group, which I will term 'travellers', consisted of expatriate teachers who come to Taiwan to learn Mandarin, to

experience Chinese or Asian cultures and lifestyles, to travel around in Asia or get a variety of work experience. These expatriate teachers had certain goals to accomplish in Taiwan in the short term and initially planned to stay for up to three years. They did not have any intention of staying permanently. This group closely corresponds to Chu's (2008) first group. The second group, which I term 'career teachers', came to Taiwan simply to take up a teaching job. This latter group had greater commitment than the travellers to living and working in Taiwan. A third, smaller group, the 'spouses' is made up of expatriate teachers who have married Taiwanese locals and intend to stay in Taiwan permanently. The third group here parallels Chu's (2008) second group, but the career teacher category is one that was not found by Chu. According to the questionnaire data, 71.4 per cent of the married expatriate teachers had Taiwanese partners. These expatriate teachers had family in Taiwan and may therefore have had firmer intentions to remain.

Teachers' motivations or purposes for coming to Taiwan are considered to be another important factor in predicting their intention to stay in Taiwan. Furthermore, as mentioned above (see 1. Age, above), it appears that expatriate teachers' motivation for or purpose in coming to Taiwan not only influences their intention to stay in Taiwan but also their intention to integrate into the local Taiwanese society. Therefore, expatriate teachers' motivation for or purpose in coming to Taiwan might indirectly influence their cross-cultural adjustment, which includes the three dimensions of

general adjustment, working adjustment and interaction adjustment.

7.2.2 In-country adjustment

In the proposed CCA model, in-country adjustment is comprised of two parts: the degree of adjustment and the total time expatriates spend living in Taiwan. As in Black, Mendenhall and Oddou's (1991) CCA model, the degree of adjustment includes working adjustment, general adjustment and interaction adjustment. As regards *the total time expatriate teachers spent living in Taiwan*, after applying the Bonferroni adjustment, the result of the ANCOVA analysis shows that it has no significant effect on *job satisfaction* (see section 6.3). However, this is contradicted in the literature review (see section 2.4.2): some studies (Lysgaard, 1955; Ward and Kennedy, 1999) suggest that social-cultural adjustment problems may decrease significantly over time. The interview data (see section 4.5.7) also confirm that some expatriate teachers find the teaching job difficult to start with, but after a period of time they learn from experience. Given the literature review and interview data, and notwithstanding the questionnaire finding, *the total time expatriate teachers spend living in Taiwan* would seem to be the best predictor to *job satisfaction* ($F=5.576$, $p=0.022<0.05$, see section 6.3, dependent variable 2). As mentioned above, the qualifications expatriate teachers possess are likely to be a factor in their *relationship with school management*. Thus, *job satisfaction* and *relationship with school management* are suggested as two factors contributing to working adjustment. As mentioned above (see section 7.2.2) the total time spent living in Taiwan appears to have a certain level of

effect both on interaction with the Taiwanese and job satisfaction. Thus, it is included as a feature of in-country adjustment in the proposed CCA model.

Cross-cultural adjustment is a very complex subject and it involves issues of psychological well-being. It is therefore difficult to measure and examine, covering all relevant components. Furthermore, as this study was the first empirical study to investigate expatriate teachers' cross-cultural adjustment processes in Taiwan, it has been challenging to create a fundamental cross-cultural adjustment model. Clearly further research is needed to examine this model further as not all of the elements are supported by all the sources of data included in the study. However, on the basis of the available data, this is suggested as a helpful refinement of the CCA model for English-speaking expatriate teachers in Taiwan,

7.3 Key findings and contributions of this study

1. Develop a model of the process of English–Chinese cross-cultural adjustment in the specific context of foreign EFL teachers teaching English to local students in Taiwan:

In this study, a cross-cultural adjustment model for native English-speaking expatriates who come to Taiwan and work as English teachers has been established. Key factors influencing expatriate teachers' cross-cultural adjustment and their intention to stay in Taiwan have been identified

through the literature review and using a combination of qualitative and quantitative research methods.

The proposed CCA model makes a theoretical contribution to the field of cross-cultural studies as no CCA model related to language teaching and Taiwanese contexts has previously been proposed. Most of the previous studies have been focused on business contexts, reflecting China's emerging role as one of the biggest markets in the world. In the light of the increasing trade between China and other countries, many cross-cultural studies have been undertaken and CCA models have been developed and researched in business contexts. Reflecting the number of Chinese students who now travel overseas to learn English and to study at universities, there is a large and rapidly growing research literature on overseas students who study abroad, but there are still very few studies concerning EFL teaching or focussing on expatriate *teachers'* cross-cultural adjustment. Thus, the CCA model developed in this study has filled a gap in cross-cultural studies in the Chinese/Taiwanese EFL context.

2. Reveal the specific factors of this cross-cultural adjustment process in Taiwan for the first time, as distinct from previous mainland Chinese (East–West) cross-cultural adjustment studies:

As mentioned above, cross-cultural issues between China and Western countries have caught researchers' attention, but there are very few studies with a specific focus on specifically *Taiwanese–Westerner* cross-

cultural contexts. This study has reviewed the issues involved in Westerner–Taiwanese cross-cultural adjustment and identified specific factors affecting the cross-cultural adjustment processes of native English speakers from Western countries and their intention to stay in Taiwan. Thus, this study not only contributes to Western–Taiwanese cross-cultural studies on a theoretical level, but also makes a practical contribution to educational institutions that employ native English-speaking expatriates as teachers in Taiwan.

3. Examine the relationship that exists between EFL teachers' cross-cultural adjustment across three dimensions (adaptation to the general environment, social interaction with host country nationals and adjustment to the work environment) and their intention to stay in Taiwan:

The relationship between expatriate teachers' cross-cultural adjustment across the three dimensions and their *intention to stay in Taiwan* has been examined in this study. For working adjustment, the key factors include *job satisfaction* and *relationship with school management*. General adjustment includes *daily activities and living conditions in Taiwan*. Interaction adjustment includes *interaction with Taiwanese* and *social life outside work* (see section 7.2.2 and Figure 7.1).

It appears that work adjustment is the crucial factor in expatriate teachers' *intention to stay in Taiwan*. Frustration with the job and conflicts between school management and expatriate teachers may affect expatriate

teachers' *intention to stay in Taiwan* and they may decide to leave early. Furthermore, unexpectedly, apart from cross-cultural adjustment across three dimensions, expatriate teachers' *age*, *previous cross-cultural adjustment* and their *motivation for and purpose in coming to Taiwan* are also factors which affect their *intention to stay in Taiwan*. In terms of all the factors behind expatriate teachers' *intention to stay in Taiwan*, the most important are their *motivation for and purpose in coming to Taiwan* and the teaching job.

4. Add value to previous studies through a tightly focused and fully empirically validated study of EFL teachers in Taiwan from a specific Western–Taiwanese cross-cultural viewpoint, as compared with the viewpoint of English–mainland Chinese cross-cultural adaptation:

As mentioned above, English–Chinese cross-cultural studies in mainland China are well-documented, but there are only a very few studies in Taiwan. Although Taiwanese culture is rooted in Chinese culture and is also deeply influenced by Confucian thought, Taiwanese culture has always been in some respects distinct. Furthermore, particularly because of divisions and political differences in recent history, Taiwanese culture has diverged further from that of the mainland (see section 2.9). Thus, the cross-cultural adjustments involved for expatriate teachers in the two societies might be different in important ways. This study has provided a specific English–Taiwanese cross-cultural study which contributes both theoretically and empirically to cross-cultural studies and to the EFL

teaching field.

7.4 Recommendations for expatriate teachers and language schools in Taiwan

7.4.1 Recommendations for expatriate teachers

It is recommended that expatriate teachers should have some cross-cultural training before they travel to Taiwan. If this is not possible, some general knowledge about living and working in Taiwan is strongly recommended. As this study and the wider literature review have shown, cross-cultural training could help to promote expatriates' cross-cultural adjustment.

When expatriate teachers receive cross-cultural training before (or shortly after) their arrival in Taiwan, they should have fewer difficulties during the cross-cultural adjustment process and they should have more accurate expectations of life in the country. Many expatriate teachers experience culture shock on arrival in Taiwan as it is very different from what they expected. Thus, general knowledge about living and working in Taiwan is important and more accurate expectations could help reduce the levels of culture shock and the difficulties experienced in adjusting to the host culture.

It is recommended also that expatriate teachers should acquire some

basic Mandarin or Taiwanese language skills. The study has shown that better Mandarin or Taiwanese language skills help expatriate teachers in their daily activities and in their social life outside work. Expatriate teachers who do not speak any local language may experience more difficulties in their daily activities and social interaction with the Taiwanese.

For prospective expatriate teachers who hold just an undergraduate or college degree, obtaining an English teaching certificate (e.g. Teaching English as a Foreign Language, Teaching English to Speakers of Other Languages, and Certificate in English Language Teaching to Adults) before travelling to Taiwan is likely to prove beneficial when they are looking for a teaching job. The study revealed that expatriate teachers with just an undergraduate degree had more difficulties in their relationships with the school management than did those with further qualifications. Having a teaching certificate or other higher educational qualification may prove to be an advantage in dealing with school management, if only because the management is likely to be that much keener to retain the services of better qualified instructors.

7.4.2 Recommendations for English language institutions

1. It is recommended that English language teaching institutions should offer cross-cultural training to expatriate teachers, especially those newly arrived in Taiwan. Both the literature review and the results of this study show that cross-cultural training has positive effects on cross-cultural adjustment, especially adjustment to living conditions. The cross-cultural

training which the institutions offer should include general information on living and working in Taiwan, information about Taiwanese culture, information about the differences in education systems and in teaching and learning methods between the West and Taiwan, advice on coping with culture shock, and perhaps even some lessons in basic Mandarin or Taiwanese and communication skills. As Taiwanese culture is quite different from Western culture, cross-cultural training for expatriate teachers, especially for those who have never been to Asian countries, should be of great help, supporting their ability to cope both physically and psychologically with life in Taiwan.

2. When recruiting expatriate teachers, institutions that are interested in retaining teachers for the longer term should generally avoid the 'travellers': those who seem to be in the course of an Asian journey. The results of this study show that expatriate teachers who have lived and worked in more than three countries generally have less intention to stay in Taiwan. It was found in this study that some expatriate teachers aim to travel around Asia and just work as an English teacher in the short term to earn enough money to support themselves while travelling. They do not have any intention of staying for very long, and this may explain why some institutions experience such a high turnover rate. It is also recommended that institutions should employ expatriate teachers who possess an English teaching certificate or postgraduate degree, as the study has found that expatriate teachers equipped only with undergraduate degrees

had greater difficulties in their relationships with school management than did those with further qualifications.

Regarding the expatriate teachers' ages, this study has found that older expatriate teachers generally have more intention to stay in Taiwan than younger ones. Thus, it is suggested that institutions might take age into consideration when recruiting expatriate teachers.

7.5 Limitations of this study and recommendations for further research

Inevitably, as with any other research, this study has a number of limitations.

1. According to the Council of Labour Affairs in Taiwan (2007), there were 2,209 expatriate teachers working in public schools and 5,991 expatriate teachers working in cram schools in Taiwan in November 2007. In this study, 114 questionnaires were collected from expatriate teachers working in various educational institutions. However, expatriate teachers working in cram schools were more difficult to contact than those in public schools and this may have distorted the results as a representation of the general situation.

It proved difficult to gain access to institutions which employ expatriate English teachers, especially in the private sector (cram schools). As this is

a very competitive market in Taiwan and most schools have difficulty in recruiting enough qualified expatriate teachers, for reasons of confidentiality most such institutions did not allow me to contact their expatriate teachers. Although I collected data over a period of almost a year and although every effort was made to gain access to as many cram schools as possible, there was still not as much data from these sources as had been intended. For further research, a more extensive sample survey is recommended in order to obtain more comprehensive data and to achieve more representative results.

2. When interview data were collected, the expatriate teachers appeared to try to avoid very sensitive topics, such as problems they might have experienced with school management. Although confidentiality was assured, some interviewees appeared very reluctant to broach such issues. As the cross-cultural adjustment process can also involve strong emotions, some kinds of data concerning the process may be inaccessible. Given my position as a Taiwanese interviewer, discussing the interviewee's (possibly negative) reactions towards Taiwanese culture and people may have inhibited the teachers' responses, even though steps were taken to build up a relationship of trust.

For further studies, an ethnological study by a teaching 'insider' might be a helpful way to overcome this trust problem. Furthermore, more longitudinal studies tracking the cross-cultural adjustment process among groups of

expatriate teachers who come to Taiwan, exploring critical events that encourage expatriate teachers to stay or leave Taiwan are also recommended. This might reveal the mechanisms that encourage teachers to make decisions or change plans about their futures.

3. A large number of participants in this study had been in Taiwan for more than six months when data were collected. It proved difficult to gain access to expatriate teachers who had just arrived in Taiwan or who had been there for a period of less than six months. According to the literature review, the first half-year is the most important time for the cross-cultural adjustment process. Thus, for further research, it is recommended to obtain more responses from expatriate teachers who have just arrived in Taiwan or who have been there for less than six months.

4. Although few of the results from the ANCOVA were significant once the Bonferroni adjustment was applied, there are reasons to continue to consider some of the variables that were not found to be statistically significant here in future research. First, the sample for this study was relatively small, making significant results less likely. Second, the interview data and the literature review suggested that some of the variables might have been more important to teachers than was apparent from the non-significant questionnaire results.

7.6 Conclusion

Cross-cultural adjustment demands strenuous effort, and competence in coping with cross-cultural situations is crucial when people work in unfamiliar surroundings. This study has suggested implications for expatriate English teachers' cross-cultural adjustment and for school managers in Taiwan. In order to reduce the high turnover rate of expatriate teachers and to help schools to retain good quality expatriate teachers, language education institutions should not only select expatriate teachers carefully but also offer more support to help them to overcome any difficulties they experience during the cross-cultural adjustment process.

Expatriate teachers should be well prepared before departure, in terms of language ability and general knowledge of the host country, to reduce their culture shock on arrival. For in-country adjustment, such preparation is also of great help in overcoming difficulties in the cross-cultural adjustment process and should help to reduce the levels of stress experienced in the new environment.

For expatriate teachers' cross-cultural adjustment in Taiwan, the key factors would appear, on this evidence, to be their local language ability and previous cross-cultural experience. For expatriate teachers' intention to stay in Taiwan, their purpose and motivation for coming to Taiwan and their age are the strongest predictors found in this study.

References

- Ady, J.C. (1995) Toward a differential demand model of sojourner adjustment. In: Wiseman, R.L. (ed.) *Intercultural Communication Theory*. London: Sage,, pp. 92-114.
- Alder, P.S. (1975) The transitional experience: An alternative view of culture shock. *Journal of Humanistic Psychology*, 15(4), 13-23.
- Ali, A.J., Lee, M., Hsieh, Y.C. and Krishnan, K. (2005) Individualism and collectivism in Taiwan. *Cross Cultural Management*, 12 (4), 3-41.
- Aycan, Z. (1997) Expatriate adjustment as a multifaceted phenomenon: Individual and organizational level predictors. *International Journal of Human Resource Management*, 8(4), 434-465.
- Azevedo, A., Drost, E. A., and Mullen, M.R. (2002) Individualism and collectivism: Toward a strategy for testing measurement equivalence across culturally diverse groups. *Cross Cultural Management*, 9(1), 19-29.
- Ball, R. (2001) Individualism, collectivism, and economic development. *Annals of the American Academy of Political and Social Science*, 573(1), 57-84.
- Becker, T. (1968) Patterns of attitudinal changes among foreign students. *American Journal of Sociology*, 73(4), 431-442.
- Begley, T.M., Lee, C., Fang, Y., and Li, J. (2002) Power distance as a moderator of the relationship between justice and employee outcomes in a sample of Chinese employees. *Journal of Managerial Psychology*, 17(8), 692-711.

- Berry, J.W. (1997) Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46 (1), 5-68.
- Berry, J.W., Kim, U., and Boski, P. (1988) Psychological acculturation of immigrants. In Kim, Y.Y. and Gudykunst, W.B. (Eds) Cross-cultural adaptation: Current approaches. *International and intercultural communication annual*, vol. 11, p.62-89. Newbury Park, CA:Sage.
- Bhaskar-Shrinivas, P., Harrison, D.A., Shaffer, M.A. and Luk, D.M. (2005) Input-based and time-based models of international adjustment: Meta-analytic evidence and theoretical extensions. *Academy of Management Journal*, 48(2), 257-281.
- Black, J.S. (1988) Work role transitions: A study of American expatriate managers in Japan. *Journal of International Business Studies*, 19 (2), 277-294.
- Black, J.S. (1990) The relationship of personal characteristics with the adjustment of Japanese expatriate managers. *Management International Review*, 30(2), 119-134.
- Black, J.S. (1992) Coming home: The relationship of expatriate expectations with repatriation adjustment and job performance. *Human Relations*, 45(2), 177-192.
- Black, J. S. and Gregersen, H.B. (1991) The other half of the picture: Antecedents of spouse cross-cultural adjustment. *Journal of International Business Studies*, 461-477.
- Black, J.S., and Mendenhall, M. (1990) Cross-cultural training effectiveness: A review and theoretical framework for further

- research. *Academy of Management Review*, 15(1), 113-136.
- Black, J. S., and Mendenhall, M. (1991) The U-curve adjustment hypothesis revisited: A review and theoretical framework. *Journal of International Business Studies*, 22(2), 225-247.
- Black, J.S., Mendenhall, M., and Oddou, G. (1991) Toward a comprehensive model of international adjustment: An integration of multiple theoretical perspectives. *Academy of Management Review*, 16 (2), 291-317.
- Black, J.S. and Stephens, G.K. (1989) The influence of the spouse on American expatriate adjustment and intent to stay in Pacific Rim overseas assignments. *Journal of Management*, 15(4), 529-544.
- Bodycott, P. and Walker, A. (2000) Teaching abroad: Lessons learned about inter-cultural understanding for teaching in higher education. *Teaching in Higher Education*, 5 (1), 79-94.
- Brein, M. and David, K.H. (1971) Intercultural communication and the adjustment of the sojourner. *Psychological Bulletin*, 76 (3), 215-230.
- Brick, J. (1991) *China: A handbook in intercultural communication*. Macquarie University, Sydney, Australia: National Centre for English Language Teaching and Research.
- Chan, Y.M. (2008) A study on the life adjustment and teaching experience of foreign teachers in Taiwan – A case study in Taitung County. Unpublished Master's thesis. National Taitung University.
- Change, W.W. (2004) A cross-cultural case study of a multinational training program in the United States and Taiwan. *Adult Education*

Quarterly, 54, 174-192.

- Chen, H.W. (2008) Native speakers' perception about being a teacher of cram schools for youth in Taiwan. Unpublished Master's thesis. Southern Taiwan University.
- Chen, J.R. (2001) The cross-cultural adjustment of Taiwanese postgraduate students in England. Unpublished PhD dissertation. University of Warwick, UK.
- Chiou, J.S. (2000) Antecedents and moderators of behavioural intention: differences between U.S. and Taiwanese students. *Genetic, Social, and General Psychology Monographs*, 126(1), 105-124.
- Chu, C.W. (2008) Bushiban foreign language teachers' migration factors and their situation of work and life in Taiwan. Unpublished Master's thesis. National Chung Cheng University.
- Church, A.T. (1982) Sojourner adjustment. *Psychological Bulletin*, 91 (3), 540-572.
- Coakes, S.J. and Steed, L.G. (2003) *SPSS: Analysis without anguish: version 11.0 for Windows*. Milton, Qld, Australia: John Wiley & Sons.
- Cohen, L., Manion, L., and Morrison, K. (2007) *Research methods in education* (sixth edition). Routledge. London.
- Cortazzi, M. and Jin, L. (1996) Cultures of learning: Language classroom in China. In Coleman, H. (ed.) *Society and Language Classroom*. Cambridge: Cambridge University Press. pp. 169-206.
- Council of Labour Affairs in Taiwan (2007) Annual Report November 2007 [Online]. Available at: <http://www.evta.gov.tw/files/58/718015.pdf>

[accessed 5 August 2010]

Council of Labour Affairs in Taiwan (2009) Annual Report March 2009

[Online]. Available at: <http://www.evta.gov.tw/files/58/718044.pdf>

[accessed 27 April 2010]

Council of Labour Affairs (2009b) Annual Report, November 2009 [online].

Available at:

<http://stat.evta.gov.tw/statis/stmain.jsp?sys=220&ym=9712&ytm=98>

[11&kind=21&type=1&funid=q0602&cycle=41&outmode=0&outkind=](http://stat.evta.gov.tw/statis/stmain.jsp?sys=220&ym=9712&ytm=98)

[3&fld0=1&fld1=1&fld2=1&cod03=1&cod05=1&rdm=9eUsil6J](http://stat.evta.gov.tw/statis/stmain.jsp?sys=220&ym=9712&ytm=98)

[accessed 1 January 2010].

Craig, B. (1997) Negotiating discourse expectations in an English as a

foreign language classroom. *Hong Kong Journal of Applied*

Linguistics, 2(1), 1-22.

Creswell, J.W. (2003) *Research design: Qualitative, quantitative, and*

mixed methods approaches. London: Sage.

Department of Household Registration in Taiwan (2010) Monthly Bulletin of

Interior Statistics. [Online] Available at:

<http://sowf.moi.gov.tw/stat/month/list.htm> [accessed 14 June 2010].

Deutsch, S.E. and Won, G.Y.M. (1963) Some factors in the adjustment of

foreign nationals in the United States. *Journal of Social Issues*,

19(3), 115-122.

Du-Babcock, B. (2000) A model of expatriate on-the-job adaptation to

overseas assignments: A communication perspective. *Journal of*

Asia-Pacific Business, 2 (4), 39-58.

- Fan, Y. (2000) A classification of Chinese culture. *Cross-Cultural Management*, 7(2), 3-10.
- Forman, S. and Zachar, P. (2001) Cross-cultural adjustment of international officers during professional military education in the United States. *Military Psychology*, 13(2), 117-128.
- Furnham, A. and Bochner, S. (1986) *Culture shock: Psychological reactions to unfamiliar environments*. London: Routledge.
- Fwu, B.J. and Wang, H.H. (2002) The social status of teachers in Taiwan. *Comparative Education Volume*, 38,2, 211-224.
- Guo, T.T. (2003) 拂去本國英語教師的寒冬. *師友*, 428, 22-23. [Guo, .T.T (2003) Drive Taiwanese English teacher's cold winter away. *Mentor*, 428, 22-23]
- Harvey, M.G. (1985) The executive family: An overlooked variable in international assignments. *Columbia Journal of World Business*, 1, 84-93.
- Ho, D.Y.F., Peng, S.Q. and Chan, S.F. (2001) Authority and learning in Confucian-heritage education: A relational methodological analysis. In Chiu, C.C., Salili, F. and Hong, Y.Y. (eds) *Multiple competencies and self-regulated learning: Implications for multicultural education*. USA: Information Age Publishing.
- Hofstede, G. (1980) *Culture's consequences: International differences in work-related values*. Beverly Hills, CA: Sage.
- Hofstede, G. (1984) *Culture's consequences: International differences in work-related values. Abridged Edition (Cross-cultural research and*

- methodology series; 5*). London: Sage.
- Hofstede, G. and Bond, M.H. (1988) The Confucius connection: From cultural roots to economic growth. *Organizational Dynamics*, Spring, 5-21.
- Hofstede, G. (1991) *Cultures and organizations: Software of the mind*. London: McGraw-Hill.
- Hofstede, G. (1994) *Uncommon sense about organizations: Cases, studies and field observations*. London: Sage.
- Hofstede, G. (2001) *Culture's consequences. Comparing values, behaviors, institutions, and organizations across nations*. London: Sage.
- Hue, Ming-Tak (2008) The influence of Confucianism: A narrative study of Hong Kong teachers' understanding and practices of school guidance and counselling.. *British Journal of Guidance & Counselling*, 36(3), 303-316.
- Hung, C.F. (2004) The effect of first grade formal English education on Chinese literacy development. Unpublished Master's thesis. National Taipei University of Education.
- Hurh, W.M. and Kim, K.C. (1990) Adaptation stages and mental health of Korean male immigrants in the United States. *International Migration Review*, 24 (3), 456-479.
- Hutchings, K. (2002) Improving selection processes but providing marginal support: A review of cross-cultural difficulties for expatriates in Australian organizations in China. *Cross Cultural Management*, 9(3),

32-57.

- Jackson, T (2001) Cultural values and management ethics: A 10-nation study. *Human Relations*, 54(10), 1267-1302.
- Jaw, B.S., Ling, Y.H., Wang, C.Y.P. and Chang, W.C. (2007) The impact of culture on Chinese employees' work values. *Personnel Review*, 36(1), 128-144.
- Jin, L. and Cortazzi, M. (1998) The culture the learner brings: A bridge or a barrier? In Byram, M. & Fleming, M. (eds) *Language learning in international perspective: Approaches through drama and ethnography*.. Cambridge: Cambridge University Press pp. 98-118.
- Ji, L.J., Peng, K. and Nisbett, R.E. (2000) Culture, control, and perception of relationships in the environment. *Journal of Personality and Social Psychology*, 78(5), 943-955.
- Jones, M.L. (2007) Hofstede-Cultural questionable? Paper presented at the Oxford Business & Economics Conference, Oxford, UK, 24-26 June, 2007. [Online] Available from: <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1389&context=compapers> [accessed 15 March 2011].
- Kelso, B. (2002) The pedagogical challenges for Western ESL teachers in Asia. *Contact*, 28(4), 1-8. [Online] Available from <http://www.teslontario.org/uploads/publications/contact/ContactFall2002.pdf>. [accessed 29 November 2004].
- Kim, U., Triandis, H.C., Kagitcibasi, C., Choi, S.C. and Yoon, G. (1994) *Individualism and collectivism: Theory, method, and applications*.

Vol.18, Cross-cultural research and methodology series. London:
Sage.

Kiong, T.C. and Kee, Y.P. (1998) *Guanxi* bases, *xinyong* and Chinese business networks. *British Journal of Sociology*, 49(1), 75-96.

Kvale, S. (1996) *Interviews: An introduction to qualitative research interviewing*. California : Sage Publications.

Lazarus, R.S. (1976) *Patterns of adjustment*. New York: McGraw-Hill.

Levy, J., Wubbels, T., Brekelmans, M. and Morganfield, B. (1997) Language and cultural factors in students' perceptions of teacher communication style. *International Journal of Intercultural Relations*, 21(1), 29-56.

Li, M.S. (1998) Students' perceptions of teacher communication style in the use of pedagogies: A case study of expatriates teaching English in China. In Tapper J. and Gruba, P. (eds.), *ACSC '98 Teaching Communication Skills in the Disciplines: The proceedings of the Australian Communication Skills Conference*. Melbourne: University of Melbourne, 1-2 October 1998, pp. 94-105.

Li, M.S. (1999) Discourse and culture of learning: Communication challenges. Paper presented at the Joint AARE-NZARE 1999 Conference in Melbourne. [Online] Available from: <http://www.aare.edu.au/99pap/lim99015.htm>. [accessed 15 November 2006].

Ling, C.Y. and Braine, G (2007) The attitudes of university students towards non-native speakers English teachers in Hong Kong.

Regional Language Centre Journal, 38(3), 257-277.

Littrell, R.F. (2007) Influences on employee preferences for empowerment practices by the 'ideal manager' in China. *International Journal of Intercultural Relations*, 31, 87-110.

Liu, L.A., Friedman, R.A. and Chi, S.C. (2005) *Ren Qing* versus the 'Big Five': The role of culturally sensitive measures of individual difference in distributive negotiations. *Management and Organization Review*, 1(2), 225-247.

Lysgaard, S. (1955) Adjustment in a foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Science Bulletin*, 7, 45-51.

McSweeney, B., (2002) Hofstede'S model of national cultural differences and their consequences: A triumph of faith - a failure of analysis. *Human relations*, 55, 89-118.

Maley, A. (1983) Xanadu – 'A miracle of rare device': The teaching of English in China. *Language Learning and Communication*, 2(1), 97-104.

Mamman, A. (1995) Socio-biographical antecedents of intercultural effectiveness: The neglected factors. *British Journal of Management*, 6(2), 97-114.

Masgoret, A.M. (2006) Examining the role of language attitudes and motivation on the sociocultural adjustment and the job performance of sojourners in Spain. *International Journal of Intercultural Relations*, 30, 311-331.

- Matsumoto, D., Yoo, S.H. and LeRoux, J.A. (2007) Emotion and intercultural adjustment. In Kotthoff, H. and Spencer-Oatey, H. (eds), *Handbook of Intercultural Communication*. Handbooks of Applied Linguistics, Vol. 7. Berlin: Mouton de Gruyter, pp. 77-98.
- Mendenhall, M., and Oddou, G. (1985) The dimensions of expatriate acculturation: A review. *Academy of Management Review*, 10 (1), 39-47.
- Miklitz, G. (1996) Contrastivity and mutuality in seminars on language teaching methodology in China. [Online] Available from <http://www.lernforum.uni-bonn.de/miklitz.html>. [accessed 23 September 2004].
- Miles, M.B. and Huberman, A.M. (1994) *Qualitative data analysis: An expanded sourcebook*. London: Sage.
- Ministry of the Interior, Taiwan (2001) Department of Statistics: Statistical Yearbook of Interior. [Online] Available from <http://sowf.moi.gov.tw/stat/year/elist.htm>. [accessed 12 July 2010].
- Ministry of Education in Taiwan (2009) Annual Report 2008 [Online] Available at: http://www.edu.tw/statistics/content.aspx?site_content_sn=20295 [accessed 1 January 2010].
- Ministry of Education in Taiwan (2010) [Online] Available at: http://www.edu.tw/statistics/publication.aspx?publication_sn=1424 [accessed 23 May 2010].

Ministry of Education in Taiwan (2010b) [Online] Available at:

<http://bsb.edu.tw/> [accessed 28 June 2010].

Mo, Y.C. (2005) Ministry battles to find English teachers. *Taipei Times*, 13, July, 2005. [Online] Available from

<http://www.taipeitimes.com/News/front/archives/2005/07/13/2003263299>. [accessed 2 March 2010]

National Teacher's Association (2003) [Online] Available from

<http://www.maillist.com.tw/maillist/file/ntamail/20030824142217.html>. [accessed 19 May 2010]

Naumann, E.(1992) A conceptual model of expatriate turnover. *Journal of International Business Studies*, 23(3), 499-531.

Ng, S.I., Lee, J.A. and Soutar, G.N. (2007) Are Hofstede's and Schwartz's value frameworks congruent? *International Marketing Review*, 24(2), 164-180.

Nicholson, N. (1984) A theory of work role transitions. *Administrative Science Quarterly*, 29, 172-191.

Oberg, K. (1960) Cultural shock: Adjustment to new cultural environment. *Practical Anthropology*, 7, 177-182.

Pallant, J. (2007) SPSS survival manual: A step-by-step guide to data analysis using SPSS version 15. Maidenhead, UK: Open University Press.

Parker, B. and McEvoy, G.M. (1993) Initial examination of a model of intercultural adjustment. *International Journal of Intercultural Relations*, 17, 355-379.

- Pheng, L.S. and Yuquan S. (2002) An exploratory study of Hofstede's cross-cultural dimensions in construction projects. *Management Decision*, 40(1), 7-16.
- Phillips, W.K., Lo, S.C.J. and Yu, T.O. (2002) Teaching techniques among Chinese international students in Christian colleges and universities. *Christian Higher Education*, 1(4), 347-369.
- Porter, E.A. (1990) *Foreign teachers in China: Old problems for a new generation, 1979–1989*. London: Greenwood Press.
- Pratt, D.D. (1990) Contrasting foundations for learning and teaching: Selfhood in China and the United States. In Conti, G.J. and Fellenz, R.A. (eds.) *Cultural influences on adult learning*. Bozeman, MT: Center for Adult Learning Research, pp.29-44.
- Rhinesmith, S.H. (1985) Cultural differences, culture shock, and intercultural adjustment. In *Bring home the world: A management guide for community leaders of international exchange programs*. New York: Walker. pp.131-156.
- Rodrigues C.A. (1998) Cultural classifications of societies and how they affect cross-cultural management. *Cross-Cultural Management*, 5(3), 29-39.
- Schimmack, U., Oishi, S. and Diener, E (2005) Individualism: A valid and important dimension of cultural differences between nations. *Personality and Social Psychology Review*, 9(1), 17-31.
- Schwartz, S.H. (1994) Beyond individualism-collectivism: New cultural dimensions of values. In Kim, U., Triandis, H.C., Kagitcibasi, Choi,

- S.C. and Yoon, G. (eds) *Individualism and collectivism: Theory, method, and applications*. London: Sage, pp. 85-119.
- Schwartz, S.H. (1999) A theory of cultural values and some implications for work. *Applied Psychology: An International Review*, 48(1), 23-47.
- Searle, W. and Ward, C.(1990) The prediction of psychological and sociocultural adjustment during cross-cultural transitions. *International Journal of Intercultural Relations*, 14, 449-464.
- Selby, H. A. and Woods, C.M. (1966) Foreign students at a high-pressure university. *Sociology of Education*, 39, 138-154.
- Selmer, J. (1999) Effects of copying strategies on sociocultural and psychological adjustment of Western expatriate managers in the PRC. *Journal of World Business*, 34(1), 41-51.
- Selmer, J. (2001a) Adjustment of Western European vs North American expatriate managers in China. *Personnel Review*, 30(1), 6-21.
- Selmer, J. (2001b) Psychological barriers to adjustment and how they affect coping strategies: Western business expatriates in China. *International Journal of Human Resource Management*, 12(2), 151-165.
- Selmer, J. (2004) Organizational abode and the effectiveness of cross-cultural training of business expatriates. Submitted for presentation at the SAM/IFSAM VIIth World Congress 'Management in a world of diversity and change', 5–7 July, 2004. Goteborg, Sweden.
- Selmer, J. (2006) Language ability and adjustment: Western expatriates in China. *Thunderbird International Business Review*, 48 (3), 347-368.

- Shaffer, M.A. and Harrison, D.A. (1998) Expatriates' psychological withdrawal from international assignments: Work, nonwork, and family influences. *Personnel Psychology*, 51(1), 87-118.
- Shaffer, M.A., Harrison, D.A. and Gilley, K.M (1999) Dimensions, determinants, and differences in the expatriate adjustment process. *Journal of International Business Studies*, 30(3), 557-581.
- Shimoni, T., Ronen, S. and Roziner, I. (2005) Predicting expatriate adjustment: Israel as a host country. *International Journal of Cross Cultural Management*, 5(3), 293-312.
- Shulruf, B., Hattie, J. and Dixon, R. (2007) Development of a new measurement tool for individualism and collectivism. *Journal of Psychoeducational Assessment*, 25(4), 385-401.
- Spini, D. (2003) Measurement equivalence of 10 value types from the Schwartz value survey across 21 countries. *Journal of Cross-Cultural Psychology*, 34(1), 3-23.
- Smith, P.B., Peterson, M.F. and Schwartz, S.H. (2002) Cultural values, sources of guidance, and their relevance to managerial behavior: A 47-nation study. *Journal of Cross-Cultural Psychology*, 33(2), 188-208.
- Swagler, M.A. and Ellis, M.V. (2003) Crossing the distance: Adjustment of Taiwanese graduate students in the United States. *Journal of Counseling Psychology*, 50(4), 420-437.
- Swagler, M.A. and Jome, L.M. (2005) The effects of personality and acculturation on the adjustment of North American sojourners in

- Taiwan. *Journal of Counseling Psychology*, 52 (4), 527-536.
- Tabachnick, B.G. and Fidell, L.S. (2007) Using multivariate statistics.
Boston: Pearson Education.
- Thal, N.L., and Cateora, P.R. (1979) Opportunities for women in international business. *Business Horizons*, 21-27.
- The Republic of China Yearbook (2009) Published by the Government Information Office. [Online] Available from <http://www.gio.gov.tw/taiwan-website/5-gp/yearbook/> [accessed 15 June 2010]
- Thomson, C.P. and English, J.T. (1964) Premature return of Peace Corps volunteers. *Public Health Reports*, 79, 1065-1073.
- Torbiorn, I.(1982) *Living aboard: Personal adjustment and personnel policy in the overseas setting*. Chichester, UK: Wiley.
- Tsai, W.C. (2008) The relationships among cross-cultural adjustment, job satisfaction and turnover intention of foreign teachers of elementary schools in central Taiwan. Unpublished Master's thesis. Dayeh University.
- Tsytsarev, S. and Krichmar, L.(2000) Relationship of perceived culture shock, length of stay in the U.S., depression, and self-esteem in elderly Russian-speaking immigrants. *Journal of Social Distress and the Homeless*, 9, 35-49.
- Tung, R.L. (1981) Selection and training of personnel for overseas assignments. *Columbia Journal of World Business*, spring, 68-78.
- Tung, R.L. (1982) Selection and training procedures of U.S., European,

- and Japanese multinationals. *California Management Review*, 25 (1), 57-71.
- Wang, X. and Kanungo, R.N. (2004) Nationality, social network and psychological well-being: Expatriates in China. *International Journal of Human Resource Management*, 15 (4), 775-793.
- Wang, C.C. and Mallinckrodt, B. (2006) Acculturation, attachment, and psychosocial adjustment of Chinese/Taiwanese international students. *Journal of Counseling Psychology*, 53 (4), 422-433
- Ward, C., Bochner, S., and Furnham, A. (2001) *The psychology of culture shock*. London, Routledge.
- Ward, C. and Kennedy, A. (1993) Psychological and socio-cultural adjustment during cross-cultural transitions: A comparison of secondary students overseas and at home. *International Journal of Psychology*, 28(2), 129-147.
- Ward, C. and Kennedy, A. (1996) Crossing cultures: The relationship between psychological and sociocultural dimensions of cross-cultural adjustment. In Pandey, J., Sinha, D. and Bhawal, D.P.S. (eds.) *Asian contributions to cross-cultural psychology*. New Delhi: Sage, pp. 289-306.
- Ward, C. and Kennedy, A. (1999) The measurement of sociocultural adaptation. *International Journal of Intercultural Relations*, 23 (4), 659-677.
- Ward, C., Leong, C.H. and Low, M. (2004) Personality and sojourner adjustment: An exploration of the big five and the cultural fit

- proposition. *Journal of Cross-Cultural Psychology*, 35(2), 137-151.
- Winkelman, M. (1994) Cultural shock and adaptation. *Journal of Counselling and Development*, 73, 121-126.
- Wong, Y.H. and Tam, J.L.M. (2000) Mapping relationships in China: *quanxi* dynamic approach. *Journal of Business and Industrial Marketing*, 15(1), 57-70.
- Wu, S.C. (2006) 透過幼兒語言發展探討幼兒學習美語的社會現象。 *網路社會學通訊期刊*, 58. [Online] Available from <http://mail.nhu.edu.tw/~society/e-j/58/58-23.htm> [accessed 9 November 2009]. [Wu, S.C. (2006) A study of the social phenomenon of English learning through children's language development. *E-SOC*, 58.]
- Yang, R.P., Noels, K.A. and Saumure, K.D. (2005) Multiple routes to cross-cultural adaptation for international students: Mapping the paths between self-construals, English language confidence, and adjustment. *International Journal of Intercultural Relations*, 30(4), 487-506.
- Yu, H.C. and Miller, P. (2003) The generation gap and cultural influence – A Taiwan empirical investigation. *Cross Cultural Management*, 10(3), 23-41.
- Zhao, H.Q. and Grimshaw, T. (2005) Expatriate teachers- adjustment to teaching large EFL classes in China. *TEFL Web Journal*, 3(1), 17-31.
- Zheng, X. and Berry, J.W. (1991) Psychological adaptation of Chinese

sojourners in Canada. *International Journal of Psychology*, 26(4),
451-470.

Appendix One: Questionnaire

Dear participant,

We would like to ask you to help us by answering the following questions concerning your experiences during your stay as an English teacher in Taiwan. This survey is being conducted by the Language Research Group in the Department of Language and Communication of the University of Bedfordshire, UK. Our research aims to achieve a better understanding of foreign teachers' cross-cultural adaptation in Taiwan in order to improve expatriate teachers' quality of life and teaching performance. This questionnaire is entirely anonymous and there are no right or wrong answers. All the data will be used only for this research in the field of expatriate teachers' cross-cultural adaptation.

We are interested in your opinions and your answers are very important to us. We rely on your answers to make this investigation a success. Filling in the questionnaire will take approximately 10-15 minutes. Thank you very much for taking the time to complete the questionnaire. If you have any queries, please contact

Miss Wei Ju Liao

Department of Language and Communication

University of Bedfordshire

Park Square

Beds

LU1 3JU

E-mail: weiju.liao@beds.ac.uk or lwzu@hotmail.com

Dr. Vlad Zegarac

Director of Research Project

Department of Language and Communication

University of Bedfordshire

Park Square

Beds

LU1 3JU

E-mail: Vladimir.Zegarac@beds.ac.uk

Please tick this box to agree that you consent to participate in this questionnaire and are responsible for your answers.

Questionnaire

Section 1. For the following questions, please choose one answer and put a '✓' in the box in front of your answer or fill in your answers in the spaces provided.

1. Age: _____

2. Gender: Male Female

3. Marital status: Single Married Divorced

4. If you have a partner, is she/he Taiwanese? Yes No

5. Total time spent living in Taiwan: _____ years, _____ months.

6. Total time spent teaching English in Taiwan: _____ years, _____ months.

7. Total time spent living abroad: _____ years, _____ months.

8. Nationality: _____

9. How good is your Mandarin or Taiwanese?

None A few words Basic conversation Fluent Advanced level

10. How many different countries have you lived in?

One Two Three Four More than four

11. At the moment I am teaching English in:

Kindergarten Elementary school High School College
 University Cram School Other (please specify) _____

12. How many years teaching experience do you have?

Less than 1 year 1-3years 4-6years 7-9years More than 10 years

13. Which of the following qualifications do you possess?

Certificate of Teaching English (e.g. CELTA, TEFL) Undergraduate degree Postgraduate degree
 PhD degree Other (please specify) _____

14. How much cross-cultural training have you received concerning Taiwanese/Chinese contacts? (Note: cross-cultural training includes how to live and work abroad, how to deal with culture shock, etc.)

One month or more One to three weeks Two to four days One day or less None

15. How many years did you plan to stay in Taiwan before you came to Taiwan?

Less than 1 year 1-2 years 2-3 years More than 3 years Other (please say how many) _____

16. How many more years do you intend to stay in Taiwan?

Less than 1 year 1-2 years 2-3 years More than 3 years Other (please say how many) _____

Section 2. Below are two main questions (17-18) with subsections. Please use the scale of 1-5 below to indicate how well you have adjusted in the following aspects by placing the appropriate number in the box.

For example: If you feel "Finding food that I enjoy" is easy in Taiwan, please write "2" in the box.

How difficult have you found the following aspects of living in Taiwan?	
1. Very easy	
2. Easy	
3. Neither easy nor difficult	
4. Difficult	
5. Very difficult	
Finding food that I enjoy	2

17. How difficult have you found the following aspects of living in Taiwan?	
1. Very easy 2. Easy 3. Neither easy nor difficult 4. Difficult 5. Very difficult	
1. Finding food that I enjoy	
2. Going shopping	
3. Using the transport system	
4. Finding my way around	
5. Housing conditions	
6. Dealing with the climate	
7. Healthcare facilities	
8. Traffic safety	
9. Entertainment/recreation facilities and opportunities	
10. Standard and quality of life	
11. Following rules and regulations outside of work	
12. Making friends	
13. Having conversation with Taiwanese people on a day-to-day basis	
14. Relationships with family outside Taiwan	
15. Socializing with Taiwanese outside of work	

18. How difficult have you found the following aspects of working in Taiwan?	
1. Very easy 2. Easy 3. Neither easy or difficult 4. Difficult 5. Very difficult	
1. My specific job responsibilities	
2. Interacting with Taiwanese students in the classroom	
3. The school's expected performance standards	
4. The present payment scale	
5. The hours I am expected to teach each day	
6. My present relationship with my boss	
7. My present relationship with my colleagues	
8. The school management	
9. The sense of achievement I gain from this job	
10. Interacting with Taiwanese colleagues	
11. Interacting with expatriate colleagues	
12. Dealing with people in authority	
13. Creating the right atmosphere in the classroom	
14. My relationship with my students	
15. The job training I undertake (either in the workplace or on my own)	
16. My job security	
17. The education system in Taiwan	
18. Pressure from my students' parents	
19. The activity of classroom teaching (e.g. work in pairs, group work, role play, etc)	
20. The physical conditions in the classroom	
21. The facilities for teachers in the school	

Section 3. Below are questions (19-20) with subsections. Please comment on the differences between your beliefs and the reality of teaching in Taiwan by placing the appropriate number (1-5) in the box.

For example: If you strongly believe that for effective learning, there should be no more than 10 to 15 students in a class, but there are many more than 15 students in your class, please write "5" under "My belief" box and "1" under "The reality" box.

What do you think about the following aspects of teaching English in Taiwan?		
1. Strongly disagree 2. Slightly disagree 3. Neutral 4. Slightly agree 5. Strongly agree	My belief	The reality
For effective learning, there should be no more than 10 to 15 students in a class	5	1

19. What do you think about the following aspects of teaching English in Taiwan? 1. Strongly disagree 2. Slightly disagree 3. Neutral 4. Slightly agree 5. Strongly agree	My belief	The reality
1. For effective learning, there should be no more than 10 to 15 students in a class		
2. Group work and discussion should be used regularly in class		
3. Students should take responsibility for their own learning		
4. Teachers should talk more often than students in English classes		
5. Grammar rules and vocabulary lists are important for learning English		
6. Teaching students to think independently is more important than teaching them language		
7. Students should work independently, speculating and thinking critically		
8. The teacher should take responsibility for motivating the students to learn English		
9. Teachers should always point out students' mistakes		
10. Students will learn best if they pay attention and take notes from what the teacher says		
11. Translation is a very important part of learning English		
12. Language learning involves a lot of memorization		

20. How do you view the following aspects of living and working in Taiwan? 1. Strongly disagree 2. Slightly disagree 3. Neutral 4. Slightly agree 5. Strongly agree	
I would recommend teaching English in Taiwan to a friend	
I enjoy teaching English in Taiwan	
I would like to continue working in Taiwan	

Section 4. In terms of the following aspects, would you prefer to stay in Taiwan, or go back to your country? Please use the scale of 1-5 below, to indicate the degree of your intention by circling the appropriate number.

For example: If considering "The future of my career", you would strongly prefer to stay in Taiwan, please circle "1" in the box .

	encourage me to : stay in Taiwan ← →			go back to my country	
The future of my career	1	2	3	4	5

21.	encourage me to :stay in Taiwan ← →			go back to my country	
1. The future of my career	1	2	3	4	5
2. The teaching job	1	2	3	4	5
3. The working environment in Taiwan	1	2	3	4	5
4. Social life in Taiwan	1	2	3	4	5
5. My family life	1	2	3	4	5
6. Learning other languages	1	2	3	4	5
7. Salary	1	2	3	4	5

Are there any other comments you would like to give us regarding your stay in Taiwan?

May we have your e-mail address if you are willing to do a follow-up interview?

Thank you very much for your help.

Appendix Two: Interview guide and questions

Personal background and general adjustment:

1. Where are you from?
2. How long have you been here?
3. What did you do before you came to Taiwan?
4. Why did you decide to come to Taiwan?
5. How did you feel when you arrived in Taiwan? Can you describe your first impression of Taiwan?
6. How would you describe your life in Taiwan?
7. What are the differences between your life in Taiwan and in your country?
8. How long did it take for you to settle down or adapt to the life in Taiwan?
9. What difficulties have you experienced in Taiwan?
10. In terms of living in Taiwan, how would you compare your expectations on your arrival and now? Were your expectations met?

Working adjustment:

1. What are the differences between students in Taiwan and in your country?
2. How would you compare the interaction between teachers and students in the classroom in your country and in Taiwan?
3. How would you compare the teaching methodology here and in your country?

4. How would you describe your teaching job and your students in Taiwan?
5. In terms of your teaching job, how would you compare your expectations on your arrival and now? Were your expectations met?
6. How would you describe your attitude to teaching English in Taiwan?
7. What is your impression of the education system in Taiwan?
8. How do you find the parents in Taiwan?
9. What do you think about the school's management in your institution?
10. If you were the manager (head teacher), what would you do better?
11. Do you enjoy working in Taiwan? Are you satisfied with your teaching job?
12. Would you recommend to a friend to come to Taiwan and work as an English teacher?

Interaction adjustment:

1. What is your social life like? Do you have any Taiwanese friends?
2. What do you do in your spare time?
3. What is the interaction like between you and your school's management?
4. What is the interaction like between you and your Taiwanese colleagues?
5. What is the interaction like between you and your students?

6. What is the relationship like between you and your students?
7. What is the relationship like between you and your boss?

Intention to stay in Taiwan:

1. How would you describe your attitude to your stay in Taiwan?
2. Have you ever considered leaving Taiwan and going back to your country? Why/why not?
3. How long are you going to stay in Taiwan? What are you going to do in the future?
4. What is your plan in the near future?

Appendix Three: Factor analysis – Total Variance

Explained

Expatriate teachers: Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.432	19.609	19.609	8.067	18.761	18.761
2	3.567	8.296	27.905	3.206	7.455	26.216
3	3.478	8.087	35.992	3.074	7.149	33.366
4	2.307	5.365	41.357	1.949	4.533	37.898
5	2.206	5.131	46.488	1.811	4.211	42.109
6	1.843	4.285	50.773	1.470	3.418	45.528
7	1.660	3.860	54.632	1.268	2.948	48.476
8	1.562	3.631	58.264	1.145	2.663	51.139
9	1.408	3.274	61.538	1.022	2.378	53.517
10	1.263	2.937	64.475	0.872	2.028	55.545
11	1.211	2.815	67.290	0.796	1.852	57.397
12	1.124	2.613	69.903	0.746	1.735	59.131
13	1.029	2.393	72.296	0.608	1.414	60.546
14	0.950	2.210	74.506			
15	0.866	2.015	76.520			
16	0.842	1.958	78.478			
17	0.810	1.884	80.362			
18	0.779	1.811	82.173			
19	0.699	1.626	83.799			
20	0.648	1.507	85.306			
21	0.637	1.480	86.786			
22	0.538	1.251	88.038			
23	0.467	1.087	89.124			
24	0.452	1.051	90.175			
25	0.421	0.978	91.153			
26	0.383	0.890	92.044			
27	0.364	0.847	92.891			
28	0.355	0.826	93.717			
29	0.332	0.773	94.489			
30	0.306	0.711	95.200			
31	0.291	0.677	95.877			
32	0.243	0.566	96.443			
33	0.229	0.533	96.976			
34	0.204	0.475	97.451			

35	0.194	0.452	97.902			
36	0.172	0.399	98.301			
37	0.150	0.349	98.650			
38	0.132	0.308	98.958			
39	0.113	0.262	99.220			
40	0.104	0.242	99.462			
41	0.097	0.226	99.688			
42	0.080	0.186	99.874			
43	0.054	0.126	100.000			

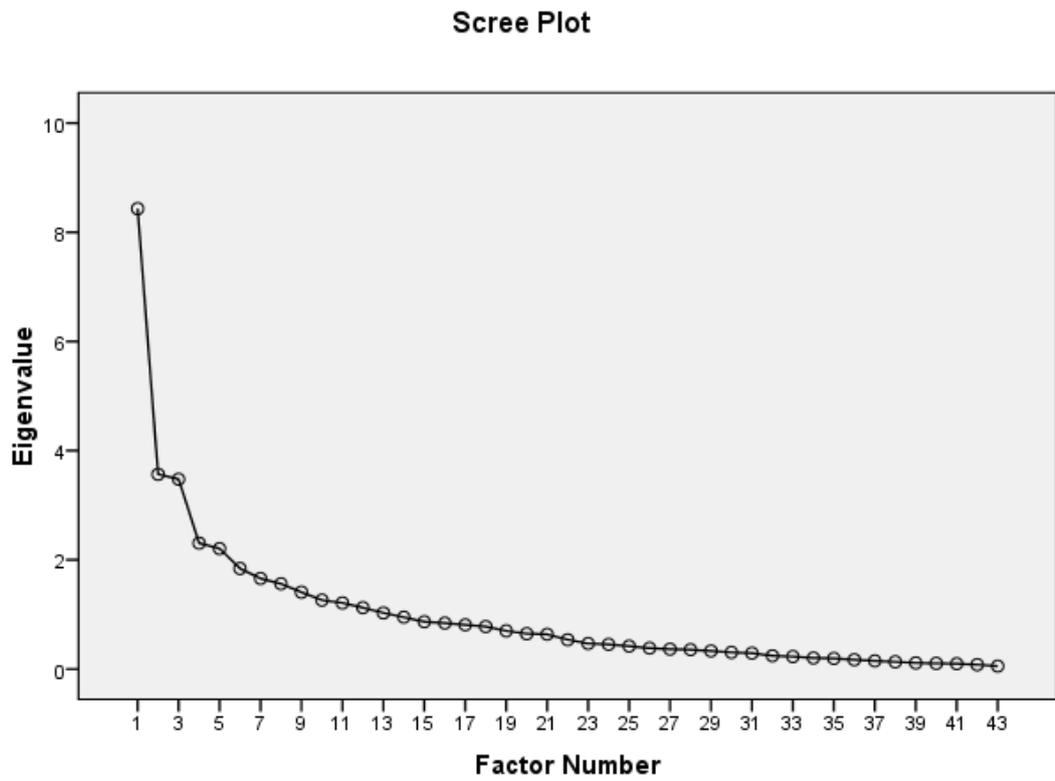
Extraction Method: Principal Axis Factoring.

Taiwanese teachers: Total Variance Explained						
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.941	25.445	25.445	10.941	25.445	25.445
2	3.374	7.846	33.291	3.374	7.846	33.291
3	2.927	6.808	40.099	2.927	6.808	40.099
4	2.023	4.704	44.803	2.023	4.704	44.803
5	1.840	4.279	49.081	1.840	4.279	49.081
6	1.824	4.242	53.323	1.824	4.242	53.323
7	1.570	3.652	56.975	1.570	3.652	56.975
8	1.499	3.485	60.461	1.499	3.485	60.461
9	1.401	3.259	63.720	1.401	3.259	63.720
10	1.110	2.581	66.301	1.110	2.581	66.301
11	1.083	2.520	68.820	1.083	2.520	68.820
12	1.004	2.335	71.155	1.004	2.335	71.155
13	0.929	2.160	73.315			
14	0.903	2.099	75.414			
15	0.856	1.991	77.405			
16	0.790	1.837	79.242			
17	0.756	1.759	81.001			
18	0.673	1.565	82.566			
19	0.654	1.522	84.087			
20	0.595	1.384	85.471			
21	0.561	1.304	86.775			
22	0.544	1.265	88.041			
23	0.512	1.190	89.230			
24	0.482	1.122	90.352			
25	0.439	1.022	91.373			
26	0.385	0.896	92.269			
27	0.359	0.834	93.104			
28	0.332	0.772	93.875			
29	0.310	0.721	94.597			
30	0.299	0.696	95.292			
31	0.256	0.595	95.888			
32	0.249	0.580	96.468			
33	0.232	0.540	97.008			
34	0.221	0.513	97.521			
35	0.193	0.450	97.971			
36	0.167	0.388	98.359			
37	0.152	0.353	98.712			
38	0.135	0.313	99.025			

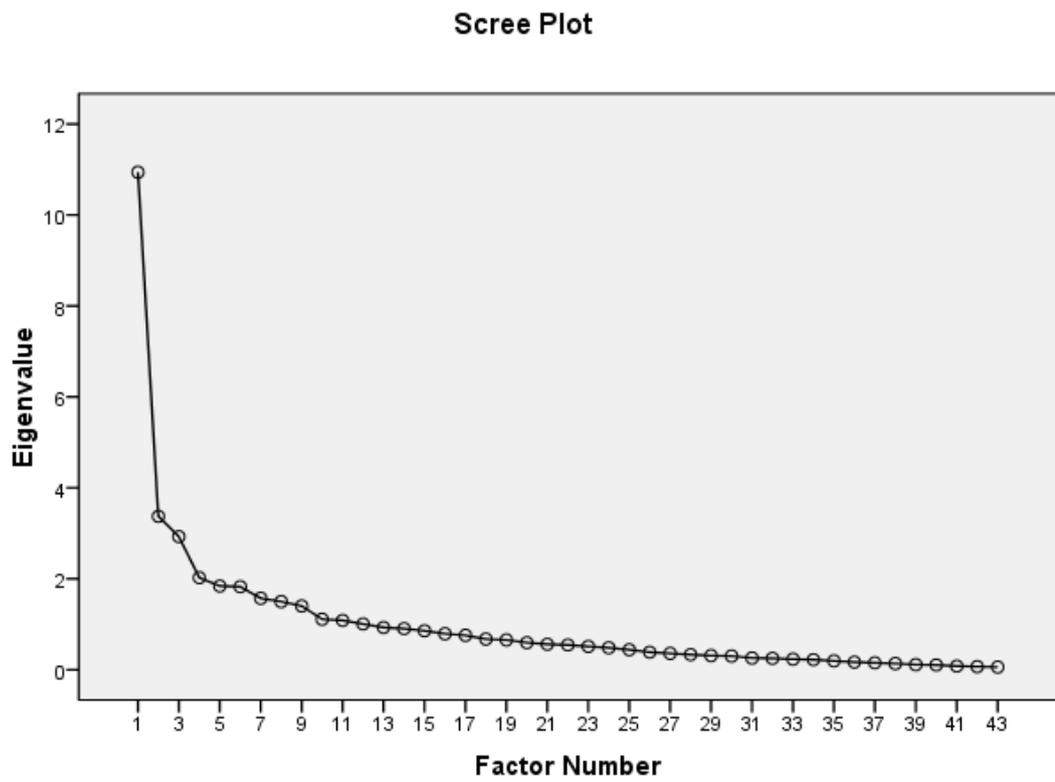
39	0.110	0.256	99.281			
40	0.105	0.244	99.525			
41	0.079	0.184	99.709			
42	0.067	0.156	99.865			
43	0.058	0.135	100.000			

Extraction Method: Principal Axis Factoring.

Appendix Four: Factor analysis – Scree Plot (Expatriate teachers)



Appendix Five: Factor analysis – Scree Plot (Taiwanese teachers)



Appendix Six: Descriptive statistics

General adjustment	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
17.1 Finding food that I enjoy	2.50	1.087	1.56	0.815
17.2 Going shopping	2.21	0.991	1.79	0.813
17.3 Using the transport system	2.05	1.021	2.23	0.945
17.4 Finding my way around	2.55	0.987	2.29	0.852
17.5 Housing conditions	2.25	0.965	2.40	0.898
17.6 Dealing with the climate	2.96	1.076	2.98	1.119
17.7 Healthcare facilities	2.23	1.065	2.23	0.861
17.8 Entertainment/recreational facilities and opportunities	2.38	0.981	2.44	0.876
17.9 Standard and quality of life	2.18	0.848	2.59	0.818
17.10 Following rules and regulations outside of work	2.26	0.996	2.71	0.837
17.11 Making friends	2.43	1.085	2.14	0.763
17.12 Having conversations with Taiwanese people on a day-to-day basis	2.51	1.169	2.24	0.863
17.13 Relationships with family outside Taiwan	2.72	1.043	1.84	0.767
17.14 Socialising with Taiwanese people outside work	2.54	1.107	2.38	0.840

Working adjustment	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
18.1 My specific job responsibilities	2.22	1.011	2.21	0.820
18.2 Interacting with Taiwanese students in the classroom	2.00	0.941	2.16	0.815
18.3 The school's expected performance standards	2.37	1.083	2.52	0.725
18.4 The present payment scale	2.59	1.096	2.79	1.019
18.5 The hours I am expected to teach each day	2.61	1.078	2.82	0.956
18.6 My present relationship with my boss	2.36	1.036	2.39	0.718
18.7 My present relationship with my colleagues	1.90	0.728	2.10	0.760
18.8 The school's management	2.94	1.024	2.68	0.841
18.9 The sense of achievement I gain from this job	2.15	0.875	2.40	0.898
18.10 Interacting with Taiwanese colleagues	2.19	0.967	2.16	0.763
18.11 Interacting with expatriate colleagues	2.10	0.830	2.52	0.782
18.12 Dealing with people in authority	2.51	0.905	2.69	0.743
18.13 Creating the right atmosphere in the classroom	2.34	0.807	2.21	0.791
18.14 My relationship with my students	1.73	0.708	2.08	0.737
18.15 The job training I undertake (either in the workplace or on my own)	2.48	0.796	2.58	0.850
18.16 My job security	2.09	0.917	2.36	0.813
18.17 Pressure from my students' parents	2.70	1.003	2.85	0.917
18.18 The activities of classroom teaching (e.g. pair work, group work, role plays, etc.)	2.30	0.921	2.60	0.828
18.19 The physical conditions in the classroom	2.21	0.746	2.62	0.800
18.20 The facilities for teachers in the school	2.40	0.902	2.91	1.000

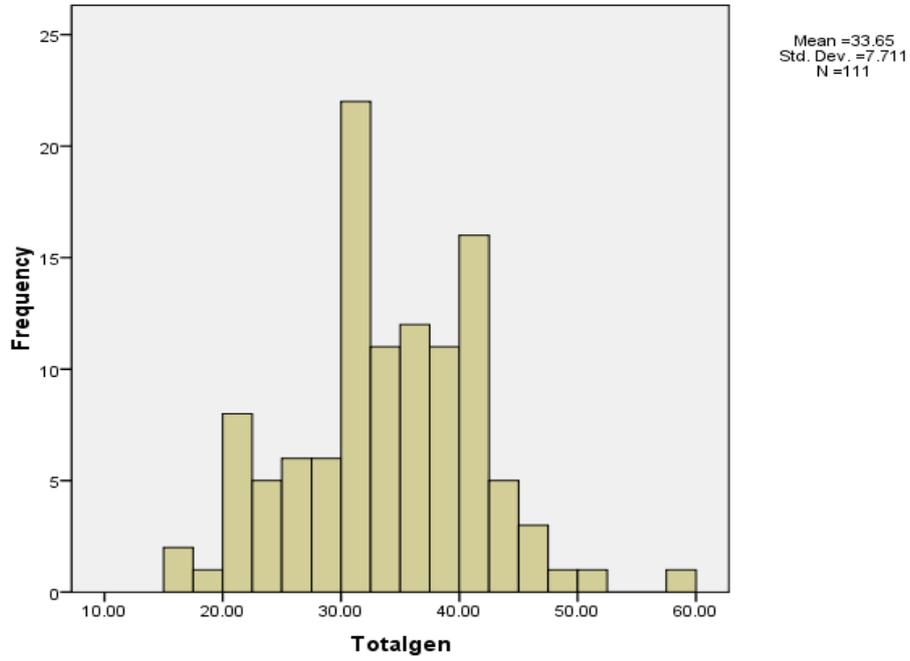
Teacher's beliefs and the reality of teaching English in Taiwan	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
19.1 Grammar rules and vocabulary lists are important for learning English (belief)	3.90	1.201	3.83	1.083
19.1 Grammar rules and vocabulary lists are important for learning English (reality)	3.94	1.206	3.59	1.217
19.2 The teacher should take responsibility for motivating the students to learn English(belief)	4.09	1.093	4.41	0.863
19.2 The teacher should take responsibility for motivating the students to learn English(reality)	3.79	1.128	3.16	1.263
19.3 Teachers should always point out students' mistakes(belief)	3.05	1.351	2.85	1.311
19.3 Teachers should always point out students' mistakes(reality)	3.32	1.126	3.39	1.117
19.4 Students will learn best if they pay attention and take notes from what the teacher says(belief)	3.50	1.288	4.16	1.149
19.4 Students will learn best if they pay attention and take notes from what the teacher says(reality)	3.24	1.162	3.06	1.265
19.5 Translation is a very important part of learning English(belief)	3.37	1.204	3.05	1.318
19.5 Translation is a very important part of learning English(reality)	3.01	1.156	3.43	1.278
19.6 Language learning involves a lot of memorisation(belief)	3.63	1.341	3.86	1.241
19.6 Language learning involves a lot of memorisation(reality)	4.03	1.240	3.88	1.120

Work Satisfaction	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
20.1 I would recommend teaching English in Taiwan to a friend	4.09	1.000	3.55	1.052
20.2 I enjoy teaching English in Taiwan	4.08	1.093	3.82	0.848
20.3 I would like to continue working in Taiwan	4.04	1.050	4.19	0.789

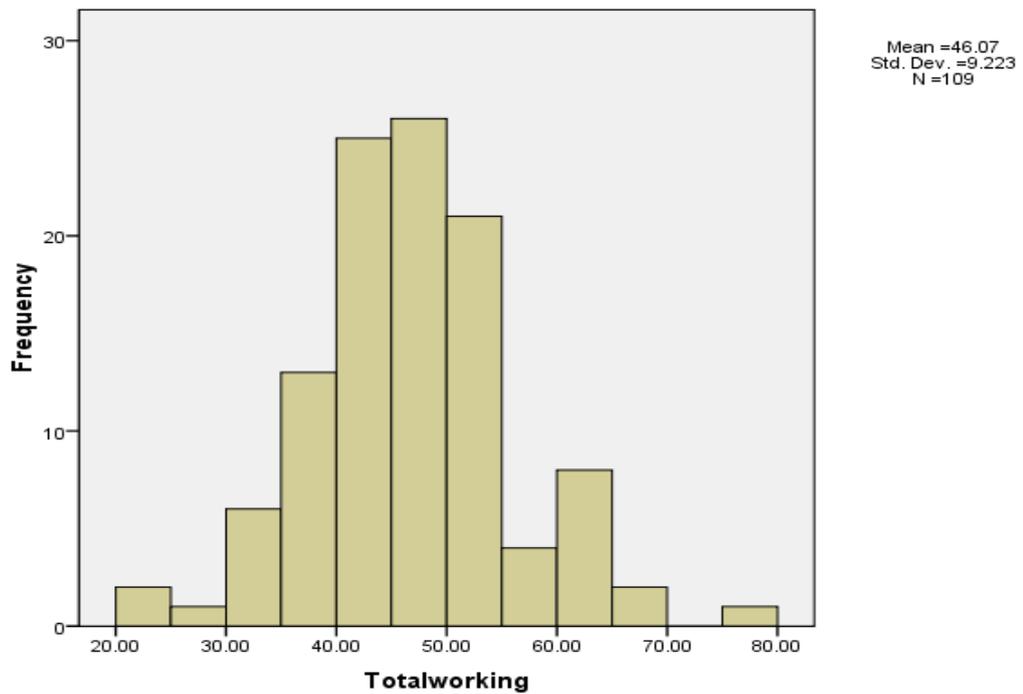
Intention to live and work in Taiwan	Expatriate teacher		Taiwanese teacher	
	Mean	SD	Mean	SD
21.1 The future of my career	2.38	1.441	1.89	1.084
21.2 The teaching job	2.22	1.173	1.81	0.974
21.3 The working environment in Taiwan	2.65	1.213	2.52	1.115
21.4 Social life in Taiwan	2.46	1.184	2.21	0.943
21.5 Salary	2.44	1.168	2.35	1.152

Appendix Seven: Histogram

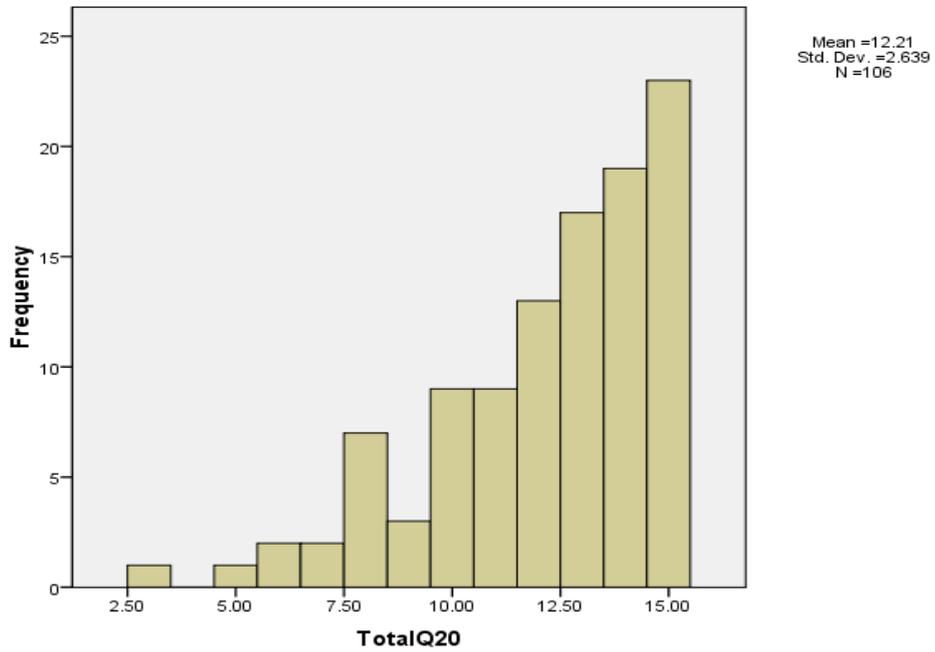
1. Histogram of general adjustment (Q.17)



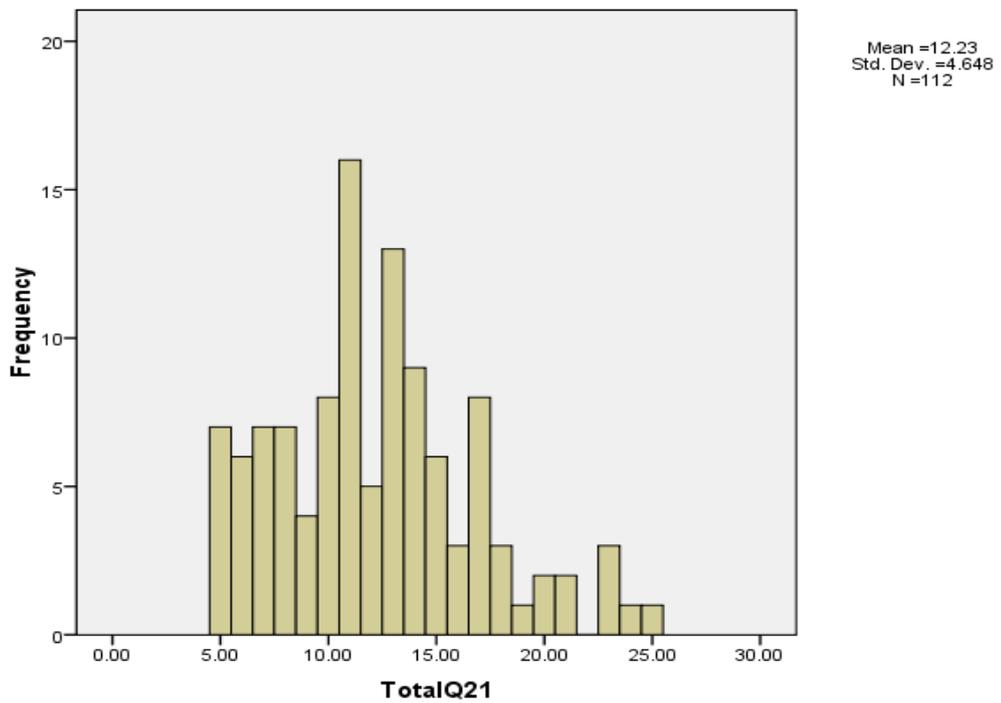
2. Histogram of working adjustment (Q.18)



3. Histogram of work satisfaction (Q.20)



4. Histogram of intention to live and work in Taiwan (Q.21)



Appendix Eight: Corrections between each section

	Q17. General adjustment	Q.18. Working adjustment	Q.19.A Teacher's belief	Q19.B. The reality	Q20. Work satisfaction	Q21. Intention to live and work in TW
Q17	1.000	0.430**	-0.153	-0.013	-0.348**	0.250**
Q18	0.430**	1.000	0.064	-0.026	-0.395**	0.263**
Q19A	-0.153	0.064	1.000	0.143	0.290**	-0.161
Q19B	-0.013	-0.026	0.143	1.000	0.049	-0.134
Q20	-0.348**	-0.395**	0.290**	0.049	1.000	-0.510**
Q21	0.250**	0.263**	-0.161	-0.134	-0.510**	1.000

** Correlation is significant at the 0.01 level (two-tailed)

Appendix Night: Participant Consent Form



PhD. Research Project: The cross-cultural adaptation of expatriate English teachers in Taiwan

Participant consent form

Name of participant: _____

1. I consent to participant in the above project, the detail of which have been explained to me.
2. I authorise the researcher (Wei Ju Liao) to audio record my interviews as described in the information sheet provided.
3. I hereby give the researcher (Wei Ju Liao) the right to use the data I provide, including taped interviews and key-incident diary entries for the PhD research, conference papers, journal articles and other academic publications.
4. I acknowledge that the possible effects of this research have been explained to me to my satisfaction.
5. I have been assured that the data will be collected at times that are convenient to me within the constraints of my academic course.
6. I understand that, unless I specifically request it, I will not be identified in the PhD. thesis nor in any presentation or publication and that all the information I provide will be treated as confidential.
7. While accepting the above arrangement, I wish the following further restrictions to be placed on the use of the data I contribute to this research project:

I do/do not * wish my name to be used in connection with the data I contribute to this research project.

Signed: _____

Date: _____

*delete as appropriate.