

The Constituent Elements of Global Perspectives of Cross-Boundary-Teachers (FETs)

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Abstract

The purpose of this study was to describe and explain the constituent elements of global perspectives of Cross-Boundary-Teachers, especially foreign English teachers, in college EFL classroom. By using purposeful sampling of qualitative method, five foreign English teachers from three universities in Taiwan were selected to participate in this study. This study describes and interprets the meaning of the statements and transcriptions of these informants. Through the method of in-depth interviews, the researcher came to understand how these Cross-Boundary-Teachers (FETs) who cross boundaries to teach in Taiwan define global perspectives and explore constituent elements of the formation of global perspectives of these Cross-Boundary teachers (FETs).

The theoretical framework that guided this study was “symbolic interactionism” in sociology. For this study, methods of qualitative inquiry encompassing in-depth interviews, demographic background survey, and artifacts collection were utilized. The collected data was analyzed by using the constant comparative method prescribed by Glaser and Strauss (1967) in their development of the “Ground Theory.”

Based on the outcome of this study, the constituent elements of the formation of Cross-Boundary teachers’ (FETs)’ global perspectives encompassed compiled traveling experience, multi-cultural growing backgrounds, cross-cultural activities, diversified educational systems, personal interest, and the power of extensive reading.

The findings indicated three interactive models for Cross-Boundary teachers (Cross-Boundary-Teachers (FETs)) to infuse global perspectives into their language teaching: Cross-Boundary-Teachers (FETs)’ mono-directional interactive model, students’ mono-directional interactive model, and Cross-Boundary-Teachers (FETs)’ and students’ bidirectional interactive model. Depending on different levels of cognition toward the achievement of global perspectives, the weight of the scale inclined to different sides which symbolized different levels of perception from teachers and students.

Based on the existing data, the strategy Cross-Boundary teachers (FETs) adopted in exploring global perspectives encompasses transverse integration and vertical integration. The Cross-Boundary teachers (FETs) designed various topics, teaching activities and teaching materials to infuse global perspectives into teaching and learning. On the basis of these findings, several pedagogical implications are proposed, along with suggestions for further related research.

Introduction

During the last decades, the life span and employment competition has a tremendous transformation due to the quickly spread of globalization. Globalization is fluctuant and fluxional. In order to survive in the global world and create better benefits for the company, the enterprise crosses the boundary to invest capital in other countries and expand their business and franchise to non-development countries. People need to cross the boundaries to work or study in other countries due to the requirements of work or education. People could travel the world through convenient transportation like airplanes

without being limited to time and space (Alger, 2003, p. 3). In addition, people could communicate with many others worldwide through the Internet no matter the color of their skin, the languages they used, the job they did, the time zone they lived in or the status they reached. It not only diminished the distance that time and space created but also broke up the boundary of nations and races (Harvey, 1991; Axford, 2003; Waters, 2003). Likewise, people needed a tool to communicate, deliver messages, and operate machinery. Most importantly, the best tool to communicate with people turned out to be the same language in such globalization context.

English, known as a global language, was widely utilized by most of the countries in the world to promote their economic profits, to compete with other countries and to access all kinds of information. Many of the reasons for these policies stemmed from the impact of English as a global language (Bruthiaux, 2002). The governments in non-native English speaking countries expressed their concern about maintaining and increasing their competitive ascendancy internationally and viewed English as a vital component. Besides, in all these countries, the business sectors' expectations that employees would speak English were increasing. Without English, opportunities for promotion in the workplace would become more limited (Burns, 2004, p. 8). English, in this regard, was the way to reinforce competitive ability in the global world.

In order to reinforce the competence of the citizen, non-native English speaking countries, such as Japan, Korea, Singapore, Taiwan, and Hong Kong, developed many strategies to enhance their citizen's English proficiency. Many government leaders, including the former Prime Minister of Malaysia, Mahathir Mohamad, have proclaimed the twenty-first century to be a "global century" (Pieterse, 2003, p. 4). The tendency of the 21st century seems to be globalization. In order to meet the needs of English curriculum policy and explore global perspectives of citizens, the number of NEST/FET has been increasing in some non-native English speaking countries (Braine, 2006; Burns, 2004; Chen, 2007).

Recent trends in Taiwan's educational policy have focused on meeting the challenges of globalization and internalization (Chen, 2006; Chen, 2007; Liao, 2007). In the "2008 Main Program of Education Administration: Exploring Global Visions/Perspectives" proposed by the Ministry of Education, four directions are set forth: modern citizens, Taiwan based, global visions/perspectives, and social care (MOE, 2008, p. 1). Among these, developing global visions/perspectives is the primary strategy. In order to develop global visions/perspectives of the students, the MOE has set up strategies to promote international and global education: encourage students to produce creativity, present their characteristics, encourage students in Taiwan to study abroad, and offer incentives to attract international students to study in Taiwan (MOE, 2008).

Language learning is closely related to the environment people lived. "The lack of a surrounding community of English speakers outside the classroom increases the challenge for EFL instructors immensely" (Wu, 2006, p. 2). Unlike Hong Kong and Singapore, students in Taiwan seldom have the opportunity to talk to foreigners, except perhaps in Taipei. The lack of opportunity for communicating in authentic situations and settings, especially with foreign English speakers, defeats many students' confidence to plunk up their courage to articulate in English (Wu, 2006; Hsieh, 2007). Though many cities start to teach their pupils English from the first grade in elementary school, many students are not courageous enough to talk to foreigners in English.

Reflecting on issues and the conducted studies described above, the researcher found that few studies have focused on the discussion of classroom interaction with Cross-Boundary-Teachers (FETs) in developing global perspectives. Liu (2003) in her study entitled "The survey of infusing global perspectives into the second foreign language

teaching at the senior high schools in Taiwan,” raises three suggestions. Among them, the suggestion that “Upon the implementation of infusing global perspectives into foreign language education, the teachers’ satisfaction level was low, thus there is still a lot of room for improvement” advocates there is still a lot of room for researchers to explore in relation to the development of global perspectives in Cross-Boundary-Teachers (FETs)’ EFL classrooms (p. 3).

The purpose of this study was to describe and explore Cross-Boundary-Teachers (FETs)’ global perspectives in teaching and learning English as a foreign language, and what the educational implications are in relation to English teaching. The educational implications of this study may help Cross-Boundary-Teachers (FETs) discover more effective ways of developing global perspectives in EFL classrooms so as to promote teaching efficacy and enhance the overall achievements of students’ English proficiency.

Literature Review

The Concept of Globalization

The concept of “globalization” turned to be a trend from about the mid-1980s onward. “The key figure in the formalization and specification of the concept of globalization is Robertson” (Waters, 2003, p. 132). “Globalization as a concept refers both the compression of the world and the intensification of consciousness about the world as a whole” (Robertson 1992, p. 8; cited in Eriksen, 2007). Hart (1998) identified five concepts represented by globalization as follows:

1. The existence of a global infrastructure
2. Global harmonization or convergence of some important characteristic feature
3. Borderlessness
4. Global diffusion of some initially localized phenomenon
5. Geographical dispersion of core competences in some highly desirable activities

The researcher accumulated two more concepts with regard to reviewing ready-made studies: the idea of time and space, and transnationality.

The existence of a global infrastructure

Since the idea of the world as one has been embedded in people’s mind, people should cooperate to face different difficulties and problem solutions. The existence of a global infrastructure accelerates transnational cooperation in public transportation construction, water and air pollution delegation, and other similar facets.

Global harmonization or convergence of some important characteristic features

The word globalization also invokes themes of cultural convergence as a result of media and electronic interconnections from satellite broadcast, television, fax machines and most recently the possibilities of cyberspace (Dalby, 2003, p. 36). Global harmonization or convergence of some important features was spread and consolidated through broad-based spread of media and the Internet (Kim, 1998).

Borderlessness

Dramatic changes in transportation technology, communications, and production, for further interpretation, exemplified by the airplanes, communications satellites, Internet, fax, and cellphones, and transnational production of automobiles and express shuttles have significantly altered the ways in which people lived in distant settlements. As a result, most people lived on a planet of worldwide transactions, “as consumers of products and resources from throughout the world, as workers for transnational corporations and for other enterprises that must compete with them, as unemployed whose jobs have taken

flight, and as consumers of global fads in music dress (Alger, 2003, p. 3).

Viewing that international boundaries have collapsed and the consequence of globalization has led to consistency but diversity, Castells (2003) claimed that no more national economies and national economic policies could be sustained by an individual country. They were nationally based strategies operating in a global system that differentiated and articulated across and between national boundaries (p. 81).

Global diffusion of some initially localized phenomenon

The trend of globalization reinforced global diffusion of some initially localized phenomenon, illustrated through things such as McDonald's, Nike shoes, sports, Chinese Kung-Fu, and Kim-chi. McDonaldization has effected small but influential changes in East Asian dietary patterns (Watson, 2003, p. 130). Take Japan as an example, Japanese consumers rarely ate with their hands until the introduction of McDonald's. In Hong Kong, McDonald's has replaced traditional teahouses and street vendors at the most popular breakfast venue. As in Taiwan, French fries have become a dietary staple for the youngsters, owing almost entirely to the influence of McDonald's (Watson, 2003, p. 130).

One could eat fast food in McDonald no matter what country you were from. It also implied the feature of standardization of globalization. Some concluded the outcome of McDonaldization as a symbol of cultural hegemony of the United States (Kim, 1998; Watson, 2003). Through media communication including television, broadcast satellites and Internet, local products like clothing, dramas, food, and sports were dispersed throughout the world with tremendous speed under the context of globalization.

Geographical dispersion of core competences in some highly desirable activities

The power of global mass media has offered the spectra of cultural homogenization in the form of "cultural imperialism" or "Americanization." Another homogenizing trend was attributed to the notions of "global consumer culture" and "commodification" in the era of late capitalism. The two trends were linked which illuminated that a global culture was formed by the hegemonic culture of the US based on its economic and political dominance and, simultaneously, by the materialistic culture-ideology of consumerism that has characterized American culture. For instance, people worldwide were watching CNN, HBO, and MTV, McDonalds were opening up throughout the world, and many Hollywood films dominated the world film market, all these aspects were taken as indisputable evidence of the cultural homogenization and Americanization.

Time and Space

As a result of the rapid development and transformation of technology and communication, studies and researches have spawned different concepts in relation to globalization. One of the most concrete concepts is time-space compression. Harvey called process of time-space compression as a development in which time could be reorganized in such a way as to reduce the constraints of space, and vice versa. Time-space compression involved a shortening of time and a "shrinking" of space progressively. The time taken to do things decreased and hereafter reduced the experiential distance between different points in space (Waters, 2003).

The process of time-space compression was not gradual and continuous but occurred in short and intense burst during which the world changed rapidly and uncertainty increased. Time was compressed as capital flowed more rapidly through this reorganized system. It provided the springboard for the further conquest of space by investment in railroads, canals, shipping, pipelines, and telegraphy. Towards the turn of the century, space shrunk further along with inventions in ground transport, aviation, and

communication (Waters, 2003, p. 146).

Transnational

The contemporary world has multiple spatial dimensions in addition to global space; world social relations nowadays included regional, country, local, household and other geographical aspects alongside the transplanetary facets. In order to reconcile the conflict and diversity resulting from the development of globalization, constructing global interdependence is bound to need transnational cooperation. Global communications, global travel, global production, global transaction, and global markets have been promoted and facilitated by global monetary.

Global Perspectives

In conceptualizing what global education means within educational systems, or educational programs and the schools, it is important to examine the work of several scholars because there are alternative approaches and different conceptualizations (Bray, 2006; Green, 2006; Merryfield, 1997; Pang, 2006). With regard to the various dimensions of globalization including economics, political science, sociology, psychology, anthropology, communications, and geography (Axford, 2003; Berger, 2002; Castell, 2003; Eriksen, 2007; Kim, 1998; Meyer, 2003; Peterson, 2003; Riggs, 1998; Robertson, 2003; Scholte, 2005; Vulliamy, 2004), constructing an adequate global perspectives along with the awareness of multidimensions and the complexity of globalization, becomes crucial in teacher training programs.

Many scholars dedicated themselves to defining global perspectives in different aspects (Carano & Berson; 2007; Kim, 1998; Kniep, 1987). Becker (1979) advocated the definition of global perspectives as “Special interest to teacher educators who are looking for holistic approaches to global education that bridge several disciplines, provides teachers with multiple avenues for conceptualizing how global education can be infused into the social studies” (cited in Merryfield, 1997, p. 5). Generally, scholars defined global perspectives by virtue of its major themes and dimensions (Harvey, 1975; Alger & Harf, 1986; Lamy, 1987; Merryfield, 1997; Case, 1993). According to Merryfield’s (1997) definition, global perspectives included six dimensions: consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choice. Case (1993) differentiated global perspectives between the substantive and perceptual dimensions. Lamy (1987) emphasized the strategies and skills in defining global perspectives.

Some scholars emphasized attitude and skills in dealing with the transformation of the global world. Tye & Tye (1992) proclaimed that “the existing ambiguity allows from a much needed flexibility that helps teachers create their own brand of global education based on local educational, political, and cultural contests.”(pp. 85-107, cited in Merryfield, 1997, p. 5) Fernandez (2006) elucidated that “Global perspectives takes on a holistic approach by combining cognitive, interpersonal, and intrapersonal dimensions of development to uncover the factors that contribute to an individual’s ability to engage in critical self reflection and to act in culturally sensitive and informed ways” (p.4). Anderson et al (1994) emphasized the role of human being in defining global perspectives from ecological perspective: (1) You are human being; (2) your home is planet Earth; (3) you are a citizen of a multicultural society; and (4) you live in an interrelated world. Knowing that the role of human was a component of the world, people would start to treasure the world from this perspective.

Different definitions of global perspectives implied different emphasis of the scholars. Global perspectives encompassed varied aspects, themes, and dimensions

which identified different expectation of the scholars toward implementation of global perspectives in education. Teachers' course design in this case should try to encompass these aspects and enrich the contents of teaching materials to assist the students to explore their global perspectives.

Methodology

Setting

The core concepts of globalization is consistency but diversified. English, as a global language, fits the core concept of being consistency for it is utilized by many governments to be their official language to deliver the government's messages. Cross-Boundary-Teachers (FETs), who left their own countries to work in Taiwan, fit the core concept of "diversified" because Cross-Boundary-Teachers (FETs) need to "cross the boundary" to "move" to other countries and cultivate their cross-cultural skills to adapt to different living styles in a different country. In this case, Cross-Boundary-Teachers (FETs) who teach English in Taiwan, best serve the purpose of this study.

In order to describe and explain Cross-Boundary-Teachers (FETs)' global perspectives in teaching English as a foreign language in universities in Taiwan, this researcher made a preliminary assumption that institutions that had applied foreign language department might best serve the purpose. Teacher participants of this study came from the universities located in southern Taiwan: Chia-yi, Yun-Lin, and northern Tainan dated from August, 2008 to July 2009. The first phase started from August 2008 to March 2009, the researcher came in contact with all the Cross-Boundary-Teachers (FETs) in these areas, and the follow-up interviews were conducted from March to July 2009.

After surfing on the Internet, it is found there were 11 universities including technological universities, institutes of technology, and normal universities in this area. There were 14 Cross-Boundary-Teachers (FETs) employed in six out of the 11 universities. After the researcher contacted with the Cross-Boundary-Teachers (FETs) from the six universities, five Cross-Boundary-Teachers (FETs) from three different universities promised to participate in the study. Two of them were from a technological university located in Yun-Lin, the third one was from a general university located in Chia-yi, and the fourth and fifth one were from a private university in Tainan.

In order to sketch the natural setting as the direct source of data, the interviews were conducted in offices or study rooms of the Cross-Boundary-Teachers (FETs) as well as the laboratories or classrooms where the students attended classes. The researcher observed and depicted the setting while the interviews were undergoing to collect relevant research materials and data to analyze in the study.

Research method

The method employed in this study was qualitative paradigm. By using purposeful sampling of qualitative method, five foreign English teachers from three universities in Taiwan were selected to participate in this study. This study describes and interprets the meaning of the statements and transcriptions of these informants. Through the method of in-depth interviews, the researcher came to understand how these Cross-Boundary-Teachers (FETs) and EFL learners define global perspectives, explore constituent elements of the formation of global perspectives, and probe into the interactive models for Cross-Boundary-Teachers (FETs) to infuse global perspectives into their language teaching, roles of Cross-Boundary-Teachers (FETs) in exploring students' global perspectives and multiform gaps between Cross-Boundary-Teachers (FETs) and students in EFL classrooms.

The theoretical framework that guided this study was "symbolic interactionism" in sociology. For this study, methods of qualitative inquiry encompassing in-depth interviews, demographic background survey, and artifacts collection were utilized. The

collected data was analyzed by using the constant comparative method prescribed by Glaser and Strauss (1967) in their development of the “Ground Theory.”

Findings and Discussions

Elements That Constituted Cross-Boundary-Teachers (FETs) and EFL Learners' Global Perspectives

According to previous literature review and relevant documents, the aspects of global perspectives encompass economics, political science, sociology, psychology, anthropology, communications, and geography, and the key features of global perspectives are consistent albeit diversified. This study focused on exploring Cross-Boundary-Teachers (FETs) and EFL students' global perspectives in college EFL classroom. For this purpose, this section focused on probing into the elements that constituted Cross-Boundary-Teachers (FETs) and EFL learners' global perspectives.

Elements Constituted Cross-Boundary-Teachers (FETs) Global Perspectives

After analyzing the results regarding incidents or characteristics influenced the formation of Cross-Boundary-Teachers (FETs) global perspectives, the constituent elements were found to form their global perspectives. Applying to their teaching, the Cross-Boundary-Teachers (FETs) found that these elements aroused various influences on Cross-Boundary-Teachers (FETs) teacher belief to dominate their class. Meanwhile, students' development of their global perspectives as well as the students' learning effect were influenced by the Cross-Boundary-Teachers (FETs) instruction. Table 1 presented the results of the interviews regarding to incidents or characteristics that formed Cross-Boundary-Teachers (FETs) global perspectives and its impacts. Further descriptions of the elements constituted Cross-Boundary-Teachers (FETs) global perspectives were discussed afterwards.

Table 1. Incidents or Characteristics That Influenced the Formation of Cross-Boundary-Teachers (FETs) Global Perspectives and Its Impacts on Teaching

<i>Incidents or characteristics influenced the formation of Cross-Boundary-Teachers (FETs) global perspectives</i>	<i>Constituent elements</i>	<i>Impact on teaching</i>
Traveling to other countries	Compiling traveling experiences	Elevating students' learning motivation
Student Exchange Program Summer Work Travel Teaching in Taiwan Getting married to Taiwanese wife	Accumulated cross-cultural activities	Cultivating cross-cultural skills
Multi-cultural growing up background	Diversified multi-cultural growing Background	Respecting differences
The power of Media Be interested in foreign countries and languages	Infusion of personal interest	Being active to concern global affairs
Search for data after reading novels	The power of extensive reading	Elevating students' learning motivation
Doing relevant research	Varied education systems	Elevating students' learning motivation

Further Description of Elements Constituted Cross-Boundary-Teachers (FETs) Global

Perspectives

The constituent elements of the formation of Cross-Boundary-Teachers (FETs)' global perspectives somehow influence the teachers' teaching belief and their curriculum design. In this study, the emphases of teaching beliefs were classified into language proficiency, communication ability, cultural familiarity, learning differences, respecting local values, and practicality. The majority of Cross-Boundary-Teachers (FETs) in this study agreed that developing global perspectives for students is important in pursuing further study and developing future careers. Probing into the elements that constituted the formation of Cross-Boundary-Teachers (FETs)' global perspectives might conduce to the understanding of the ways Cross-Boundary-Teachers (FETs) select teaching topics, teaching materials, and teaching methods. Based on the outcome of the interviews, the constituent elements of the formation of Cross-Boundary-Teachers (FETs)' global perspectives include compiled traveling experience, multi-cultural backgrounds, cross-cultural activities, diversified educational backgrounds, infusion of personal interest, and the power of extensive reading. Teacher Participant V's elaborated description best fit the theme of this category. The following description of the four stages of the formation of his global perspectives manifested five elements that constituted Cross-Boundary-Teachers (FETs)' global perspectives.

{Quote 1} There are four parts. First, my master Subject: English on global perspectives. Second, teaching in Taiwan. Third, traveling to other countries. Fourth, looking at people's jobs in Taiwan that I know who works in trading company. (TP V)

As indicated in the above excerpt, educational backgrounds, cross-cultural activities, traveling experiences, stimulating personal interest, and the power of extensive reading form the elements that constituted Teacher Participant V's global perspectives. Figure 1 expresses the elements that constituted Cross-Boundary-Teachers (FETs)' global perspectives.

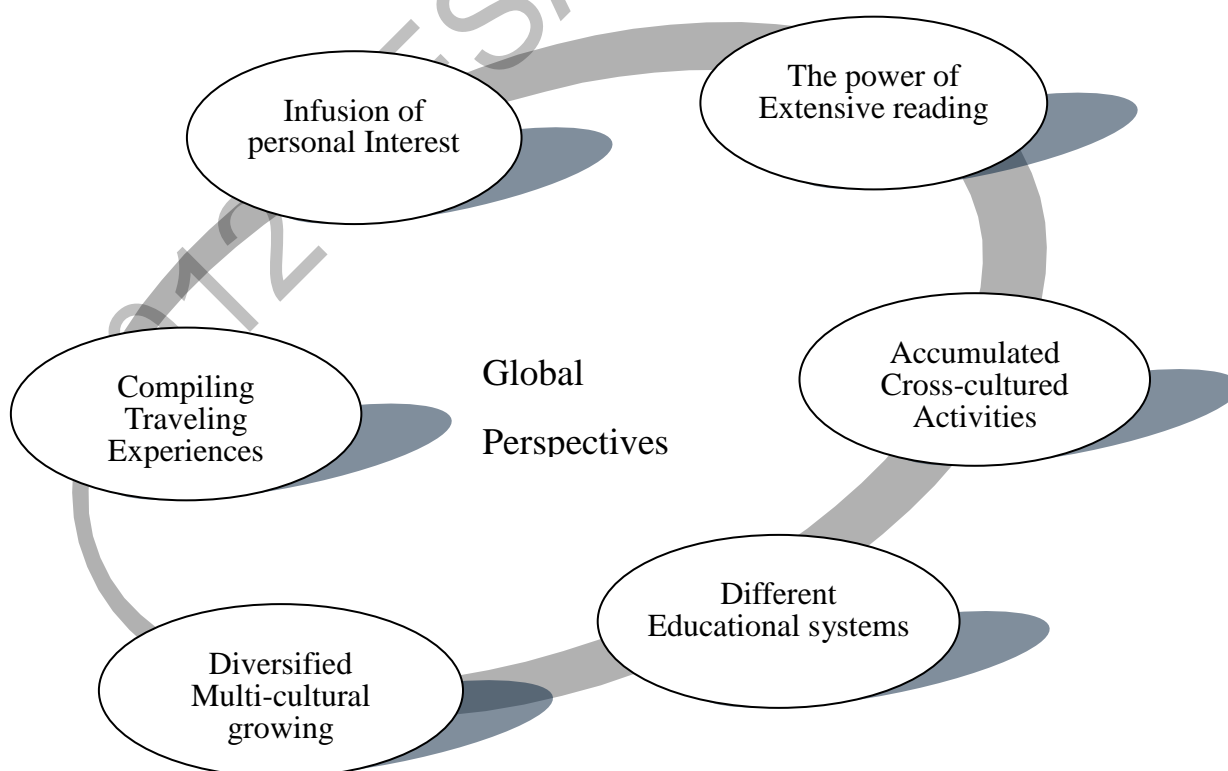


Figure1. Constituent elements of formation of Cross-Boundary-Teachers (FETs)' global perspectives

Compiling traveling experiences

Traveling, the way to cross boundary in a global world, related to the key features of globalization (Tomlinson, 2003; Youngs, 2003). A fondness for learning different languages and cultures, most Cross-Boundary-Teachers (FETs) enjoyed traveling to other countries. Compiling different traveling experiences and appreciating different cultures turned out to be part of the reasons for them to work and settle down in a different country like Taiwan. Teacher Participant I explained:

{Quote 2} Well, I think you need to be able to travel. And I think, what would be good for Taiwan universities would be to have more exchange... I like to but we have no money. In summer, this summer, in two months we're going to France so I'm very happy. I haven't been for two years so I'm going back home. Usually we try to visit another country in Asia once a year. Last year we went to the Philippines and we've been to Bali in Indonesia, we've been to Thailand, we've been to Palau, and...and, you know, we also have to go to China. (TP I)

Traveling facilitates the understanding of local cultures, norms, and values as well. With a great enthusiasm in traveling to different countries, Teacher Participant I accumulated traveling experiences with communicating different people and understanding different cultures. Respecting different traditional customs in different cultures and appreciating them helped her get involved in local society. To Teacher Participant I, traveling has been a very important element in exploring her global perspectives. Additionally, Teacher Participant II expressed the initial motivation of being to China as an element of formulating his global perspectives; and he eventually settled down in Taiwan. To Teacher Participant II, traveling experiences to this extent contributed to the first and the most crucial element in developing Cross-Boundary-Teachers (FETs)' global perspectives.

Diversified multi-cultural growing backgrounds

All Cross-Boundary-Teachers (FETs) in this study see their countries as a melting pot, consisting of different races and immigrants. Conspicuously, living in such a multicultural society and encountering diversified races, building a successful relationship are the keys to success in a corporate environment. Positive relationships with other cultures require adequate body language, the ability to respect cultures and customs, and trying to understand people they encountered. Beyond understanding the norms of other cultures, people also need the communication skills and appropriate strategies that would be applicable to the country or region they have visited.

Teacher Participant II and Teacher Participant V, who were born in Australia, emphasized the impact of a multicultural living environment in developing global perspectives. A quotation from Teacher Participant II provided a vivid picture about the multicultural growing background for us.

{Quote 3} I think one of the first um... stages or influences in what I think ... developing what I think is my global perspectives was growing up in a multi-cultural society in Melbourne, which is a very multi-cultural... especially in the era I grow up with many children of immigrants going to school and Australia's an immigration country, and so you have the opportunity to grow up with many different cultures and in fact, for example, our eating cultures, our culture of eating out is entirely based on ... based on the cuisine of different place in the world. (...) So I think that's the first part, we develop some awareness that people are different in the world. I was very lucky to grow up in the environment. (TP II)

For further details of this interview, please refer to Appendix I. Diversified multicultural growing backgrounds set out the foundation of the awareness of the differences between diverse races and diversified societies which contribute to developing Cross-Boundary-Teachers (FETs)' global perspectives. Based on the experience of diversified multicultural growing backgrounds, Cross-Boundary-Teachers (FETs) are more tolerant to live with different cultural backgrounds and accept different viewpoints. Referring to Cross-Boundary-Teachers (FETs)' teaching, Cross-Boundary-Teachers (FETs) could accept and respect students' viewpoints; and students would be stimulated to see different thinking styles and different customs through interacting with Cross-Boundary-Teachers (FETs).

Accumulated cross-cultural activities

Nearly all Cross-Boundary-Teachers (FETs) in the study deem that cross-cultural activities had great impact on the formation of their global perspectives. Most of them studied abroad, worked in other countries or got married to Taiwanese spouses. As Teacher Participant V explained that living in different countries explored his global perspectives.

{Quote 4} Living in two countries definitely helps to construct my awareness of global perspectives, because Taiwan is obviously very different from Australia. (TP V)

Likewise, Teacher Participant II further interpreted working in a totally different country and marrying a Taiwanese woman constructed his awareness of global perspectives in the following excerpt.

{Quote 5} The next step was living in Taiwan. UM... living in Taiwan, studying in Taiwan, teaching in Taiwan, working in Taiwan, working in ... a...a Chinese ... a Taiwanese work place... And, um, and of course getting married to a Taiwanese wife. (TP II)

Studying and working in a completely different country requires the adaptation to many different customs and values. Many Cross-Boundary-Teachers (FETs) in this study married to Taiwanese woman. Marriage is absolutely associated with the ideas of compromise, negotiation, and tolerance, especially when it comes to a transnational marriage, so the couple might construct an intimate relationship with the family. In order to adapt to local life in a completely different culture like Taiwan, they hereafter develop many cross-cultural skills when encounter different problems and join the local life circle with a new family in Taiwan. Culture is a key determinant of the structures people are most likely to encounter. Marriage is especially the key point for them to get involved with the society and traditions in Taiwan which are completely different from Australia or the United States. Cross-cultural activities, to this extent, turn out to be an influential element of the formation of Cross-Boundary-Teachers (FETs)' global perspectives.

Different educational systems

In a multicultural educational society like the United States and Australia, the multicultural educational system is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. Thus, the important goal of the education system is to help all students acquire knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with people from diverse groups in order to create a civic and moral community that works for the common good. Moreover, in a well-developed society like Europe, students are no longer confined to dealing with only the society they live in. The educational programs in Europe create opportunities for students to experience diverse

societies and to learn norms and values of different cultures.

Teacher Participant I explained the ERASMUS program as follows.

{Quote 6} In Europe, in the EU, there is a program called Erasmus. And Erasmus, it's spelled E-R-A-S-M-U-S. It's a program where if you are a student in France you can go abroad to a...to another university in Europe for one semester so you can go, you know, it takes 3-4 years to get a degree. You can spend one year abroad. So you can go to two different universities, one semester in each one. Um, and you know in one or two different countries. This is a major program and lots...thousands of students do this every year. So you have German students going to Italy and Greek students going to France and so on. (TP I)

Traveling and living in other countries to pursue a degree or to complete a program accumulate the real cross-cultural experiences for students in Europe. In the same vein, local students could also benefit from being exchange students. Teacher Participant IV mentioned,

{Quote 7} My high school was close was Washington D. C. we had lots of exchange students from everywhere. (TP IV)

The experiences of studying with exchange students offer opportunities for students to get along with diverse racial, ethnic, and cultural groups. Different educational backgrounds contribute to the elements of interaction, negotiation, and absorbing different skills in communicating with people from different countries. In association with Cross-Boundary-Teachers (FETs)' teaching, different educational backgrounds take account for developing interactive skills in communicating with students from different backgrounds and offer opportunities for students to train their skills to access the diversified world.

Infusion of personal interest

The fifth element for developing Cross-Boundary-Teachers (FETs)' global perspectives is infusion of personal interest. According to Vygotsky's Learning Theory, learning motivation is the most effective way to elevate the achievement of learning. Broadly speaking, motivation is either intrinsic or extrinsic (Harmer, 2001; Ryan & Deci, 2000a). The intrinsic characteristics of learning motivation is interest for the sake of interest, this means satisfaction derived directly from understanding and skills. To this extent, being interested in learning different languages and different cultures strengthens the learning motivation in understanding and familiarity with the language and the culture. It might build up the opportunities to communicate and interact with different people when they were learning the target language. Being interested in languages generally fosters learning effects. An increase proficiency of another language could help people to develop an incisiveness of the culture they are interested in. Teacher Participant IV stated:

{Quote 8} Well, for myself, I've often, well, I've always been interested in foreign cultures and foreign languages and so I've studied Spanish for seven years, seven and a half years. Uh, and uh German I studied for a year. I've been traveling to other countries and using the languages there um, so spoke German in Germany and Austria. (...) So I think for a global perspectives I just, uh, try to learn something about the cultures that interest me. (TP IV)

Similarly, Teacher Participant II started to learn Chinese out of curiosity and preference. Being interested in learning Chinese encouraged him to get in touch with Chinese culture and travel to China later.

{Quote 9} The second stage, initially Chinese cultures, Chinese. I started learning Chinese when I was about thirteen ... thirteen years old and uh,, just out of curiosity, not very seriously and uh... that was a very interesting experience. (TP II)

To this extent, the fondness and curiosity of a language not only foster the motivation of the Cross-Boundary-Teachers (FETs) to learn the language but also go to other countries to pursue further study. Consequently, the infusion of personal interest contributes to the element of the formation of Cross-Boundary-Teachers (FETs)' global perspectives.

The power of extensive reading

The majority of Cross-Boundary-Teachers (FETs) speculate reading as the distinctive element to explore global perspectives based on their previous experience. Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and /or constructing meaning. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Reading is a knowledge enhancement tool to develop cultural understanding and scientific knowledge, literature, works of art, and common knowledge. Extensive reading is crucial in developing background and expectations necessary for genuine comprehension. Reading is also a way for us to break down boundaries and create an imaginative world when reading a novel, fiction or drama (Anderson, 2006). Extensive reading enriches the content of information and knowledge. Through reading, same information and knowledge can spread the world and people can obtain various messages and information from all over the world. The media of reading is language; especially English because English is the most popular language in the world. Moreover, the prevalence of the Internet facilitates the spread of information, and people can read information no matter which countries they are in.

Just as Teacher Participant III claimed: “We all read the same books, we all watch the same TV programs.” To him, global perspectives means media, and extensive reading is the most effective way to explore people’s life and behavior in a certain society in the world. No matter what race we are, we’ve faced the dilemma that Hamlet encountered when we read Shakespeare’s play *Hamlet*. We can recognize the inequity of society in a colonial society like India when we read *A Passage to India* and *Burmese Days*. We can penetrate the fury of racial discrimination toward black people in American society when we read the short story *When Cried Loud*. We realized the hopelessness of the main characters in *Long Day’s Journey into Night* as well. Through reading, we can imagine ourselves to be the characters of the novel or play, and explore the lifestyle and living circumstance of a society and understand the norms and values in a certain age and society no matter where we live.

In addition, Teacher Participant IV also stated:

{Quote 10} For me, growing up the Internet came later into my life after most of my foundational education was done...um...so my experience is mostly from books, reading. Uh, and you know seeking out people. (...) My awareness of global perspectives of my global perspectives is mostly from reading or conversations or getting to know people from other countries. (TP IV)

To Teacher Participant III and IV, a preference to extensive reading constructed an imaginative world for them and enriched their knowledge regarding the international world. Consequently, extensive reading serves as an essential element that constitutes their global perspectives.

The constituent elements of Cross-Boundary-Teachers (FETs)' global perspectives somehow influenced Cross-Boundary-Teachers (FETs) teacher belief and course design, and moreover, they might affect the selection of the teaching topics and teaching materials of the class. Interactive models in the EFL classroom might be different by virtue of the different course design of the Cross-Boundary-Teachers (FETs).

Interactive Models of Exploring Global Perspectives in the EFL Classroom
Framework of Interactive Models in Developing Global Perspectives

The interaction among people in the global world is getting frequent. No matter what purpose people have, people move to other places to contact different people for transactional needs, educational need, or immigration. With regard to EFL learning, the increasing numbers of Cross-Boundary-Teachers (FETs) offer an authentic environment for students to learn English; and hereafter, the interaction between Cross-Boundary-Teachers (FETs) and students is increasing. This study intended to explore Cross-Boundary-Teachers (FETs)' students' global perspectives in EFL classrooms. In this vein, it is crucial to ascertain the interactive models in developing global perspectives in EFL classrooms. Delamont (1983) interprets the interaction in the classroom in the following citation.

When the symbolic interactionist approach is applied to classrooms, certain consequences follow. The classroom relationship of teacher and pupils is seen as a joint act- a relationship that works, and is about doing work. The interaction is understood as the daily "give-and-take" between teacher and pupils. The process is one of negotiation-an on-going process by which everyday realities of the classroom are constantly defined and redefined (p. 28).

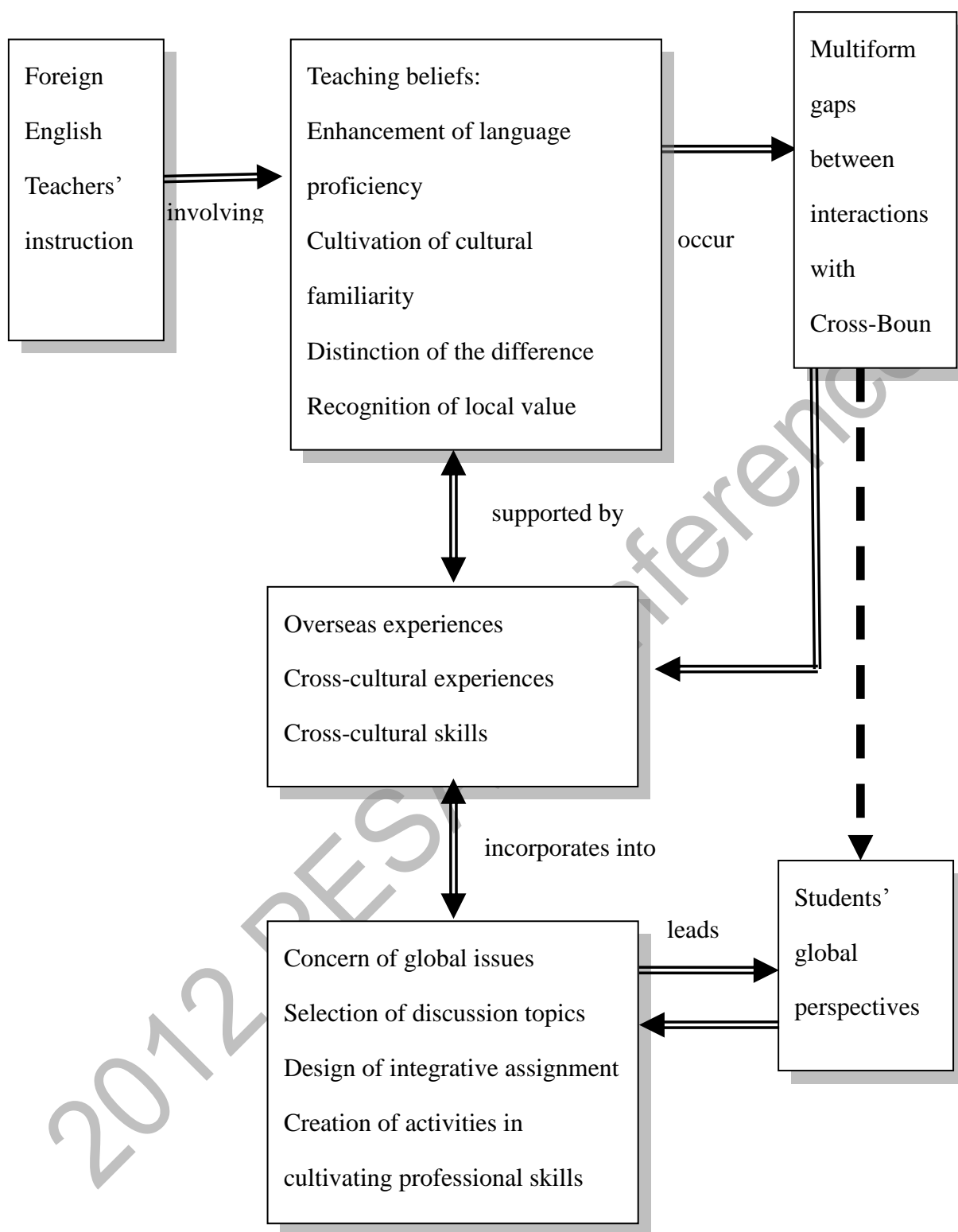
Different classroom interaction happens in class according to different purposes among the participants' expectation, classroom activities, and atmosphere.

The construction of learning often signifies whether the methods that the teacher adopts are effective or not, whether the teaching materials are adequate or not, and reveals the interactive models between teachers and students in the classrooms. Based on the outcome of this study, the interaction between Cross-Boundary-Teachers (FETs) and students identified interactive models as well as multiform gaps in the class. Different definitions of global perspectives influenced Cross-Boundary-Teachers (FETs)' teaching beliefs in some ways. Table 2 shows the connections between Cross-Boundary-Teachers (FETs)' definitions of global perspectives and their teaching beliefs.

Table 2. Cross-Boundary-Teachers (FETs)' Definitions of Global Perspectives and Teaching Beliefs

<i>Definitions of global perspectives</i>	<i>Teaching beliefs</i>
A. Being aware of the situations of other countries	Cultivation of cultural familiarity
B. Dealing with identity (Self-awareness)	Recognition of local value
C. Referring to media	Development of practical skills
D. Being a marketing term	Development of practical skills
E. Dealing with cultural difference	Distinction of the difference
F. Being a world English	Enhancement of language proficiency

Figure 2 illustrates the theoretical framework of the interactive models between Cross-Boundary-Teachers (FETs) and EFL students in this study. Based on different teaching beliefs, foreign English teachers' concern for global issues, selection of discussion topics, design of integrative assignments, and creation of activities in cultivating professional skills contribute to exploring students' global perspectives through sharing Cross-Boundary-Teachers (FETs)' overseas experiences, cross-cultural experiences and cross-cultural skills in order to eliminate multiform gaps. However, due to different levels of cognition of the learning achievement, the interaction models weigh differently by virtue of different recognitions: the first one is Cross-Boundary-Teachers (FETs)'



mono-directional interactive model, the second one is students' mono-directional interactive model, and the third one is bidirectional interactive model.

Figure 2. Framework of interactive models in exploring EFL learners' global

perspectives

Conclusions

Exploring Cross-Boundary-Teachers (FETs)' global perspectives shows the significance in many different ways. Many studies advocate that Cross-Boundary-Teachers (FETs) are postulated to supply more cultural information; and under this consideration, Cross-Boundary-Teachers (FETs) are posited to help students in developing their global perspectives. A plethora of literatures elucidate Cross-Boundary-Teachers (FETs)' cross-cultural experiences would contribute to explore students' global perspectives. In fact, interaction with Cross-Boundary-Teachers (FETs) offers opportunities for students to contact with foreigners and foreign customs in person because Cross-Boundary-Teachers (FETs) come from completely different countries. Though some Cross-Boundary-Teachers (FETs) in this study insist that they didn't consider global perspectives in their teaching, students elaborate that they are benefited to construct their global perspectives directly or indirectly when learning and interacting with the Cross-Boundary-Teachers (FETs). Evidently, the Cross-Boundary-Teachers (FETs)' classrooms could provide authentic learning environment for students to use English throughout the class. To explore the values beyond language learning is rewarding. In order to probe into the unexplored field of the development of global perspectives of Cross-Boundary-Teachers (FETs) in EFL classrooms, this research epitomizes the constituent elements of the formation of Cross-Boundary-Teachers (FETs)' in EFL classrooms.

Taking Cross-Boundary-Teachers (FETs)' class offer opportunities for students to contact with foreigners, especially in Southern Taiwan where foreigners are not many. In addition, the design of teaching materials, the selection of teaching topics, the application of teaching strategy, and the nimble use of teaching activities may all prompt students to practice and explore their global perspectives. Moreover, some Cross-Boundary-Teachers (FETs) always encourage students to search for data themselves which could reinforce students' impression through the process of obtaining materials by themselves. To put into practice the idea of "learning by doing" is meaningful to the students. In this vein, students' learning attitude would affect learning effects more. If students could seize the opportunities to contact with Cross-Boundary-Teachers (FETs) more and be actively to search for relative data, they might not only improve their language proficiency but also explore their global perspectives in some ways.

The most important conclusion of this study is that exploring students' global perspectives contributes to encouraging students to go out of classrooms and not confine themselves in just passing English examinations. Unlike Singapore and Norway where are multi-cultural society, language learning environment in Taiwan is constrained in the hegemony society. The most dominant language is Mandarin and Taiwanese. English teaching emphasizes passing the examination, no matter junior high school, senior high school or university. English education tends to be limited in teaching grammar, sentence composing and the four language skills. Students, including most people in the island, do not really understand the rapid transformations of global situations. Exploring students' global perspectives may help students to broaden their worldview and open their mind to appreciate different cultures. With English capacity, students can gather more information and collect various information they need through the Internet or informative media. Exploring students' global perspectives through learning English with Cross-Boundary-Teachers (FETs) may illuminate the students' vision to penetrate the values and insights behind reinforcing English capacity. The core values and insights of exploring Cross-Boundary-Teachers (FETs)' and EFL learners' global perspectives discovered in this study are to cultivate cross-cultural skills, appreciate local values,

respect different cultures and people, and be active to access the global affairs and events. With the global perspectives, students could learn more about the world affairs and cultural characteristics of different countries and then enhance the capacity to survive and compete in the global world.

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