

Bilingual Instruction by Non-Native English Speaking Teachers in Taiwan

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Abstract

Taiwan's Bilingual 2030 policy encourages English as the main language of instruction in English classes. However, many non-native English-speaking teachers (NNESTs) find this approach difficult due to classroom realities. This study explores the factors that influence NNESTs in Taiwan to implement bilingual instruction despite the national push for Teaching English Through English (TETE). Grounded in reciprocal determinism of the socio-cognitive theory, the study investigates how personal, behavioral, and environmental factors interact to shape instructional practices. Using a qualitative, phenomenological approach, the researcher interviewed seven English teachers, four Taiwanese and three Filipinos, about their experiences teaching in bilingual settings. Findings revealed that the use of bilingual instruction is driven by classroom management needs, scaffolding strategies, limited student exposure to English, and efforts to reduce learner frustration in English. Teachers used code-switching, translanguaging, collaborative teaching, and translation to support student understanding and expression. These practices varied depending on teaching context and learner needs. The study proposes the **Communicative Bilingual Scaffold Model (CBSM)**—a framework that addresses both policy goals and classroom challenges. It promotes flexible use of bilingual strategies to support understanding while maximizing opportunities for learners to speak and engage in English. This study provides practical insights for educators and policymakers on supporting NNESTs in EFL classroom, contributing to the successful implementation of Taiwan's bilingual education goals.

Keywords: Bilingual Instruction, Teaching English Through English, Reciprocal Determinism, Non-Native English Speaking Teachers, Taiwan

1. Introduction

Bilingualism is the ability of a person or community to use two languages in communication (Nordquist, 2020; Choo & Smith, 2020), even though the degree of fluency might differ (Janet 2024). Nowadays, bilingual education is becoming more important as schools strive to prepare students with multilingual proficiency. Bilingual education is a planned and well-executed program that uses two or more languages for instruction (Cummins, 2009 as cited by Ngangbam, 2022). Additionally, bilingual education is any instance in which children's and teachers' communicative practices in school usually include multilingual practices (Garcia, 2009 as cited by Ngangbam, 2022). Across Asia, English is commonly taught in schools to enhance students' global competitiveness by equipping them with a widely spoken international language. As noted by One World International School in Japan (2023), bilingual education facilitates language acquisition and fosters cultural awareness and global citizenship. Therefore, the future of bilingual education focuses on nurturing students who can communicate across languages and appreciate

diverse cultures that promote tolerance and prepare them for meaningful cross-cultural interactions. The extent to which each language is used for instruction within formal educational settings depends on the program model and a nation's language ideology, particularly regarding non-dominant linguistic and cultural practices (Razfar, 2021).

Bilingual programs are relevant in Taiwan. According to Yeh and Chern (2020, as cited by Graham and Yeh, 2024), English has served as a key medium for Taiwan to enhance its cooperation and exchanges with other countries in diplomacy, business, culture, technology, and academia. In response to global demands, Taiwan's strategy for bilingual education has shifted from viewing English merely as a subject to understanding it as an essential tool for communication. Although Taiwan's bilingual policy has largely focused on implementing CLIL and English-Medium Instruction across subjects, there is a need to examine how bilingual instruction is also applied in formal English language classes. In this study, bilingual instruction refers specifically to the use of both English and the students' first language as a teaching strategy in formal English classes.

1.1 Bilingual education in Taiwan

According to Graham and Yeh (2022), bilingual education in Taiwan was implemented in public schools under the comprehensive Bilingual 2030 policy, which aimed to enhance its global competitiveness. Additionally, the government also aimed to improve the students's English proficiency and performance across various subjects, including physical education, music, history, and Chinese (Chia-tung, 2023). Moreover, according to Graham and Yeh (2022), the implementation strategy of the Bilingual 2030 policy, as outlined by the National Development Council (2021) has a good approach for the education of the Taiwanese. It strategically allocates language use across the curriculum: English for English classes, Mandarin for Mandarin and Social Sciences classes, while bilingual instruction is implemented for other classes. The Ministry of Education (2024) actively recruits English teachers and assistants overseas to work with the elementary and high school local English teachers. Taiwan education wants to create an English-speaking environment on campus and enhance both student learning and local educators pedagogical knowledge. Additionally, many classrooms in Taiwan follow the "One Teach, One support" model, where the foreign English teacher teaches or instructs the learners and the local English teacher provides bilingual assistance (Chen, 2025) and vice versa.

1.2 Taiwan foreign English teachers

The Ministry of Education (MOE) has implemented the 'Foreign English Teacher (FET) program' since 2004. MOE recruits foreign English teachers (FET) to local schools yearly to establish an engaging learning environment. Focusing on public schools in rural areas, the FET has brought hundreds of teachers into local schools, strengthening the foundation for English education. Building on this success and achieving the Bilingual Policy 2030, the MOE initiated the 'Taiwan Foreign English Teacher Program (TFETP)' in 2021 to recruit more foreign English teaching talents, including both Foreign English Teachers and Teaching Assistants. TFETP strives to promote cultural exchange and cultivate global awareness in Taiwanese society by creating an immersive English learning environment. The TFETP has established three primary missions: to improve the English listening, speaking, reading, and writing skills of Elementary (Grades 3-6) and Junior High students (Grades 7-9) in Taiwan; to develop innovative English curriculum and effective teaching methods through collaboration between foreign English teachers, foreign English teaching assistants, and Taiwanese teachers; and to enhance the multicultural competence of foreign English teachers, foreign English teaching assistants, and local residents.

1.3 Non-native English teachers

According to Deng, Zhang and Mohamed (2023), a non-native speaker learns a target language such as English as a second or foreign language rather than their mother tongue. In other words, their mother tongue is not English (The TEFL Academy, 2023). According to Abdedaim (2023), NNESTs are in demand in international education since they offer unique perspectives that goes beyond language proficiency and they themselves enrich the educational experience of the learners. In Taiwan, these teachers include Filipino and local English teachers who have acquired English as a second or third language. According to Tseng et al., (2018) as cited by Chang (2024), NNESTs lack sufficient English proficiency to teach English classes in a non-native learning contexts. Thompson (2021) as cited by Abdedaim (2023) contradict this and claimed that NNESTs play an important role in global education as they contribute their expertise and diverse ideas to classrooms worldwide. Their understanding of the local culture and language can foster cross-cultural connections. Additionally, Medgyes (2001), as cited by Floris and Renandya (2020) highlights that NNESTs' fluency serves as encouragement for learners facing similar language challenges. These teachers act as relatable language models for their students, demonstrate the effective language learning strategies based on their experience and expertise. Their understanding of the target language allows them to respond to their students emphatically.

Despite the the good points of NNESTs mentioned by Abdedaim (2023), there are also some important things to consider which lead us back to the point shared by Tseng et al., (2018) as cited by Chang, (2024) that NNESTs face challenges. The primary challenge they face is language barrier. Specially in Taiwan where NNESTs under the Taiwan foreign English teachers program (TFETP) are encouraged to teach English through English. Hence, it's not mandatory for these teachers to learn Mandarin Chinese that might affect their classroom strategy.

Furthermore, Nam (2024) points out that the non-native English speaking teachers' strengths are significant and numerous. Since they also has experienced learning English as second or foreign language, they know how to deal with it. With that, they can draw upon their personal learning experience to guide their learners to the similar challenges.

1.4 Bilingual instruction in English class

Bilingual refers to the ability to use two languages while instruction means the action, practice or profession (Merriam- Webster, 2025). Hence, Bilingual instruction is a teaching strategy or practice that incorporates English as a medium of instruction and is associated with code-switching , as it involves the use of two languages (Menoza et al., 2024). In Taiwan bilingual instruction is using English and Mandarin Chinese in teaching. According to Taipei Time (2025), English classes in Taiwan were traditionally taught in Mandarin, and the focus was grammar and exam preparation. The ministry of education has adjusted the approach into communicative learning. Bilingual Nation 2030 has two key strategies: teaching English in English (TEIE) for formal English language classes and Content Language Integrated Learning (CLIL) for non-language subjects in primary and secondary schools (Chang, 2025). Chang (2008) as cited by Eliassen (2021) shared that 80% of parents wanted English classes in primary schools to be taught in English, which was one of the reasons that has pushed the national education policy to encourage teachers to teach English in English maximizing the language's output and input of the learners . According to Aithal (2023), an English only classroom can be intimidating specially for those learners who can't keep up with the lesson. With that, their motivation may drop if they believe and feel that there's no way to catch up. Davies (2021), claimed that L1 is generally used more than L2 in foreign language classes, which is English class in Taiwan. It depends on the goals of what is being taught. If it is to teach the

language explicitly, then L1 will definitely be useful. But if the goal is to improve the learners' speaking ability, then English is more useful to communicate in class. Mandarin Chinese is not banned in English classes, but teachers are encouraged to teach or maximize the use of English in English classroom. Nguyen (2022), shared that English skills can be improved better if they are taught in an English only environment. This is supported by the Taiwan Foreign English Teachers program by recruiting foreign English teachers and assistants to expand the English environment of the learners. Despite the encouragement for teachers to consistently teach English through English, the predominant use of Chinese is unavoidable. According to Littlewood & Yu (2011) as cited by Eliassen (2021), research suggests that the strategic use of mother tongue can support student comprehension and learning. In addition, Davies (2021), one of the reasons for teachers using L1 or bilingual instruction in Taiwan is to impart explicit knowledge about English. Moreover, the fact that Taiwanese doesn't normally use L2 or code-switch between Mandarin and English in daily communication (Davies 2021) is already a reason why L1 is important in classroom discussions specially if it's about explaining difficult concepts with the learners.

1.5 Bilingual instruction method

Teaching English through English and Mandarin Chinese is a bilingual instruction. There are various methods of bilingual instruction that can be implemented in teaching English effectively. According to Ferguson (2003) as cited by Chairuddin & Aditya (2021), bilingualism is often implemented for classroom management. For instance, bilingualism is used for motivation, discipline, to deal with late-comers and disruption, and to praise the learners. It is also used to regain and maintain learners' attention and to encourage classroom participation. One of the various bilingual instruction is the bilingual method, which involves utilizing both learner's native language and the target language during instruction. According to Study Smarter (2024), the main goal of bilingual method of teaching English is to enhance the comprehension of the learners as well as to foster their communication skills in new language. This method guides the learners towards better understanding and quicker learning of English using their existing knowledge. Translation is a key principle in bilingual method which aims to enhance learning outcomes and aid comprehension. Translation means transferring the words or text from one language into another (Oxford, 2025.) and it is considered a form of linguistic mediation, in which the content of a foreign language text (original text) is transferred into another language (native language, for instance) by creating in this language an information and communication equivalent text (Jordan, 2021). Toci (2021), supports this by claiming that translation helps students in EFL learning by encouraging them to recognize similarities and differences between L1 and L2. Another approach is co-teaching, which has become a powerful model for bilingual instruction. In this method, two teachers collaborate, typically a foreign teacher and local co-teacher, to guide and support student through multiple languages. According to Samantha (2024), since co-teaching employs two languages in one classroom, students have better understanding of meaning and content in both languages learned. As noted by Pan et al. (2024) citing Hargreaves (2019) and Rondfeldt et al. (2015), collaborative teaching strengthens instructional quality by allowing teachers to share their expertise and support one another. In Taiwan, co-teaching is relevant and most co-taught classrooms adopts "One Teach, One Support" model, in which foreign teacher leads instruction and co-teacher provides bilingual assistance and scaffolding (Chen, 2025). Co-teaching in Taiwan may vary depending on the school's arrangement.

Another bilingual strategy is code-switching. According to Taufiq et al (2022), teachers employ code-switching to provide students with opportunities to communicate and to enhance their understanding on the lesson. This approach often starts with instruction in English and transitions into the student's first

language when necessary, then back to English to maintain effective communication. Herawati and Fitriani (2021) noted that many researchers believe code-switching is necessary in the classroom. It plays a crucial role in providing instructions, explaining difficult concepts, and maintaining classroom dynamics. Mugla (2005, as cited by Napitulu, 2025) described code-switching as a strategy for controlling behavior and managing classroom, and maintaining lesson flow. Similarly, Nerghes (2011, as cited by Fitriani, 2021) emphasized its motivational value, arguing that code-switching helps attract and retain students' attention and signals when they should focus. Jenkins (2010) As cited by Hanif (2020) said that simple code-switch can facilitate learning by focusing the learner's attention to work on the meaning of large chunks. Using L1 in the classroom can make the learning process less intimidating than it already is. Another way in which employing L1 can facilitate language learning is that it can be used as a strategy to help lighten the cognitive load of the learners. According to Fitriani 2021, code switching saves time. It keeps the conversation in the classroom flow since codeswitching helps transferring information between teacher and the students. According to (Puspawati, 2018), as cited by Napitupulu 2025, teachers use code-switching to make the material more approachable and to aid students in understanding the foreign language. It helps students with lower performance to be able to follow the lessons better than using full English. Lastly, translanguaging is another pedagogical strategy commonly used in bilingual instruction. According to Bolkvadze (2023), based on Garcia's (2009), translanguaging is an approach to language use and bilingual education that sees linguistic abilities as unified system rather than two separate languages. Garcia (2009) as cited by Bolvadze (2023), explained that translanguaging is communicative practice involving movement between languages to negotiate meaning. It is a process of meaning-making, and knowledge construction using two languages. Additionally, translanguaging in classroom provides learners with opportunities to draw on all their linguistic resources in communication. Samantha (2024), also emphasized that translanguaging allows to use skills from one language to support learning in another. Factors motivating English teachers to implement bilingual in English class In Taiwan, non-native English speaking teachers implement bilingual instruction in formal English class for many possible reasons. Non-native English teachers (NNESTs), especially in regions where English is not the primary language, serve as essential bridges between students' native languages and English. In the context of Taiwan, understanding NNESTs' motivations and perceptions is vital, as these elements significantly impact their teaching methods, the quality of instruction, and, ultimately, student engagement. As Dewaele (2022) notes, teachers' motivations change over time, suggesting that Non-native English speaking teachers in bilingual settings are influenced by different emerging factors. Various factors influence teacher motivation in bilingual instruction. According to Ferguson (2003), as cited by Chairuddin and Aditya (2021), the implications of bilingualism can be grouped into three broad categories. First, bilingualism is used for curriculum access, helping learners understand the subject matter more effectively. It also supports classroom management discourse by enabling teachers to motivate, discipline, or praise students, manage disruptions, maintain attention, and encourage participation. Additionally, bilingualism fosters interpersonal relations, as the classroom is not only a place for academic learning but also a social and affective environment where relationships and emotional support play a crucial role. They added that two factors in applying bilingualism in EFL classrooms are related to the students' comprehension, change of topic, policy of institution or English department, and personal factor dealing with attendance. Cheng and Tang (2023) identify administrative support, school environment and resources, curriculum and instruction, student learning, and local linkage as important factors in bilingual policy promotion. Additionally, Chen et al. (2025) noted that English instruction in Taiwan begins in elementary school,

where third- and fourth-grade students have two 40-minute English classes per week, and fifth- and sixth-grade students attend three classes per week. These limited contact hours make time management a pressing concern for teachers, reinforcing the value of bilingual instruction. Hsu (2020, as cited in Tseng, 2025), who observed that EFL students in rural Taiwan often demonstrate lower motivation and performance compared to their urban peers, largely due to reduced English exposure. Chang 2024 added that NNESTs also encountered various problems when employing English-only instruction. These problems included students' mixed English ability, students' negative English learning attitudes, discipline problems. The use of Chinese language for abstract words or concepts were strategies for overcoming problems in employing English-only instruction. It has been observed that English as a Foreign Language (EFL) students in rural Taiwan are often unmotivated and show poor performance compared to those in urban areas (Hsu, 2020, as cited by Tseng, 2025). According to Taufiq (2022), the most frequent problem causing students to be passive participants is their limited proficiency in English, which makes them feel less confident using the language. Masatoshi et al. (2022) hypothesize that EFL teachers' motivation may be related to their motivation to learn the language, suggesting that teachers who like learning the language may decide to become or continue being L2 teachers. They also found that those intrinsically driven to learn the language are intrinsically motivated to teach, while those motivated by external factors in teaching tend to learn the language based on external factors. As noted in Karas & Faez (2020), Teachers' perceptions of their own language proficiency are crucial because they serve as the basis of their confidence (Eslami & Harper, 2018; Kamhi-Stein, 2009). The field of (language) teacher self-efficacy has provided ample evidence to support the notion that teachers' beliefs about their capabilities significantly impact teachers' motivations, behaviour, and potentially even their students (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Wyatt, 2018). Teaching experience has been found to have a notable mediating effect on teacher motivation, as experienced teachers may better cope with demotivators and solidify their professional identities (Csizér, 2020).

With teachers serving as crucial bridges between students' native languages and English, educators and policymakers need to remain informed about the factors that influence teachers to implement bilingual instruction in formal English class despite the policy encouraging these teachers to teach English through English (TETE). This knowledge will help design responsive policies and support systems that address current needs. The findings of the study will also guide the policymakers on how to help the Non-native English speaking teachers in teaching English. Using the concept of Reciprocal Determinism from the Socio-Cognitive perspective, the study will clarify the connections among personal, behavioral, and environmental factors that shape instructional practices and outcomes.

2. Theoretical Framework

The central concept of Socio Cognitive Theory is reciprocal determinism which according to Lamorte (2022), refers to the dynamic and mutual influence among three key components: personal factors (such as an individual's beliefs and experiences), environmental factors (such as the school setting and institutional policies), and behavioral factors (such as teaching practices and classroom responses). In this study, reciprocal determinism was used to understand the motivations of non-native English-speaking teachers in Taiwan, specifically local English teachers and Filipino foreign English teachers (FETs), as they implemented bilingual instruction in English classes. By examining how personal beliefs, environmental conditions, and instructional behaviors interacted, the study aimed to explain how these elements collectively influenced the teachers' bilingual teaching practices. The framework guided the

study in identifying areas where educational support could be improved to guide bilingual instruction. It acknowledged that teachers' motivations, attitudes, and well-being evolve over time (Dewaele, 2022), and that the reason behind the bilingual instruction in English classroom by non-native English-speaking teachers may be shaped by various emerging factors. Therefore, it was essential for educators and policymakers to remain aware of the factors that influence teachers' commitment to bilingual instruction, in order to design flexible, responsive systems that meet the current need of both teachers and students.

2.1 Statement of the Problem

This study aimed to identify the factors that influence bilingual instruction among non-native English teachers (NNESTs) in Taiwan based on the concept of Reciprocal Determinism under Socio-Cognitive Theory. The researcher sought to answer the following questions.

1. What emergent factors motivate participants in bilingual instruction?
2. How do the motivations and bilingual teaching methods differ among the participants?
3. What bilingual framework can be proposed based on the findings of the study?

2.2 Significance of the Study

Non-native English Speaking Teachers (NNESTs). This group will gain valuable insights into effective utilization of English and L1 in bilingual setting. By identifying personal, behavioral, and environmental factors influencing their instruction, NNESTs can better navigate challenges and improve their teaching effectiveness in formal English class.

Students. By promoting effective bilingual instruction in English, this research will enhance students' overall language proficiency in English, improve their communication skills, and boost their academic performance in English with the support of their native language.

Educational Institutions. Schools and educational authorities can use the findings to inform policy and practice in bilingual education. Insights from the research can help in developing training programs for teachers, optimizing resources, and creating a supportive environment for bilingual instruction.

Policy Makers. The study's implications can guide policymakers in shaping bilingual education policies and practices in formal English class that are more responsive to the needs of both teachers and students in multilingual contexts. This can lead to more effective teacher training programs and resource allocation.

Researchers and Academics. The findings may contribute to the existing body of knowledge in bilingual education, formal English class in Taiwan and the socio-cognitive model, providing a foundation for future studies and encouraging further exploration in this area.

2.3 Scope and Delimitation

The purpose of this study was to identify the factors that influenced bilingual instruction among non-native English-speaking teachers (NNESTs) in formal English classes in Taiwan, specifically local Taiwanese English teachers and Filipino foreign English teachers teaching elementary students from Grades 1 to 6. Moreover, by employing the socio-cognitive model, particularly the concept of reciprocal determinism, the study aimed to explain how personal, behavioral, and environmental factors interacted to shape instructional practices and outcomes in bilingual classrooms. Understanding these interconnected factors was considered essential, as they significantly impacted teaching methods, the quality of instruction, and student engagement. Consequently, the study sought to provide insights that could inform educational policies and professional development programs to better address the evolving needs of NNESTs in Taiwan.

3. Definition of Terms

The following words and phrases are constructed conceptually and operationally to understand this study.

Bilingualism. Bilingualism is the ability to speak two languages. It may be acquired early by children in regions where most adults speak two languages. It may also refer to the use of two languages in teaching, especially to foster learning in students trying to learn a new language (Britannica, 2024). In this study, bilingualism refers to the participants' ability to use both English and their native language (Mandarin etc.) during English instruction to aid student comprehension and classroom interaction.

Bilingual Instruction. Bilingual instruction refers to the teaching practices where two languages are used as media of instruction in a bilingual education setting. Minoza et al. (2024) explain that bilingual instruction is a teaching strategy that incorporates English as a medium of instruction and is associated with code-switching, as it involves the use two languages. In this study, it is the classroom practice where teachers alternate between English and the students' native language to scaffold learning, explain complex ideas, or manage classroom behavior.

Codeswitching. Code switching is an example of bilingual instruction strategy. According to [Jogulu 2024](#), It is a linguistic practice commonly observed among bilingual individuals who possess the ability to alternate between different languages or dialects during communication.

EFL (English as a foreign language) students. They are the non-native-English-speaking students who are in the process of acquiring English proficiency in a country where English is not the primary language. They are the learners observed in this study, living in Taiwan where English is not the native language. Their English exposure mainly occurs through school instruction and limited outside environments.

ELL. In this study, ELL refers to students in Taiwan whose first language is not English and who are actively developing their English proficiency.

L1. ELL's first language or native language. This term may be used to refer to persons who speak their native language.

L2. An ELL's second language is often used in the context of "L2 student" to designate students who are non-native speakers of a language.

Non-Native English Speaking Teachers. According to Deng, Zhang, and Mohamed (2023), a non-native speaker learns a target language, such as English, as a second or foreign language rather than their mother tongue. In this study, NNESTs refer to Taiwanese and Filipino English teachers whose first language is not English.

Reciprocal Determinism. Reciprocal determinism is a central concept in Albert Bandura's social learning theory (1977) and refers to the continuous interplay between personal factors, such as how an individual thinks, feels, and behaves, and environmental factors. In this study, reciprocal determinism was used to understand the motivations of non-native English-speaking teachers in Taiwan, specifically local English teachers and Filipino foreign English teachers (FETs), as they implemented bilingual instruction in English classes.

Socio Cognitive Theory. Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the SCT in 1986 and posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The unique feature of SCT is the emphasis on social influence and its emphasis on external and internal social reinforcement.

Taiwan Foreign English Teacher Program. Taiwan Foreign English Teacher Program (TFETP) is a bilingual program in Taiwan since 2021. It aims to recruit more foreign English teaching talents, including

both Foreign English Teachers and Teaching Assistants, to create more opportunities for Taiwanese students to learn English in schools nationwide.

Translanguaging. As noted by Lewis et al. (2012, as cited by Bolkvadze, 2023), that translanguaging in the classroom gives learners opportunities to draw on all of their linguistic resources to maximize their potential and achieve academic progress.

Acronyms

CBSM	Communicative Bilingual Scaffold Model
EFL	English as a Foreign Language
EMI	English as a Medium of Instruction
ELL	English Language Learners
L1	First Language
L2	Second language
SCT	Socio-cognitive Theory
TETE	Teaching English Through English
TFETP	Taiwan Foreign English Speaking Teacher

3. Methods

The study employed a qualitative design. Specifically, the researcher adopted a phenomenological approach. According to Ayton (2023), this approach seeks to understand, describe, and interpret human behavior as well as meanings that individuals derive from their experiences. It focuses on what individuals experience and how they experience it. This study aimed to explain the phenomenon of bilingual instruction through the lens of reciprocal determinism from socio-cognitive perspective. It examined the relationship between personal, behavioral, and environmental factors that influenced instructional practices and outcomes in bilingual classrooms. Ultimately, the study was intended to enhance the understanding of this phenomenon within the field of teaching.

3.1 Participants

The study's participants were determined using a purposive sampling technique. The researcher employed this technique, selecting participants based on predetermined criteria. This method allowed for the targeted selection of individuals who met specific characteristics relevant to the research objectives, ensuring the sample's relevance to the study (Hassan, 2024). A total of seven participants were involved in the study: three Filipino foreign English teachers and four Taiwanese English teachers in. A point of saturation was used to determine the final sample. The criteria were as follows: (1) a non-native English-speaking teacher (NNEST) who implemented bilingual instruction in formal English classes, and (2) an elementary NNEST in Taiwan under the TFETP program.

3.2 Instrument

The researcher employed semi-structured, in-depth interviews to explore the lived experiences of NNESTs in Taiwan regarding bilingual instruction. The interview questions were researcher-made. To ensure the validity of the instrument, the researcher consulted three professionals for validation: a psychologist, a foreign English teacher not affiliated with the TFETP program, and an advisor from the TFETP program. Their expertise and insights provided valuable feedback that contributed to refining the instrument prior to its implementation.

The interview protocol was grounded in Socio-Cognitive Theory, specifically examining the tripartite relationship between personal, behavioral, and environmental factors in bilingual teaching contexts, as

outlined in Reciprocal Determinism. The interview guide, aligned with the research questions, incorporated open-ended and probing questions to elicit rich data regarding factors influencing bilingual instruction, pedagogical challenges, bilingual teaching methods, and the perceived effectiveness of those methods.

3.3 Data Collection

The researcher obtained **ethics clearance** from the university both **before and after** conducting the study. Once approval was granted, the researcher sent an **informed consent form** to the potential participants. The form included a description of the study, assurances regarding the safety and confidentiality of participants, and a request for consent to record the interviews. Upon receiving their approval, the researcher coordinated schedules with each participant. Since the participants were located in different districts across Taiwan and had varying availability, two of them **requested to conduct the interviews online** due to their busy schedules. After scheduling was finalized, the researcher sent each participant the **interview guide** to help them prepare and become familiar with the topics that would be discussed during the interview. The researcher then conducted semi-structured interviews, which allowed for **in-depth responses** about the participants' experiences and perspectives on bilingual instruction. **Follow-up questions** were asked when clarification or a deeper explanation was needed. The researcher encouraged the participants to use Google Translate but none of the participants used the application. All interviews were conducted in a manner that respected the **confidentiality, comfort, and availability** of the participants.

After the interviews, the recordings were **transcribed**, and the data were **analyzed thematically** to identify recurring themes and key insights related to the **factors influencing bilingual instruction** among non-native English-speaking teachers (NNESTs).

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3.4 Ethical Considerations

The researcher obtained **ethics clearance from the university** prior to and after conducting the study. As part of the ethical process, an **informed consent form** was provided to all participants. This form outlined the purpose of the study, the voluntary nature of participation, and assurances of confidentiality and data protection. Participants were also informed that the interviews would be **audio-recorded**, and their **consent to record** was obtained prior to the interviews beginning.

To ensure **anonymity**, the names of the participants, language experts, and schools were not mentioned in any part of the research. Participants received complete information about the study's goals, procedures, and how their data would be used to ensure informed participation. All audio recordings were kept **strictly private** and used **only for research purposes**. Throughout the study, the researcher prioritized ethical standards, including **transparency, confidentiality**, and the protection of participants from any physical or psychological risks. Care was taken to preserve the dignity, privacy, and rights of all individuals involved in the research.

3.5 Data Analysis

The researcher used **Reflexive Thematic Analysis (RTA)** as outlined by Braun and Clarke (2006). According to Braun and Clarke (2012, as cited in Byrne, 2022), RTA is an accessible and theoretically flexible approach to qualitative data analysis that facilitates the identification of patterns or themes within a dataset. This methodology was particularly appropriate for examining the **complex experiences of non-**

native English-speaking teachers (NNESTs) with bilingual instruction and how these were influenced by personal, behavioral, and environmental factors.

Figure 1 Reflexive Thematic Analysis by Braun and Clarke (2006)



The researcher was guided by Braun and Clarke’s **six-phase process**. First, to become deeply familiar with the data, the researcher **watched and listened to the audio and video recordings three times** and read the **verbatim interview transcripts multiple times**. During the familiarization phase, the researcher noted significant observations and potential insights. In the second phase, the researcher generated **initial codes inductively**, wherein the codes to emerged directly from the data rather than from pre-set categories. Next, the researcher organized the codes into **potential themes** that represented meaningful patterns related to the research questions. They were listed categorically. In the fourth phase, the themes were **reviewed and refined** to ensure that they accurately captured the content of the data and aligned with the study’s objectives. In phase five, each theme was **clearly defined and named** to reflect its core idea. In the final phase, the researcher wrote the thematic analysis report, which included the **discussion of each theme**, its **implications**, and a **triangulation of the identified factors** using the lens of reciprocal determinism. This process helped explain why non-native English-speaking teachers implement bilingual instruction in English classes, based on the interaction of personal beliefs, classroom behavior, and environmental context.

4. Results, Findings, and Analysis

This paper aimed to know the factors that motivates non-native English speaking teachers to implement bilingual instruction in English classes in Taiwan. The factors were divided by themes. There were 7 participants: 4 local English teachers and 3 foreign English teachers.

4.1. Emergent factors that motivate participants that motivate participants in bilingual instruction

This section identifies the key factors that motivate teachers to adopt bilingual instruction in their English classrooms. The findings reveal that these motivations are driven by various classroom realities, including the need for effective classroom management, scaffolding strategies, the English proficiency levels of both teachers and learners, students’ limited exposure to English, and the benefits of collaborative teaching.

Additionally, participants emphasized the importance of building rapport with students, addressing learners' frustration with English-only instruction, and helping students express their ideas more confidently.

THEME 1: Classroom management

Classroom management in an English as a Foreign Language (EFL) context refers to the teacher's strategies and practices for maintaining an effective learning environment. This includes establishing routines, enforcing rules, managing time efficiently, and ensuring student focus and participation. In bilingual settings, it often involves using students' first language alongside English to support comprehension, behavior regulation, and lesson flow.

Sub-theme 1: Maintaining student's attention and behaviors

Maintaining students' attention and behavior in the EFL classroom involves using strategies that keep learners engaged, on task, and respectful of classroom rules. In contexts where students have limited English proficiency, teachers may rely on bilingual instruction—including code-switching and translanguaging—alongside visual aids and body language to regain focus, manage disruptions, and support understanding.

“When I noticed that they get confused or distracted, so I will use a little bit of Chinese to grab their attention.” (P3)

“In my class, I often use translanguaging supported by multimodal strategies such as visuals and body movements. This approach helps draw students' attention and supports their comprehension. Young learners benefit from seeing connections between languages, and using multiple modes of communication makes learning more engaging and meaningful for them.” (P4)

“I use code switching or their first language when I need to call out their attention. For example, I would call them out like “Anjing” or “be quiet in mandarin.” (P5)

Participants described how they strategically use students' first language (L1) to regain attention and maintain classroom engagement. Participant 3 stated that she resorts to using a little bit of Chinese when students appear confused or distracted. This practice suggests that the teacher carefully observes students' behavioral cues and uses L1 to reorient their focus and facilitate understanding. Participant 4 reported using

translanguaging strategies supported by multimodal techniques such as visuals and gestures. She emphasized that young learners benefit from these combined strategies because they allow learners to make connections between languages while accommodating diverse learning preferences. This suggests that translanguaging, when reinforced with multimodal tools, becomes an effective means to both engage learners and aid comprehension. Participant 5 also highlighted the role of code-switching in classroom management, particularly when calling out students' attention. By using familiar expressions in the L1 such as “Anjing” or Mandarin commands, she was able to control classroom behavior and redirect focus when needed.

These findings imply that the use of L1—whether through code-switching or translanguaging—is not merely a fallback for communication gaps but a strategic classroom management tool. Employing the students' first language to capture their attention fosters a supportive learning environment, especially in multilingual or EFL contexts. For teachers, this suggests the importance of embracing flexible bilingual strategies to address learners' behavioral and comprehension needs, which in turn helps create a more inclusive and effective classroom.

This finding aligns with Ferguson (2003, as cited by Chairuddin & Aditya, 2021), who noted that bilingualism is commonly used for classroom management purposes, such as gaining attention, managing behavior, and motivating learners. Similarly, Mugla (2005, as cited by Napitupulu, 2025) emphasized that code-switching can function as a tool for maintaining classroom discipline and continuity. In addition, Nerghes (2011, as cited by Fitriani, 2021) highlighted the effectiveness of code-switching in capturing students' attention and motivating them to engage with instructional content. **Sub-theme 2: Time management**

Time management in an EFL classroom refers to the teacher's ability to allocate time effectively across different lesson components, such as instruction, practice, and review. In Taiwanese elementary schools, where English classes are limited to two or three 40-minute sessions per week, efficient use of time is essential. Bilingual instruction helps streamline communication and reduces time spent clarifying instructions.

"I use bilingual instruction when explaining the gamified activities to save time. I use Cool English and Ipad. I need to explain what to do in bilingual to save time." (P1)

"I use bilingual to explain things. I speak English first and see if the students can understand. If not, try to use body language to show it. If spend so much time explaining what I talk about in English, it'll be a waste of time. I use bilingual method in English class. We only have 2 or 3 classes in a week. I get upset if I spend more time to wait for them to guess what I say." (P2)

"Sometimes I use bilingual in my powerpoint presentation where there are English and Mandarin translation of instruction. When there's a storytelling in my class, sometimes I prepare a video of the story with Chinese translation. I can't always afford to ask the local English teacher to translate for everything for me. It's time consuming. So I would think of ways to do that myself using media." (P5)

Participant 1 uses bilingual instruction specifically when explaining games or activities to save time and ensure students quickly understand what to do. She also integrates the use of Ipad and online platform like Cool English which is relevant in Taiwan's education system. Integrating this in class takes a lot of time so to avoid this, she uses bilingual for instruction. Similarly, Participant 2 shared that she initially tries to speak in English, but if students appear confused, she uses body language and, when necessary, bilingual instruction. She emphasized that with only two or three classes a week, it feels inefficient to spend too much time waiting for students to guess what she means in English. Participant 5 expressed the same concern about time consumption, especially during storytelling activities. To address this, she prepares story videos that already include Chinese translations. She sometimes does this with her PowerPoint presentation too. This strategy helps her manage the lesson independently, without relying on a co-teacher to translate everything, and allows the class to progress more smoothly and efficiently.

These findings suggest that bilingual strategies serve not only as tools for comprehension but also as essential techniques for managing instructional time and activities that involves technology online learning platform. In time-restricted learning environments, especially where English classes are limited to just a few sessions per week, bilingual instruction allows teachers to maximize learning opportunities and maintain lesson flow. This emphasizes the need for bilingual flexibility in EFL classrooms where efficiency is critical for covering learning goals.

According to Fitriani (2021), code-switching saves time and helps maintain the flow of classroom interaction, as it facilitates smoother information transfer between teachers and students. This aligns with the participants' use of bilingual strategies to make instruction

more efficient, particularly when classroom time is limited. Additionally, Chen et al. (2025) noted that English instruction in Taiwan begins in elementary school, where third- and fourth-grade students have two 40-minute English classes per week, and fifth- and sixth-grade students attend three classes per week. These limited contact hours make time management a pressing concern for teachers, reinforcing the value of bilingual instruction.

THEME 2: Scaffolding for learners with low English proficiency

Scaffolding for learners with low English proficiency refers to the strategic support teachers provide to help students understand and use the English language successfully. This support may include the use of bilingual instruction, visuals, gestures, simplified language, sentence frames, or modeling tasks step by step, all of which aim to make content more accessible and comprehensible.

“In order to give them a lot of input, I use 70 percent of English and 30 percent Chinese or their native language because the student’s ability is low.” (P1)

“I use Code switching because sometimes I need to teach the knowledge, grammar or vocabulary but along with it, I use videos or pictures, and examples to explain concepts to my students. I also use Cool English, Wordwall and gamification. I need bilingual to explain things. The students don’t use English in their everyday lives so English is very difficult for them. Even though they learn it in class and if they can’t use it outside school, there’s a lot of chance for them to forget, so we still use Chinese for scaffolding.” (P3)

The data reveal that participants use bilingual instruction as a form of scaffolding to support students with low English proficiency. Participant 1 shared that she uses 70% English and 30% Chinese to provide more input while still ensuring students understand the lesson. This indicates a conscious effort to balance exposure to English while using the students’ native language as a bridge for comprehension. Similarly, Participant 3 emphasized that many students do not use English outside the classroom, making it harder for them to retain what they learn. To address this, she uses code-switching alongside multi-modal supports such as videos, pictures, and examples to explain grammar and vocabulary as well as when using online English learning platform. These strategies serve as scaffolding tools to help students access and understand difficult content.

These findings imply that bilingual instruction plays a critical role in scaffolding learners with low English proficiency. By linking unfamiliar English content to students’ prior knowledge through their first language, teachers help students make meaning, increase understanding, and stay engaged in lessons. This suggests that low English proficiency is a significant factor influencing the implementation of bilingual instruction in EFL classrooms. Supporting learners in this way fosters inclusivity and provides equitable access to curriculum content.

This supports the claim that bilingualism is used for curriculum access, helping learners understand subject matter more effectively (Ferguson, 2003; Chairuddin & Aditya, 2021; Puspawati, 2018). Napitupulu (2025) added that teachers use code-switching to make the material more approachable and to aid students in understanding the foreign language. It helps students with lower performance to follow lessons more effectively than through English-only instruction.

THEME 3: Teacher’s language proficiency

Teacher’s English proficiency refers to a teacher’s ability to use English effectively in speaking, listening, reading, and writing to support language instruction. In the context of Taiwan, where English is taught as a foreign language, many non-native English-speaking (NNES) teacher such as local Taiwanese teachers or foreign teachers from non-English-dominant countries must demonstrate sufficient proficiency to teach,

manage the classroom, and interact with students in English. Their proficiency may affect their teaching confidence, instructional clarity, and students' learning outcomes. Bilingual school teachers sometimes struggle to achieve the same level due to lack of adequate exposure and training and pressure be as affective as their native counterparts.

"When I introduce a new concept or integrating other subjects in my class like Science, it's not easy for me and for my students to discuss it in English alone so I code-switch in Mandarin." (P1)

"The government has allowed us to use bilinguals since other teachers' English level is low." (P2)

"I want to teach bilingual because I believe that my English ability is not enough to use English only instruction in English class." (P4)

The lack of confidence in their English language proficiency also influenced some participants to decide to teach bilingually. This is an indication that the level of proficiency in English among teachers has a bearing on their classroom practices. Participant 1 admitted that in order to be able to discuss about incidental topics, she needs to codeswitch because it is difficult for her to do it through English only instruction. Participant 2 shared that the government allowed teachers to apply bilingual instruction. It can be noted that the proficiency level of some teachers in English-only instruction method, she felt that her current proficiency level was inadequate.

This implies that a teacher who has a background of low English proficiency is one of the factors that drive teachers to use bilingual instruction, especially when they couldn't sustain lessons in pure English. The findings are supported by Tseng et al. (2018, as cited in Chang, 2024), who stated that NNESTs often lack enough proficiency to teach in EFL contexts. It also indicates that language support needs to be given to these teachers to enable them to effectively teach English in formal English class. This is in line with the findings of Tschannen-Moran, Woolfolk Hoy and Hoy (1998) and Wyatt (2018) as cited in Karas & Faez (2020) that teacher's self-beliefs affect their motivation and instructional behavior impacts learners' performance in class. Thus, it is important to note why some teachers in the current study implement bilingual instruction as a way of overcoming their limited English proficiency.

THEME 4: Environment that has limited exposure to English

The environment in this study refers to the school or community setting, which appear to have an impact on the learners' English learning. In rural areas of Taiwan, learners have little opportunity to hear or use English outside the classroom.

With that, the teachers were pushed to implement bilingual instructions in English classes to help learners' comprehension.

"First, my students here in rural aren't proficient in English. This is a mountain. So they are not exposed to English. I need to explain a new concept in bilingual. I need to explain words because if not, they will not absorb it." (P1)

"Since it is very seldom that they can use English, only in school but not outside. Their parents don't even speak English here. So, bilingual is also a support in learning the foreign language." (P2)

"They are not fully exposed to English so after school, they don't have a lot of opportunities to speak the language for communication. Some words don't have an English translation like the brand names so sometimes that's the only way they can use English, when they talk about things or food or clothing that don't have mandarin translation." (P3)

This is city but it's not consistent. Their environment isn't English-speaking, they don't use it outside school and even their parents don't speak English."(P5)

“Sometimes I get difficulty in teaching them in one language (English). Sometimes I use their language (Mandarin Chinese) because I’m studying Mandarin, their Chinese language, because the majority of the students don’t know how to speak in English only. They live in rural area so they aren't totally exposed to English.” (P6)

“I use translanguaging because the students can't speak fully in English here so we (FET and LET) allow them for now to speak in Mandarin. Not all students attend cram school, that's why they have limited exposure in English.” P7

According to the participants, rural and underexposed environments in Taiwan impact learners’ ability to access or use English in real situation. Participant 1 noted that her students live in the mountain in rural area and therefore they do not have enough opportunity to be exposed and use the English language. With this, the teacher resorts to bilingual instruction in explaining new concepts and vocabulary to the learners. Similarly, participant 2 shared that learners have nowhere to use the English language aside from school for even their families don’t use it at home. Participant 3 mentioned that learners rarely speak English outside classroom and only use it when talking they talk about things without Mandarin names, like certain foreign brands or products names. Participant 5 shared that even though the students have a lot of opportunities in the city for the English language, the learners are inconsistent in using the language outside the school since they don’t use it at home. While participant 6 was encouraged to study Mandarin by herself to support bilingual instruction in her class due to the fact that her majority of her students don’t speak English-less exposure to the language. This is difficult so to connect the foreign language with her students, she was pushed to learn their mother tongue. Participant 7 on the other hand highlighted the gap between the learners who attend cram school and those who aren’t. According to her, she needed to employ bilingual instruction since some the learners don’t speak the language because they don’t attend cram school.

The findings imply that environment setting, whether rural or urban, plays an important role in shaping the learners’ English language development. In rural setting, learners often lack opportunity to enhance their skills in English because of the fact that they lack exposure to English at home or in the community. However, the findings also show that even in urban settings, bilingual instruction may still be necessary due to the fact that some learner are still beginners while others have low level of proficiency- inconsistent exposure to English. With that, bilingual instruction becomes a crucial strategy to support learners’ comprehension, to bridge the learning gaps . and to maintain the learners’ engagement in EFL class.

These findings are in line with Hsu’s (2020, as cited in Tseng, 2025) observation that EFL students from rural setting had lower motivation and performance than those from the city or urban setting due to limited English exposure. Furthermore, the participants noted that the learners do not normally use English in their homes and communities. Taufiq (2022) also reported that students with limited English proficiency can lead to become passive in class and and lose confidence in using the language. He also claimed that codeswitching is an effective method since the learners would feel more comfortable and free to express themselves when allowed to use their first language. Furthermore, learners in urban may have more exposure in English, but it doesn’t change the fact that once a language is not consistently being applied, proficiency may become stagnant that may lead for the first language’s support.

THEME 5: Collaborative teaching

Collaborative teaching is a part of education system in Taiwan where local English teacher works with a foreign English teacher (FETs). This is provide more opportunities for the learners to be exposed in English. The ministry of education in Taiwan launched a bilingual program called Taiwan Foreign English

Teacher Program (TFETP) that aims to improve the English abilities of elementary and secondary students in Taiwan through collaborative teaching (TFETP, 2025). However, it can be challenging for the learners receiving information through English only instruction in EFL classroom. As a result, bilingual instruction is being used as a strategy by local English teachers to aid the learners' comprehension in English class.

“ It happens when the students couldn't respond or understand the instruction anymore by the Foreign English teacher no matter how much scaffolding she has given, that's when I need to help and translate the instruction in bilingual or mandarin so that the students will understand.” (P1)

“The foreign English teacher is one of the reasons why I need to be bilingual because our teaching method is not the same. When the FET discusses, the students will look at me and wait for my translation. I do this so that they can get involved in the foreign English teacher's discussion.” (P2)

“ I only use bilingual when I'm alone with students. So I did my best to learn the language (Mandarin). That's why I use it because no local teacher would support me for scaffolding.” (P6)

“ We are encouraged to teach English using English only. Sometimes, when I explain a concept to my students using long English, they will only look at me or the local teacher. It means they weren't sure if they understand what I said or they totally didn't understand everything I said. My co-teacher (local English teacher) will explain it in Mandarin.” (P7)

The data illustrate the dynamic interaction between foreign English teachers (FETs) and local English teachers in Taiwan's co-teaching model. Participant 1 described how she steps in to translate when students can no longer follow the FET's English instructions, despite the use of scaffolding. This shows that bilingual assistance is often necessary to maintain student comprehension. Participant 2 noted that students frequently turn to her for translations during the FET's lesson. While both teachers aim to engage learners, differences in teaching methods and linguistic expectations require her to act as a bridge, translating and interpreting instructions to ensure inclusivity and understanding. In contrast, Participant 6 reported being the only teacher in class and having to scaffold in Mandarin without local support. This highlights how the co-teaching model varies and how some FETs take on bilingual roles when local teachers are unavailable. Participant 7 emphasized the challenge of English-only instruction. Despite being encouraged to use English exclusively, her students often look to the local teacher when they do not understand. In these cases, her co-teacher supports comprehension by explaining in Mandarin.

Collaborative teaching provides learners with greater exposure to authentic English and creates opportunities for real-life language use. However, while FETs are expected to deliver lessons primarily in English, comprehension can be challenging for students. In such cases, local teachers often serve as bilingual supports, bridging language gaps and ensuring learners' understanding. This approach helps prevent students from falling behind and ensures they can still follow the lesson. It also gives students more confidence to participate because they know someone can support their understanding when needed. Pan et al. (2024), citing Hargreaves (2019) and Ronfeldt et al. (2015), emphasize that collaborative teaching improves instructional quality and student learning through shared expertise and professional support. Chen (2025) observed that many classrooms in Taiwan follow the “One Teach, One Support” model, where the foreign teacher leads instruction and the local teacher offers bilingual assistance. This matches what participants in this study described. Additionally, Samantha (2024) explained that co-teaching helps students better understand lessons by using both English and Mandarin. It encourages students to develop their language skills and supports academic achievement in a bilingual classroom.

THEME 6: Building rapport with learners

This theme is about using bilingual instruction strategy to build emotional connection and positive connec-

tions between teachers and students. Young learners in ELF classroom enjoy interactive activities and storytelling. Participants note that bilingual instruction is necessary to execute these teaching strategies effectively.

“I need to use code switching or Chinese when I tell stories. Sometimes I teach them the alphabet or phonics through stories so they’ll remember. I think that’s effective and it’s fun.” (P1)

“I use bilingual when I make jokes with my students.” (P2)

“I need to use Chinese for connection, connection with my students and for connecting the concepts. I also believe that it’s important that they know you like them, the students, and that you want to build connection with them, and that’s not gonna happen if I only speak English the whole time. And if they feel that you want to connect with them, they will be attentive in class and will listen to you.” (P3)

Participant 1 shared that she uses codeswitching in storytelling. Storytelling is effective for her to make learning of alphabet and phonics fun and easy to understand and remember. Participant 2 stated that she uses bilingual instruction when making jokes with her students. She claimed that this makes the learning environment more inclusive and lighter. Participant 3 highlighted the importance of connection between the teacher and the learners. She explained that bilingual instruction is necessary so that the student won’t feel that the teacher doesn’t care. It is a way to build a good relationship to help learners engage in classroom discussion.

The use of bilingual instruction helps teachers build strong relationships with their students by creating a more supportive and comfortable learning environment. For young learners or those with low English proficiency, hearing their native language in class can make learning more enjoyable. It also shows students that the teacher respects their background and wants to connect with them. As a result, students are more likely to be attentive, participate, and feel motivated. Therefore, bilingual instruction can be seen as both a teaching strategy and a social-emotional support tool that strengthens student-teacher rapport.

This is supported by Taufiq (2022), who emphasized that code-switching is often used to build intimate interpersonal relationships among individuals who share the same language. Similarly, Ferguson (2003, as cited in Chairuddin & Aditiya, 2021) explained that bilingualism supports interpersonal relations, emphasizing that the classroom is not merely an academic space but also a “social and affective environment in its own right.”

These findings align with the participants' experiences and underscore that using bilingual instruction as a form of social bonding can enhance both emotional engagement and instructional effectiveness in EFL classrooms. Furthermore, Mangarin and Tagadiad (2021) stated that teachers’ language choices often depend on the purpose of the conversation, the context, and the people they are speaking to—highlighting how bilingual strategies are shaped by relational and situational factors.

THEME 7: Learners’ frustration in English

This theme refers to the use of bilingual instruction as a way to build emotional connection and positive relationships between teachers and students. In EFL classrooms especially with young learners or students with limited English proficiency using the students’ first language (L1) during storytelling, humor, or informal conversation helps foster a sense of trust, belonging, and classroom engagement. Teachers often view bilingual communication not only as a language strategy but also as a tool for strengthening emotional bonds and classroom dynamics.

“Our students here started to learn English in first grade. Their vocabulary is limited. If I don’t explain concepts with them in bilingual, they will be very frustrated.” (P1)

“I teach 1st and 2nd grade and the student will not understand what I'm talking about if I teach using straight English. They get frustrated when they don't understand what I say. So I use bilingual instruction in English to avoid this.” (P4)

“When I feel like my students are having a hard time in English only instruction, that's when I need to use code switching with the support of the local English teacher.” (P5)

The participants highlighted how bilingual communication can help create a warm, engaging, and emotionally supportive classroom atmosphere. Participant 1 described how she uses storytelling with code-switching to make lessons fun and easier to remember, particularly when teaching the alphabet or phonics. This indicates that language choices can directly support memory and enjoyment in learning. Participant 2 explained that she uses bilingual language to make jokes with her students, suggesting that humor becomes more effective and relatable when shared in a familiar language. This helps make the learning environment lighter and more inclusive. Participant 3 stressed the importance of connection in teaching. She emphasized that using Chinese allows her to connect personally with her students and with the lesson content. According to her, if students feel that the teacher cares and wants to connect with them, they are more likely to listen and engage. These responses show that bilingual instruction is not just a tool for delivering content—it also plays a key role in fostering trust, belonging, and attentiveness among learners.

The use of bilingual instruction helps teachers build strong relationships with their students by creating a more supportive and comfortable learning environment. For young learners or those with low English proficiency, hearing their native language in class can reduce anxiety and make learning more enjoyable. It also shows students that the teacher respects their background and wants to connect with them. As a result, students are more likely to be attentive, participate, and feel motivated. Therefore, bilingual instruction can be seen as both a teaching strategy and a social-emotional support tool that strengthens student-teacher rapport.

Taufiq (2022) emphasized that code-switching is often used to build close interpersonal relationships among individuals who share the same language. This supports the idea that language use in the classroom goes beyond instruction—it also builds trust and connection.

Ferguson (2003, as cited in Chairuddin & Aditiya, 2021) described the classroom as a "social and affective environment," where bilingualism helps strengthen interpersonal relations between teachers and students. Mangarin and Tagadiad (2021) further explained that the choice of language depends on the context, purpose, and the people involved. In classroom settings, using L1 can foster a sense of community and help teachers connect with learners more meaningfully.

THEME 8: Helping learners express their ideas

This theme refers to the use of translanguaging and flexible language practices that allow students to express their ideas using both English and their native language. In EFL settings, especially when students lack the vocabulary to fully express themselves in English, teachers allow them to use their first language (L1) to communicate their thoughts. Teachers then help students gradually translate or rephrase these ideas into English, supporting both communication and language development.

“I use a communicative method. We use sentence patterns like what do you want for lunch? And we have a list of vocabulary that they need to learn like fries and burger. Sometimes, we use other vocabularies aside from the ones in the book, so they would ask for the English term of those. For example, “Biandang” or lunch box-Bento. I use translanguaging to help them express their ideas

confidently when they don't know what to say anymore in English. Then I help them say it in English little by little." (P6)

Participant 6 implements a communicative method that involves sentence patterns and vocabulary lists relevant to everyday scenarios, such as ordering food. While the vocabulary is partly drawn from the textbook, students are also encouraged to explore beyond the provided materials by asking for English translations of unfamiliar terms, such as "*biandang*" (lunch box). To support this, the participant uses **translanguaging**, allowing students to express themselves first in their native language when they cannot recall the English term. The teacher then scaffolds their learning by helping them gradually say their ideas in English. This approach enables students to remain engaged in communication without being hindered by limited vocabulary, promoting both confidence and language development.

This suggests that incorporating students' native language into classroom interaction helps sustain communication when students face difficulty expressing themselves in English. By allowing learners to initially use familiar language and then guiding them toward English expression, the teacher fosters a low-anxiety environment where students can participate actively and confidently. This flexibility encourages language exploration, reduces pressure, and supports the gradual development of English fluency. For EFL learners, especially those with limited exposure to English outside the classroom, such bilingual strategies can be crucial in maintaining engagement and supporting meaningful language use.

Even if the language of instruction is English, the teacher can still provide students with the opportunity to make sense of the new language using their home language (Song, 2016, as cited in Colón, 2022). Bolkvadze (2023) also highlighted that translanguaging allows learners to draw on all their linguistic resources to maximize their learning potential and achieve academic success (Lewis et al., 2012).

Garcia (2014) and Cummins (2017, as cited in Colón, 2022) emphasized that translanguaging is not just a bridge from the home language to the target language, but also a process of transferring language and literacy skills in both directions. Furthermore, Marques (2024) explained that the communicative method encourages students to use language in real-life contexts, aiming to develop their overall communicative competence through task-based learning.

I. The differences in the motivation and bilingual instruction among participants.

This section analyzes the differences among participants' motivations and teaching practices through bilingual instruction. In line with Bandura's socio cognitive model, the reciprocal determinism showed that personal, behavioral, and environmental factors are connected. These factors led participants to employ codeswitching, translanguaging, collaborative teaching, and translation as teaching instruction.

THEME 1. Motivation

Motivation is the reason behind the utilization of bilingual instruction in formal English classes. Each participant shared different motivations based on their experiences and contexts. The factors are grouped into three: personal, behavioral, and environmental. Based on Bandura's Social Cognitive theory, a person's behavior (in this case, the participants' bilingual instruction) is influenced by personal, behavioral, and environmental conditions (Bandura 1986). Each participant is different in how they used bilingual instruction since they teach in different setting with different learners.

Sub-theme 1: Personal factors

The way a person thinks, interprets and understands themselves and their surroundings affect their life and behavior (Psychologists, 2024). Personal factor in this context refers to the participant's beliefs, attitudes, and personal challenges that motivates them to implement bilingual instruction in formal English class.

Instructional challenges through English and building rapport with the learners are the personal factors that motivate participants to use bilingual instruction in English class.

a. Instructional challenges in teaching English through English

This refers to the personal challenges teachers face when teaching English through English. These instances have a connection to their English proficiency level of both the learner and teacher.

“...it’s not easy for me and for my students to discuss it in English alone...” (P1)

“...I believe that my English ability is not enough to use English only instruction in English class.” (P4)

Participants 1 and 4 shared that teaching English solely in English poses a challenge. Participant 1 emphasized that both she and her students struggle to engage in English-only discussions, while Participant 4 expressed concern over her own English proficiency.

This implies that low English proficiency and a lack of confidence in using English are personal factors that lead some teachers to implement bilingual instruction as a supportive strategy in English classes.

b. to foster relational trust and student comfort

This sub-theme centers on the emotional connection that teachers aim to build with their students. For some, using bilingual instruction helps foster trust and rapport.

“I use bilingual when I make jokes with my students.” (P2)

“I need to use Chinese for connection, connection with my students...s. I also believe that it’s important that they know you like them, the students, and that you want to build connection with them, and that’s not gonna happen if I only speak English the whole time” (P3)

Participants 2 and 3 emphasized the value of connecting with students on a more personal level. Participant 2 uses bilingual humor to build rapport, while Participant 3 believes that students feel more comfortable and connected when their native language is acknowledged.

This suggests that the desire to establish relational trust and ensure student comfort is another personal factor that motivates teachers to use bilingual instruction.

Based on the framework of reciprocal determinism, personal factors—including language proficiency, emotional connection, and confidence—contribute to teachers’ classroom behaviors. These factors, in turn, influence how and why bilingual instruction is implemented.

Sub-theme 2: Behavioral factor

Behavioral factors refer to the teaching strategies and classroom management practices employed by teachers during English instruction. In the context of Bandura’s (1986) Social Cognitive Theory, these behaviors are observable actions influenced by personal beliefs and environmental cues.

a. Classroom management strategy

This sub-theme highlights how bilingual instruction is used to manage students’ attention and maintain order during class.

“...they get confused or distracted, so I will use a little bit of Chinese to grab their attention.” (P3)

“...helps draw students’ attention and supports their comprehension.” (P4)

“when I need to call out their attention.” (P5)

Participants 3, 4, and 5 reported using bilingual instruction as a classroom management tool, particularly to regain students’ focus when they become distracted or confused. For them, strategically incorporating students’ first language helps reduce confusion and sustain classroom engagement.

This suggests that the motivation to implement bilingual instruction is rooted in their practical classroom behavior. These teachers adjust their strategies based on student responses, using bilingualism to manage classroom flow and support comprehension.

a. Instructional Strategy

This sub-theme focuses on the participants' deliberate use of bilingual strategies to enhance teaching and improve student understanding.

"I need to use code switching or Chinese when I tell stories. Sometimes I teach them the alphabet or phonics through stories so they'll remember. I think that's effective and it's fun. (P1)

I use bilingual in my PowerPoint presentation where there are English and Mandarin translation of instruction(P5)

Participants 1 and 5 use bilingualism as a planned instructional strategy. Participant 1 incorporates it in storytelling and phonics instruction to support memory retention and engagement. Participant 5 includes Mandarin translations in presentation slides to ensure that instructions are understood.

This implies that bilingual instruction is not only used for classroom management but also as a structured part of lesson delivery, allowing learners to understand and enjoy lessons more fully.

The behavioral factors were triangulated through repeated viewing and listening to the recorded interviews and by carefully analyzing the verbatim transcriptions. These data sources consistently revealed that participants use bilingual instruction as part of their classroom management and teaching strategies. The alignment between participants' verbal accounts and the frequency of such strategies across different interviews strengthens the credibility of the findings. The patterns suggest that behavioral practices, such as using bilingual cues to manage attention or deliver instructions, are intentional and rooted in their teaching behavior.

Sub-theme 3: Environmental factors

The environmental factor refers to the setting or surroundings where the participants teach as well as the learners. These are the community and school. Based on the data, the environmental factors that influenced the implementation of bilingual instructions are rural or urban setting, the influence of the parents to the learners. Classroom conditions, time constraints, and collaborative teaching.

a. Rural settings

The rural setting is one of the themes that emerged from several participants' interview. This is the community or the school where the learners have limited exposure to English outside the classroom. In Taiwan, the students in the city have more opportunities and exposure to English than the students in rural.

"my students here in rural aren't proficient in English. (P1)

Their parents don't even speak English here. (P2)

They are not fully exposed to English so after school, (P3)

"The students can't speak fully in English here"(7)

Participants 1 and 7 shared that their learners have low proficiency in English and some couldn't really speak the language. Participant 2 argued that the learner's parents don't speak the language either which may hinder the retention of the language to the learners. Participant 3 added that it's because the learners' exposure to English to English after school is low so they may have forgotten what they learned in school. This implies that the participant's motivation to employ bilingual instruction in English class is due to the fact that some students have no or limited exposure and knowledge of English. With that, the participants had to apply other approaches to boost learning and classroom engagement.

b. Time constraints and pacing pressures

Time constraints is the limited time that the teachers and learners have for English class. In Taiwan, the elementary pupils have only 40 minutes every session. In addition, the number of meetings are limited to 2 to 3. Participants argued that this isn't enough.

"I use bilingual when explaining the gamified activities to save time" (P1)

"If spend so much time explaining what I talk about in English, it'll be a waste of time. I use bilingual method in English class. We only have 2 or 3 classes in a week. (P2)

Based on the explanation of participants 1 and 2, they experience difficulty of managing the time because of using English only instruction. Their learners couldn't fully understand their explanation. To consider time management, these participants would use bilingual to instruct the learners. This would be easy for them to move to activities without spending so too much time on instructions. For them, bilingual instruction makes the delivery of instructions quicker, and it also maximizes the limited class time.

Based in Makuru's (2024), some teachers of English are unable to manage time in EFL classroom because of the limited time allocated to an English lesson. This isn't sufficient especially with the fact that in Taiwan, the learners have only 2 to 3 English classes with only 40 minutes every session. Makuru (2024) added that the teachers may miss time to organize communicative tasks as the last part of the lesson.

c. Collaborative teaching responsibility

In Taiwan's Foreign English Teacher (FET) program, the local and foreign teachers are required to co-teach. With that, bilingual teaching is often one way for the learners to comprehend foreign English teachers' lessons, which affects the quality of English classes and learning.

"...the students couldn't respond or understand the instruction anymore by the Foreign English teacher." (P1)

"When the FET discusses, the students will look at me and wait for my translation. I do this so that they can get involved in the foreign English teacher's discussion." (P2)

"I use it because no local teacher would support me for scaffolding. "Sometimes I get difficulty in teaching them in one language (English)." (P6)

Participants 1 and 2 noted that learners depended on them to explain what the foreign instructors taught. Every time the learners get confused, they are expecting and waiting for the local English teacher's translation or further explanation in Chinese. Participant 6 explained the importance of bilingual teaching in a situation where no local English teacher assisted her during the lessons. She delivers the lesson in English only so she find it difficult to teach the learners in this situation.

This implies that collaborative teaching is one of the factors that lead teachers to implement bilingual instruction in English classes. Even the learners depends on the their local English teacher's translation. In addition, the foreign English teacher find it challenging to deliver the lesson in English only instruction when there's no local English teacher to assist her. This led her to study the lesson in Chinese that helps her and the learners with the lesson.

d. Lack of English exposure outside school

Learners exposure to English means there are people whom they could talk to using the language. These people may be a friend, parents, a foreigner or tourists. Another one is the surroundings that have English translation. This may be the signage, directions, store, or transportation. Based on the data, the learners in rural area lack exposure more than the students in the city. However, even the learners in urban may still need bilingual instruction in English class because of the inconsistent exposure to English.

“This is city but it’s not consistent. Their environment isn’t English-speaking, they don’t use it outside school and even their parents don’t speak English.” (P5)

Participant 5 emphasized that despite being in an urban area, students still lack opportunities to use English in real-life situations.

This implies that the learners’ real-world environments—whether rural or urban—do not support the consistent use of English, which motivates teachers to adopt bilingual instruction to bridge the gap between school learning and students’ lived realities.

The findings on environmental factors were supported through participant interviews and researcher reflection. Consistent patterns emerged across multiple participants, particularly those teaching in rural settings or working within the FET collaborative model. Their shared experiences highlighted the need to adapt teaching strategies based on students’ real-life environments and constraints. The absence of English exposure, limited instructional time, and collaborative challenges were recurring motivations behind the implementation of bilingual instruction. These environmental factors interact with behavioral and personal factors, showing how external conditions shape instructional decisions within the socio-cognitive framework.

THEME 2. Bilingual instruction

Bilingual instruction refers to the methods and approaches teachers adopt in formal English classes where two languages are used, typically English and the learners’ first language, to support learning. It is a method teachers apply in formal English classroom to ensure that the learners understand what they teach.

Sub-theme 1: Codeswitching

Code-switching is the intentional practice of shifting between two languages, usually English and the first language within the same instructional context to support understanding and engagement. In Taiwan, codeswitching is switching between English and Mandarin or other languages spoken in Taiwan to be able to deliver the lesson properly and effectively in English classroom.

“I need to use code switching or Chinese when I tell stories. Sometimes I teach them the alphabet or phonics through stories so they’ll remember. I think that’s effective and it’s fun.” (P1)

“I use Code switching because sometimes I need to teach the knowledge, grammar or vocabulary but along with it, I use videos or pictures, and examples to explain concepts to my students.” P3

“I use code switching or their first language when I need to call out their attention.. When I feel like my students are having a hard time in English only instruction, that’s when I need to use code switching with the support of the local English teacher.” (P5)

The participants consistently reported that teachers implement bilingual instruction to improve the learning and maintain learners’ interest in English class. Participants 3 also noted that the use of students’ native language, especially Chinese, during difficult topics such as grammar and vocabulary clarify meanings. Participant 1 shared that she uses code switching to deliver an effective storytelling to the learners. Participant 3 uses codeswitching to further explain the concept to the learners. Participant 5 uses codeswitching for classroom management specifically when calling out the learners attention.

The findings showed that codeswitching help learners focus on lessons. This method also helps the teachers to deliver the lesson in a fun way where a teacher use storytelling. It might be difficult for the learners to understand and appreciate a story if it’s shared in English only. The teachers always consider the learner’s situation.

Napitulu (2025) notes that teachers use codeswitching to support learners who experience challenges when lessons are conducted entirely in English. Nerghes (2011) as cited by Fitriani (2021) adds that codeswitching method strengthens students' motivation and attention. These categories are consistent with participants' shared experiences, which they claimed that codeswitching is an effective pedagogical tool for bilingual teachers in English language classrooms.

Sub-theme 2: Translanguaging

Translanguaging is the pedagogical practice of allowing students to use all their linguistic resources—across languages—to express themselves, construct meaning, and participate in learning. In bilingual classrooms, this means switching fluidly between English and the students' first language (Mandarin) to support comprehension, build confidence, and encourage expression.

“I use translanguaging to help them express their ideas confidently when they don't know what to say anymore in English.” P6

“I use translanguaging because the students can't speak fully in English here so we (FET and LET) allow them for now to speak in Mandarin.” (P7)

The participants expressed that translanguaging is a necessary strategy in a bilingual setting where students have limited English proficiency. Participant 6 emphasized that students often reach a point where they struggle to continue expressing themselves in English; allowing them to switch to Mandarin empowers them to keep communicating their thoughts without interruption. Participant 7 also pointed out that since students are not yet fluent in English, both the Foreign English Teacher (FET) and the Local English Teacher (LET) agree to let them speak Mandarin when needed.

The use of translanguaging in English instruction highlights a flexible, student-centered approach to language learning. Instead of enforcing English-only policies, teachers recognize the value of integrating the students' first language to promote confidence and deeper understanding. This strategy respects students' linguistic identities and aids in smoother content delivery while reducing anxiety related to language use.

This theme aligns with García (2009), who described translanguaging as a communicative process involving movement between languages for meaning-making, knowledge building, and experience sharing. According to Lewis et al. (2012, as cited by Bolkvadze, 2023), translanguaging provides learners with the opportunity to draw upon their full linguistic repertoire, enhancing both participation and academic progress. The participants' insights confirm that translanguaging is a practical and empowering tool in bilingual education.

Sub-theme 3: Translanguaging with multimodal support

Translanguaging with multimodal support refers to the integration of various communication methods—such as visuals, gestures, facial expressions, and body movements—alongside bilingual instruction. This strategy enhances student understanding by using multiple sensory and semiotic resources to bridge language gaps, making learning more accessible and engaging.

“I often use translanguaging supported by multimodal strategies such as visuals and body movements. This approach helps draw students' attention and supports their comprehension.” P4

Participant 4 emphasized the combination of translanguaging and multimodal strategies as a tool to support student comprehension. In this approach, the teacher not only allows students to shift between languages but also incorporates visual aids, gestures, and other physical cues to reinforce meaning. This layered strategy is especially helpful in contexts where students have limited English vocabulary or confidence, as it provides multiple entry points for understanding and engagement. This reveals that some

bilingual teachers do not rely solely on code-switching or translation but enhance language input with multimodal scaffolding. Such practices also demonstrate a deep awareness of the diverse learning needs and sensory strengths of young learners in bilingual classrooms.

The use of translanguaging with multimodal strategies suggests that bilingual instruction can be more effective and inclusive when language is supported by visual, auditory, and kinesthetic elements. This approach does not only facilitate comprehension but also fosters an interactive and stimulating classroom environment. It acknowledges that young learners often benefit from non-verbal cues and contextual clues, especially when navigating two languages. This implies that effective bilingual education may require teachers to be resourceful and creative in their teaching strategies.

According to **Hidayati et al. (2024)**, integrating multimodal learning strategies with translanguaging offers a more comprehensive approach to language education, enhancing student engagement and enjoyment. **Roberts (2015)** and **Duarte (2020)** also highlight that multimodal elements—such as gestures, visual aids, and digital tools—help students interact with language through various sensory and symbolic channels. This echoes **Sembiante's (2016)** emphasis on the role of multimodal interaction in meaning-making. Additionally, **García & Wei (2014)** and **Oliver et al. (2020)** note that translanguaging allows students to fluidly use both their native and target languages in academic contexts. **Moreno & Mayer (2007)** further support that multimodal learning includes verbal and non-verbal input, improving knowledge acquisition. Collectively, these studies affirm that the participant's practice of combining translanguaging with multimodal teaching strategies reflects current, research-supported best practices in bilingual education.

Sub-theme 4: Translanguaging in communicative activities

Translanguaging in communicative activities refers to the strategic use of both the students' native language and English during interactive tasks or discussions. This approach allows students to participate more confidently and express their ideas fully, especially when they struggle to find the right words in English. By encouraging the use of both languages, the teacher fosters a supportive space that values communication over perfect grammar.

"I use a communicative method. I use translanguaging to help them express their ideas confidently when they don't know what to say anymore in English." (P6)

Participant 6 shared that they employ a communicative approach in the classroom, which prioritizes meaningful interaction among students. When students reach a point where they can no longer express themselves in English, the teacher allows them to use their native language to continue the flow of conversation. This use of translanguaging is not seen as a failure but as a scaffold to build communicative confidence.

The integration of translanguaging into communicative activities implies a shift from rigid language instruction to a more learner-centered, flexible pedagogy. This strategy acknowledges that communication is the primary goal of language learning and that fluency develops through practice—not perfection. Encouraging students to use their first language when necessary helps sustain engagement and avoids communicative breakdowns. For bilingual educators, this underscores the value of balancing English exposure with native language support to cultivate both competence and confidence in learners.

According to **Hidayati et al. (2024)**, **Rabbidge (2019)** emphasizes the significance of translanguaging in EFL environments, particularly for students with limited English exposure beyond the classroom. This supports the participant's use of translanguaging as a bridge to help students stay involved in learning and expression. Additionally, **Salmanova (2025)** explains that **Communicative Language Teaching (CLT)**

prioritizes meaningful communication and fluency over memorization and grammar drills. As **Richards (2005)** highlights, CLT encourages task-based and real-world interaction—an ideal context for translanguaging to occur naturally. When students are free to use both languages during such activities, they can better develop pragmatic competence and communicative confidence.

Sub-theme 5: Collaborative teaching

Collaborative teaching refers to the co-teaching approach used in bilingual classrooms, where both the Foreign English Teacher (FET) and the local teacher (CT) work together to support students' learning. In this arrangement, the CT often provides translation and clarification when students struggle to understand the FET's English explanations.

"It happens when the students couldn't respond or understand the instruction anymore by the Foreign English teacher no matter how much scaffolding she has given, that's when I need to help and translate the instruction in bilingual or mandarin so that the students will understand." (P1)

"When the FET discusses, the students will look at me and wait for my translation." (P2)

"Sometimes, when I explain a concept to my students using long English, they will only look at me or the local teacher. It means they weren't sure if they understand what I said or they totally didn't understand everything I said. My co-teacher (local English teacher) will explain it in Mandarin." (P7)

The participants' responses illustrate how collaborative teaching plays a crucial role in bilingual instruction. When students reach their threshold of English comprehension, the local teacher steps in to clarify instructions in Mandarin, ensuring continued engagement and understanding. This dynamic builds a bridge between the students' existing language knowledge and the new content delivered in English. Through the collaborative model, both FETs and CTs complement each other's teaching styles: the FET provides immersion in authentic English use, while the CT reinforces comprehension through translation and contextual support. This cooperative approach helps prevent learning breakdowns and supports students' confidence in the classroom.

This theme implies that successful bilingual education in EFL contexts relies not only on the use of both languages but also on the active collaboration between native and non-native English-speaking teachers. When teachers work together strategically, it enhances clarity, reduces student anxiety, and ensures learning continuity. Effective co-teaching relationships also serve as a model of partnership and mutual respect, which can influence students' attitudes toward language learning.

As noted by **Pan et al. (2024)**, citing **Hargreaves (2019)** and **Ronfeldt et al. (2015)**, collaborative teaching strengthens instructional quality by allowing teachers to share their expertise and support one another. In Taiwan, most co-taught classrooms adopt a **"One Teach, One Support"** model, in which the FET leads instruction and the CT provides bilingual assistance and scaffolding (**Chen, 2025**). This system not only addresses the students' varying levels of English proficiency but also promotes inclusivity and comprehension in bilingual education settings.

Sub-theme 6: Translation

Translation in a bilingual classroom refers to the strategic use of the students' native language (L1) alongside the target language (L2) to aid in comprehension. This includes translating instructions, key vocabulary, or entire texts from English to Mandarin and vice versa, depending on students' proficiency levels and the learning objectives.

"I use bilingual in my PowerPoint presentation where there are English and Mandarin translation of instruction." (P5)

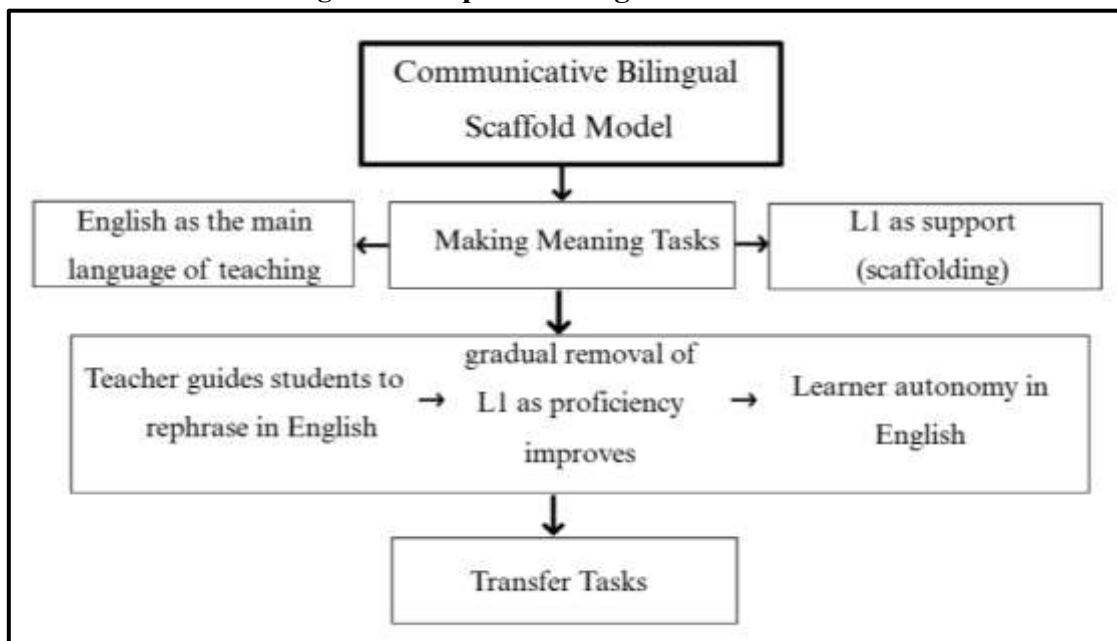
Translation is a common and practical bilingual instruction strategy, especially in contexts where students have limited exposure to English. In this example, the teacher integrates both English and Mandarin translations in teaching materials such as PowerPoint slides, ensuring that students understand what is expected of them.

The use of translation highlights the importance of flexibility and responsiveness in bilingual instruction. By offering explanations in both languages, teachers promote equity and inclusivity, ensuring that all students have access to the lesson content. Translation also supports differentiated instruction, as it allows teachers to cater to students with varying levels of English proficiency. Ultimately, it contributes to more meaningful learning by reducing misunderstandings and increasing students' confidence in using English. According to **StudySmarter (2024)**, translations between the native language and the target language are used strategically to aid comprehension. **Toci (2021)** supports this, stating that translation helps students in EFL learning by encouraging them to recognize similarities and differences between L1 and L2. This comparative process promotes metalinguistic awareness, which is crucial in second language acquisition.

4.3 Proposed Bilingual Instruction Framework

The findings of this study revealed that although English is expected to be the primary language of instruction in Taiwan's English classes, many teachers continue to implement bilingual instruction due to various classroom realities. These include students' limited English proficiency, lack of exposure to English outside school, needs of learners, and teachers' own confidence or proficiency in using English exclusively.

Figure 2. Proposed Bilingual Framework



These challenges show that a rigid English-only approach may not be practical, especially in contexts with young learners, rural schools, or limited support systems.

The framework begins with Making Meaning Tasks, including pair work, role play, games, dialogue completion, and interview simulations. These activities promote meaningful communication and are supported by strategic L1 use to build confidence and comprehension. Then teachers gradually guide students to rephrase responses in English, to make sure that L1 support decreases as proficiency improves. As learners develop greater independence in language use, they move toward Transfer Tasks, such as oral

presentations, storytelling, and interview simulations, where English is used with minimal or no support. The ultimate goal of this model is to foster learner autonomy in English, that will make students to communicate and perform in authentic contexts while still acknowledging the need for differentiated support during the learning process. The CBSM offers a flexible yet structured path from guided instruction to independent communication. It reflects the realities of bilingual classrooms and supporting the national vision of bilingual education.

5. Summary, Conclusions, and Recommendations

This chapter presents an overview of the researcher's findings, conclusion, and recommendations of the conducted study.

5.1 Summary of Findings

The researcher's findings are summarized as follows:

5.1.1 Emergent factors that motivates participants to implement bilingual instruction in English class.

The study revealed multiple interrelated factors that influence non-native English-speaking teachers in Taiwan to utilize bilingual instruction. These include: (1) classroom management; (2) Scaffolding for learners; (3) teacher's language proficiency; (4) the environment that has limited exposure in English; (5) collaborative teaching of foreign and local English teachers; (6) building rapport with learners; (7) learner's frustration in English and; (8) helping learner's expression.

5.1.2. Differences in the motivation and bilingual instruction among participant.

The study revealed that participants demonstrated diverse motivations and varying implementations of bilingual instruction, shaped by interrelated personal, behavioral, and environmental factors, as framed by the reciprocal determinism of socio-cognitive model. Personal factors influenced Participants 1 to 4, who were motivated by internal concerns such as overcoming the challenges of teaching English-only, building relational trust, and fostering a more supportive and comfortable learning environment. These motivations were driven by their awareness of students' limited English proficiency and the need to ensure effective learning. Behavioral factors were evident in Participants 1 to 5, who adopted specific bilingual teaching strategies as part of their classroom management and instructional methods. They implemented code-switching, translanguaging, translation, and multimodal supports to sustain the learner's engagement in classroom discussions. Environmental factors influenced all participants. These included challenges such as teaching in rural school settings, students' minimal exposure to English beyond the classroom, limited instructional time, pressure to follow curriculum pacing, and the collaborative co-teaching model. The presence of both foreign and local teachers in the classroom played a significant role in shaping how bilingual instruction was carried out. Regarding bilingual instructional strategies, the participants employed a variety of methods tailored to their specific teaching contexts and student needs. Code-switching was used by Participants 1, 3, and 5 as a tool to clarify complex concepts, manage classroom behavior, and support student understanding. Translanguaging also emerged as a central practice among Participants 4, 6, and 7, with some variations in implementation. For instance, Participant 4 utilized translanguaging with multimodal support, combining language switching with visual aids, gestures, and body language to reinforce comprehension. Meanwhile, Participant 6 applied translanguaging in communicative activities, allowing students to fluidly switch between English and Mandarin to express their thoughts more confidently. Collaborative teaching was practiced by Participants 1, 2, and 7, where local co-teachers played a vital role in supporting the foreign English teacher by translating or re-

explaining content in Mandarin when needed. Additionally, translation was used by Participant 6, who provided bilingual materials, such as PowerPoint presentations in both English and Mandarin. This is to ensure that students could access and understand the lesson content. These diverse instructional strategies reflect the teachers' flexibility and responsiveness to the linguistic realities of their students. These findings underscore that bilingual instruction is a fluid, context-sensitive process rather than a fixed model. Teachers demonstrated pedagogical agency and flexibility, adjusting their methods to align with student needs, classroom realities, and institutional expectations. Ultimately, the variation in instructional strategies reflects the complexity of implementing bilingual education in Taiwan's EFL context.

5.1.3. Proposed bilingual framework based on the findings of the study.

A bilingual framework called the Communicative Bilingual Scaffold Model (CBSM) is proposed to bridge the gap between Taiwan's Bilingual 2030 policy and the classroom realities faced by teachers. Grounded in the Communicative Language Teaching (CLT) approach, the model promotes English as the main medium of instruction, while using L1 as scaffolding only when necessary. It features two instructional phases: Making Meaning Tasks, which allow supported communication using L1 when needed, and Transfer Tasks, where students demonstrate independent English use. Teachers gradually reduce L1 support and guide learners toward full English communication. The model ultimately promotes learner autonomy, balancing policy goals with the practical needs of EFL classrooms.

6. Conclusions

The following conclusions were developed according to the study findings.

Non-native English-speaking teachers use bilingual instruction in EFL classrooms in Taiwan to improve classroom management, promote learning through scaffolding, language proficiency of learners and teachers, limited English exposure, collaborative teaching, building rapport with learners, learners' frustration in English, and the need to support learners' expression.

The motivations and practices of bilingual instruction varied among participants and were shaped by personal, behavioral, and environmental factors. These practices included code-switching, translanguaging, collaborative teaching, and translation where each adapted to meet the learners' needs within the realities of their teaching contexts.

The study proposes the Communicative Bilingual Scaffold Model (CBSM). This model supports both classroom realities in English class and Taiwan's bilingual education goals.

7. Recommendations

The educational policymakers in the bilingual program should consider providing more learning opportunities and exposure to English for students in rural areas to improve their English proficiency.

Schools may adopt the Communicative Bilingual Scaffold Model (CBSM) as a guide for implementing bilingual instruction. This model supports English as the primary language of instruction while allowing the use of L1 only when necessary. It aligns with Taiwan's Bilingual 2030 policy and helps teachers gradually transition students from bilingual support to independent English communication.

Future studies may explore how to support the emergent factors that lead teachers to implement bilingual instruction in formal English classes. Researchers are encouraged to include both rural and urban school settings for comparison, as this study was limited to seven schools, most of which were in rural areas.

It is recommended that a professional development program be established to help foreign English teachers learn Mandarin. This would improve classroom communication, enhance collaborative teaching

with local teachers, and better support students' comprehension in bilingual classrooms.

Future researchers may propose a bilingual instruction framework that specifically focuses on addressing the needs of teachers. This framework can help identify and respond to the challenges faced by both local and foreign English teachers in implementing bilingual strategies in English classes that are aligned with national language policies.

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