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Abstract
The purpose of this research was to explore English native speaking teachers' perceptions about current English cram school for youth in Taiwan and explore their beliefs for teaching. The participants were four English native speaking teachers from the English cram schools in Tainan City. In this research, the researcher conducted a qualitative method which involved adopting the interviews, observations, and journals to collect the data.
The main findings were shown in the following:
1. The participants considered that Taiwanese English proficiency was good because people were very willing to help foreigners deal with the problems in daily life by using simple English vocabulary, phrases and sentences. However, they believed that providing good environment for learning English could be improved.
2. Regarding the ideal timing for learning a new language, the participants could not point out the best timing for people to learn a new language. They held the belief that the earlier, the better.
3. Regarding the culture shock, most of the participants were very surprised at the hours on which the children in Taiwan spent at schools and cram schools every day. Furthermore, although children in Taiwan were under such a big pressure, they found that children in Taiwan were very well-mannered.
4. Concerning the motivation of the native speaker for being an English teacher of youth, the participants all had high enthusiasm for being an English teacher of youth.
5. Regarding the native teachers' teaching methods and procedure, the participants described that they usually followed the lesson plans provided by the cram schools to teach in class. Before class, most of them would preview and take notes about the lessons they wanted to instruct that day. After class, the Chinese English teachers would deal with the students' problems instead of the native teachers.
6. All of the participants had a common rule, and that was "No Chinese" in the classroom. Additionally, they asked the students to respect teachers. Most of them did not give physical punishments to students. The teachers also mentioned that they often gave oral praise to students who had good performance in class and also encouraged students who were shy to participate in the activities. Consequently, they always kept good relationship with children in the classroom.
7. Regarding the teaching challenge, the participants considered that the biggest challenge was to teach children with diverse English competence in one class.
8. With regard to self-evaluation and expectations, the participants mentioned that they altered the teaching methods immediately when they encountered some problems in their teaching. Their

common expectations were to make a better environment for youth to learn English and let children study English under an ideal environment.
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