Teacher Agency in Synchronous One-to-One Chinese Online Language Teaching

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Abstract

This study explores the teacher agency of four Chinese language teachers who teach in one-to-one videoconferencing settings. Since these teachers only had limited teaching experience in such a context, four preparatory workshops were designed for the teacher participants before they began teaching. The study seeks to answer three questions: 1) What kinds of competencies did teachers identify as required in their teaching via one-to-one videoconferencing? 2) What kinds of affordances and constraints did teachers perceive in teaching, and how was their agency influenced by these factors? 3) What was the main value of the preparatory workshops from the teachers' perspective?

The study is informed by ecological perspectives and employs a qualitative longitudinal case study approach. The data collected through teaching recordings, stimulated recall interviews, semi-structured interviews and group discussions formed the main data set. The data collected through a teacher questionnaire, written reflection sheets, opinion frames, and text chat on a social media platform formed the supporting data set. The main part of the study, spanning about eight months, comprised three stages. At the first stage, there were four teacher preparatory workshops, each including a lecture and a group discussion. At the second stage, each teacher conducted a series of Chinese learning sessions with a single learner, which were recorded and analysed. At the third stage, semi-structured interviews with individual teachers were conducted.

The findings suggest that the teachers identified four important competencies required for online teaching: pedagogical competency, multimedia competency, social-affective competency and the competency of being reflective and reflexive. Different beliefs about teacher roles, perceived social hierarchy, and their relationships with peer teachers and the learners were the factors that enabled or constrained teachers' actions. The perceived value of the teacher preparatory workshops was in providing opportunities for the teachers to bridge the gap between theories and teaching practice and to explore the pedagogical possibilities. They collectively formed an idealised notion of online teaching as a result of their discussions and this notion influenced their identity and teaching practice.

The study concludes with implications for research methodology and a theoretical frame, shedding light on how the factors from the outer world, and teachers' experience and

aspirations could impact the enactment of agency. It is hoped that this study will be valuable for future online language teacher training and research.

Acknowledgements

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Chapter 1 Introduction

This chapter begins with a personal story of the reason for implementing the study. Then a brief background to the study is introduced in Section 1.2. In Section 1.3, I introduce the research questions, followed by the significance of the study in Section 1.4. The chapter concludes with an outline of the thesis in Section 1.5.

1.1 A Personal Story

Against the current background of "Chinese fever", due to international recognition of China's economic development, being a teacher of Chinese as a foreign language seemed to me to be a promising career. I took Teaching Chinese as a Foreign Language (TCFL) as my major for undergraduate study. I then enrolled in Beijing Language and Culture University (BLCU) in 2012 as a postgraduate student in Applied Linguistics, focusing on educational technology in Chinese language teaching. However, for a long time, classroom-based face-to-face teaching has been the mainstream. Therefore, to my knowledge, the only technology many language teachers frequently used at that time were the offline multimodal resources they prepared and presented to students in a physical classroom environment, such as PowerPoint slides. Soon after, in 2013, Massive Open Online Courses (MOOCs) became a hot trend in China and brought changes in the education landscape. Universities including BLCU began to develop MOOCs. At that time, I became interested in online teaching and learning and took several English language courses offered by American universities from MOOC platforms. However, as a learner of English I did not enjoy the courses much. Although I obtained valuable knowledge through watching the pre-recorded teaching videos, I was unable to communicate with other learners in this asynchronous mode with no facility enabling such interaction in real-time.

Then time moved on to 2016. In September that year, I joined a project, jointly offered by BLCU and Massey University (MU), called Synchronous Chinese Online

Language Teaching (SCOLT) (detailed information about SCOLT will be presented in Section 1.2.3), which was a completely different form of online teaching and learning, and this time my role was a Chinese language teacher. I taught five 20-minute sessions with a single Chinese language learner from MU using videoconferencing. Afterwards, I was interviewed by one of the project leaders from BLCU, as every SCOLT teacher was.

I can still recall many details of what I did and thought during my SCOLT teaching. For example, at the beginning, I was quite uncertain about whether I would be able to implement the learning activities as I hoped in the new form of teaching, but later I relaxed and enjoyed my sessions. I had one particular session that I believed was effective and satisfying. That session aimed to help the learner practise numbers in Chinese. I used the webpage of an online shopping platform, in which images of Anchor milk were displayed. I hoped the famous New Zealand brand product could make the learning activity relevant to learner's life, and thus elicit rich Chinese language output from the learner. There were detailed conversations in this session, and the learner did not merely practise numbers when talking about prices, he also talked about what type of milk he usually bought, and other things related to his life. There was lots of laughter in this session, so clearly we both enjoyed it.

When I finished teaching my sessions with the learner, I became a research assistant on the project and revisited the transcripts of my interview and the written reflections I had made on each session. I noticed my focus in my written reflections was mainly on the learner's performance, including what types of errors he made, and how I responded to his errors, as if they were the only things that I paid attention to during my sessions. I did not share my own detailed feelings and thoughts, such as those revealed in the paragraph above, in the interview nor in the written reflection; maybe I was not aware of the importance of these moments during my participation in SCOLT as a teacher. When I read the interview narratives from other teachers, I found many of them, in response to the questions asked, shared the same problems as me. Of course, this was inevitably related to the questions asked, which were focused on the learners. Therefore, how these teachers felt when they began teaching online, what their reasons for taking certain actions during teaching were, how they perceived the

teaching context that enabled or constrained them to take actions were largely unexplored. A study specifically investigating online teachers was needed.

1.2 The Background to the Research Context

1.2.1 Initial Teacher Education Programme in Teaching Chinese as an International Language

Quan Li (2019) traces the history of teaching Chinese to foreigners in China during modern times over 70 years until its emergence in the late 20th century as an independent discipline (Wang et al., 2013). By 1993, undergraduate students who aimed to work as Chinese language teachers could apply for the major of Teaching Chinese as a Foreign Language (TCFL, 对外汉语) (Yuan & Zhou, 2007). In 2012, this title was changed to Teaching Chinese to Speakers of Other Languages (TCSOL, 汉语国际教育) by the Ministry of Education (MOE) (Tang, 2016). In this thesis, I use both terms – see later in this chapter. In 2007, the Master of Teaching Chinese to Speakers of Other Languages (MTCSOL) was set up by the MOE[1]; in 2018, it was further developed into a PhD programme with a pilot in seven universities, and 22 PhD students enrolled in this programme[2]. Therefore, TCSOL is still a relatively newly developed discipline. Meanwhile, there are some students, like myself, who chose TCSOL as their major for undergraduate study, but later choose Applied Linguistics for their postgraduate study. This was partly because Applied Linguistics as a discipline has a longer history and is better known; it has a branch focusing on the same area as MTCSOL, and thus there are some courses for Applied Linguistics offered by universities which overlap with MTCSOL (Li & Wu, 2019; Liu, 2013). But Applied Linguistics is more research-oriented, while the MTCSOL emphasis is more on pedagogy (Liu, 2013).

All the teacher participants in this study experienced similar teacher education programmes. According to them, all but one teacher enrolled in TCFL for undergraduate study in different universities, including BLCU, and took many core

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[1] http://www.moe.gov.cn/srcsite/A22/moe_833/200703/t20070330_82703.html
[2] http://www.moe.gov.cn/jyb_xxgk/xxgk_jyta/jyta_xwb/201812/t20181221_364339.html

courses on the same subjects. For postgraduate study, all of them had completed master's degree in Applied Linguistics in BLCU and were pursuing PhD degrees in the same discipline in BLCU. Therefore, I will take the BLCU teacher education programme as an example of how TCFL/TCSOL teachers are prepared.

The discipline of TCFL/TCSOL is based on the cornerstones of linguistics, pedagogy and psychology (Liu, 1996). For undergraduate students, BLCU offers a series of compulsory courses relating to these three aspects: general linguistics, ancient and modern Chinese, pedagogy for teaching Chinese as a second language, pedagogical principles and educational psychology, along with several courses on literature and culture[3]. In terms of postgraduate education, Wang et al. (2013) compare the learning content of MTCSOL from BLCU and Chinese language teacher education programmes from Hong Kong and Sydney. The study indicates the teacher education programme at BLCU is heavily theory-based. The main focus is on linguistics and second language acquisition theory, while pedagogical knowledge, such as teaching methodologies, and pedagogical content knowledge, namely pedagogical knowledge about teaching the Chinese language, receive much less attention. Nor does the programme offer many opportunities for the students to practise teaching (Wang et al., 2013).

There are two important documents outlining the requirements for Chinese language teachers, which are *Standards for Teachers of Chinese to Speakers of Other Languages* (*Standards*) (Hanban, 2015a) and *Test Syllabus for International Chinese Language Teacher Certificate* (Hanban, 2015b) developed by Hanban, which is now known as the Center for Language Education and Cooperation (CLEC) and affiliated with the MOE. These two documents provide similar lists of knowledge and skills that Chinese language teachers need to obtain and develop, and are critical references for training Chinese language teachers in China. Taking *Standards* (Hanban, 2015a) as an example, it encompasses five areas of knowledge and skills, which are listed below:

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[3] http://zsb.blcu.edu.cn/art/2021/6/24/art_16228_1162960.html

- basics in Chinese language teaching. This establishes that teachers should have sufficient communicative competence in Chinese, and they should have Chinese linguistic knowledge, language analysis ability, and understanding of second language acquisition principles and teaching methods.

- Chinese teaching methodology. This requires teachers to know methods of teaching language items and helping students with the four language skills, and to have the ability to utilise modern technologies in Chinese teaching.

- instructional design and classroom management. This means teachers should be able to choose appropriate teaching materials, design learning activities, and encourage students to become independent learners.

- Chinese culture and intercultural communication. This asserts that teachers should know how to explain and introduce Chinese culture, demonstrate intercultural awareness and be able to solve problems in intercultural communications.

- professional ethics and disciplinary development. This standard encourages teachers to be reflective practitioners, and to engage in teacher-as-researcher activities to gain achievement of professional development.

This document obviously emphasises teachers' pedagogical competency and pedagogical content knowledge. However, my study experience between 2012 and 2016 was still heavily weighted in favour of theoretical concepts. To my knowledge, in recent years, programmes like SCOLT are designed to give more attention to the practicalities of pedagogy; as a result, students of TCSOL can take part in those activities to practise and develop their teaching skills.

1.2.2 Online Chinese Language Teaching

From the 1990s, some universities in China, including BLCU, began to develop their distance Chinese language courses (Li, 2016). Since then, researchers have been exploring the ways in which distance/online Chinese platforms and learning resources can be built (Cao, 2012; Dong, 2002; Zheng, 2001, 2015), and Chinese language online courses and support to online language learners can be provided (Cao, 2012; Chen, 2019; Li, 2016; Xu & Zhang, 1999; Zheng, 2013, 2015, 2016). In addition, a

handful of studies have focused on online teachers and teacher training (see, for example, Zhang, 2018; Zhang & Li, 2017).

In order to get a better understanding of the research trends in the field of teaching Chinese language, I used Baidu Academic (百度学术), which is a web-based database that can provide visualisation figures of research trends in certain fields based on the academic articles published in China. When the user types "TCFL (对外汉语)", which is used more widely than "TCSOL (汉语国际教育)" in published articles, Baidu Academic presents the key closely related topics and sub-topics from the 1940s till now (see Figure 1-1).

Figure 1-1

The Research Trend of TCFL based on Baidu Academic (at 9 November, 2021)
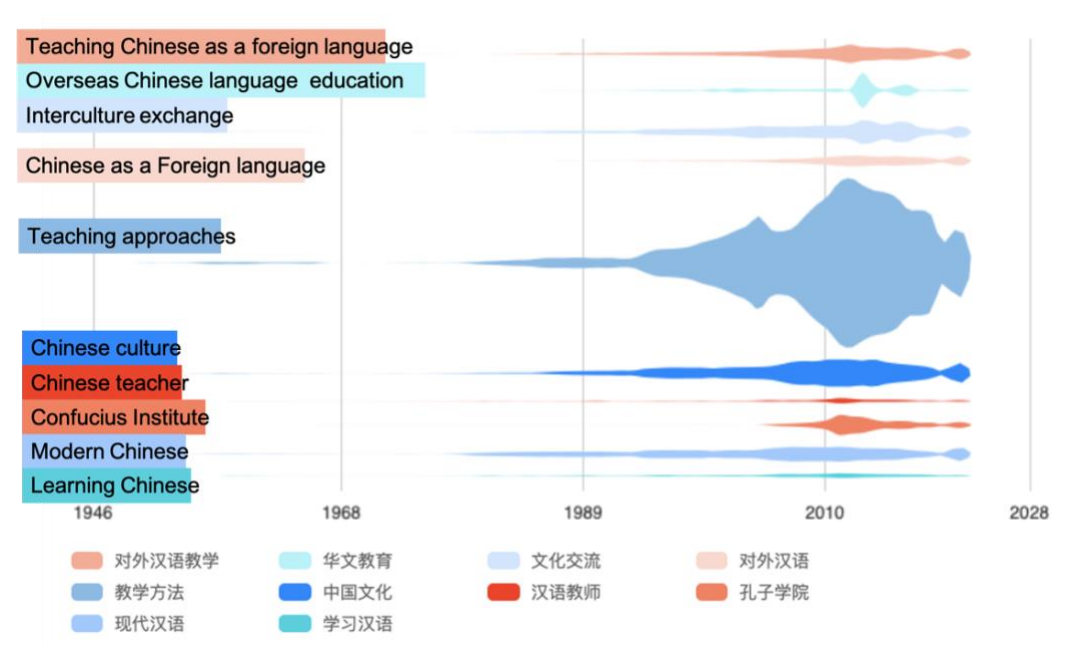
Although, as mentioned above, there are researchers investigating online teaching, it is still a quite marginalised topic in China. A large body of research focuses on teaching approaches, while educational technology as a specific (sub)topic does not appear in the figure. Since Baidu Academic does not provide further trend analysis on each of the topics, it seems difficult to tell how many studies focus on educational technology through this web-based database. Due to the terminology, the figure may not provide a precise landscape of research in this field, but it, to some degree, shows

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where the majority of researchers in this field have been exploring. Li (2020a) points out that although some universities have developed online Chinese language courses, traditional face-to-face classroom teaching is still the mainstream form of teaching. When it comes to curriculum design, the development of textbooks, research on pedagogical and learning theories, and teachers' teaching skills and pedagogical approaches, only classroom teaching settings are taken into consideration. Therefore, more research on online language learning and teaching, and online teachers, are needed. While BLCU has kept exploring and investigating new ways of offering language courses, in addition to the MOOC courses, the SCOLT project could provide fertile soil for such research.

1.2.3 The SCOLT Project

SCOLT is a research-based online language learning and teaching project, which is an important cooperative programme of the Joint Research Centre in Applied Linguistics established by MU and BLCU. The research centre was established in 2016, and in the same year, the SCOLT project was launched.

By September 2018 when I began this study, SCOLT had finished two rounds of implementation: SCOLT 1 in 2016 and SCOLT 2 in 2017. In SCOLT, teachers and trainee teachers from BLCU and students of the Chinese language enrolled in MU formed pairs implementing online Chinese learning activities. In general, each pair was formed by one teacher and one student, although in SCOLT 2, there were a few matchings of two teachers and one student due to the imbalance in numbers.

In BLCU, SCOLT was the main feature of a selective course named "Theory and Practice of Distance Chinese Teaching (汉语远程教学理论与实践)" for both MTCSOL students and master students of Applied Linguistics. By attending the course and taking part in SCOLT, students would obtain credit scores for completing their degree. The SCOLT project leader from BLCU was also the course coordinator. She invited some experienced BLCU Chinese language teachers who were interested in online teaching to join the project too. These experienced teachers and the master students who enrolled in the course formed the group of SCOLT teachers. The SCOLT learners were distance students drawn from first-, second- and third-year

Chinese language acquisition courses at MU, who had different levels of language proficiency and different experience of the language and culture.

In SCOLT 1 and 2, because the majority of SCOLT teachers did not have any prior online teaching experience, they took part in five tailored training lecture sessions before they went on to teach. These sessions were designed and delivered by two teacher educators specialising in online language teaching. Both of them were the SCOLT project leaders from MU. The topics of the sessions incorporated the functions of the teaching platform, how to design learning activities, online language learning programmes in different countries, and human ethics processes. For SCOLT 1, MU provided a list of recommendations for implementing the SCOLT session for BLCU teachers and that was linked to MU teaching materials, focusing on five topics and some expressions that the teachers could facilitate learners to practise (see an excerpt in Figure 1-2).

Figure 1-2

An Excerpt from the Session Suggestions Provided by Massey University (MU) in SCOLT 1

After the training sessions, the BLCU teachers were paired up with Massey students randomly. Each pair was invited to complete five 20-minute learning sessions on Zoom (a videoconferencing platform). With their permission, they were asked to record these sessions. There were several research instruments employed to collect

data from both teachers and learners, including questionnaires, written feedback on each learning session, and interviews. There was an additional pilot SCOLT pair that conducted five learning sessions between SCOLT 1 and 2. For this pair, stimulated recall interviews were implemented.

The SCOLT project was conducted for a three-fold purpose. Firstly, it provided rich research data on Chinese learning and teaching in a one-to-one (or two-to-one for some matchings) videoconferencing setting. Secondly, it provided opportunities for postgraduate-level students in MTCSOL and Applied Linguistics to practise teaching skills, increasing both pedagogical knowledge and pedagogical content knowledge. It provided opportunities for all SCOLT trainee teachers to experience online teaching. Having real-time interactions through a computer screen with their learners could spur them to develop innovative teaching methods. Thirdly, despite an increasing population of Chinese speakers in New Zealand (Wang, 2021), opportunities allowing every student to communicate with the local Chinese speakers are very less likely to occur. Thus, attending SCOLT was beneficial to MU Chinese language students by providing additional opportunities to practise the target language through communicating with L1 Chinese speakers and receiving immediate and professional feedback.

As mentioned in Section 1.1, the previous rounds of SCOLT were not specifically designed to investigate teacher agency. Thus, I decided to conduct a study which would do so, for which I use the term Synchronous Chinese Online Language Teaching-Teacher Agency (SCOLT-TA) to highlight the focus of the study and to differentiate from the general SCOLT practice. This study is a part of the SCOLT project, and its research design was inspired by the previous SCOLT activities and organisation.

1.3 The Purpose of the Study and Research Questions

My participation in previous SCOLT teaching and my reading of the data collected from previous SCOLT teachers aroused my curiosity about how the teachers perceived the teaching context, and how they enacted their agency when preparing the learning activities and took action in response to the moment-to-moment online

interactions with their learners. This study aims to explore these issues, and it focuses on the role of teacher agency, which highlights teachers as active agents engaging in a teaching context which was different from the teaching setting that they were familiar with. I also wanted to investigate how and in what ways teacher preparatory workshops could contribute to online teaching from the teachers' perspective. The study addresses the following three research questions:

RQ1: What kinds of competencies did teachers identify as required in their teaching via one-to-one videoconferencing?

RQ2: What kinds of affordances and constraints did teachers perceive in teaching, and how was their agency influenced by these factors?

RQ3: What was the main value of the preparatory workshops from the teachers' perspective?

1.4 The Significance of the Study

When an educational change takes place, such as implementing curriculum reform, advocating for a new teaching approach, or introducing new educational technology, there is a need to investigate how teachers adjust themselves to the new situation or resist such change. Teachers are not merely the implementers of other people's ideas or top-down policies, and they are able to take ownership of the change and to turn it into a chance to gain professional development (Tao & Gao, 2021), and they must exercise agency in this process. In previous rounds of SCOLT, more focus was on learners' performance, so teachers, as equally important participants, did not get sufficient attention. Thus, it is hoped that this study can reveal how teachers as agentic actors enact their agency in an online teaching context, and the theoretical model present in the final chapter could help people understand the complex and evolving interactions between teachers and the contexts they are in.

Before I could finish this thesis, the COVID-19 pandemic swept through the whole world and accelerated the speed of the adoption of online teaching. Many teachers were unprepared, and tried to move their face-to-face classroom activities online and use the same teaching approach they had been using in the classroom (Zhang, 2021).

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Challenges and opportunities coexist. While teachers were struggling to adjust to this unfamiliar teaching setting, online teaching received unprecedented attention. Many teachers, researchers and teacher educators have come to realise the importance of online teaching and the urgency of offering support to teachers to help them develop online teaching skills and explore appropriate teaching methods. The pandemic crisis has been seen as an opportunity for the discipline of TCSOL to gain further development (Li et al., 2020; Lu et al., 2020). Therefore, I hope this study will be beneficial for education stakeholders through providing them with insights into teachers' experience and reflections on online teaching.

1.5 Overview of the Thesis

Following this chapter (Chapter 1), the remaining thesis comprises 10 chapters as follows:

- Chapters 2 and 3 are a review of literature. I review the relevant literature on online language teaching and teacher agency respectively.
- Chapter 4 discusses methodology. I introduce the research design, research instruments, ethical considerations. Then data collection procedures and analysis are described.
- Chapter 5 focuses on teacher preparatory workshops that I designed to support teachers for online teaching. In this chapter, I introduce how I designed and implemented four teacher preparatory workshops, and summarise key issues discussed by SCOLT-TA teachers in group discussions at the end of each workshop.
- Chapters 6, 7, 8, and 9 are the findings chapters that unpack each study case. In these chapters, I explore the teacher agency of the four teacher participants, providing detailed information about how teacher participants engaged in SCOLT-TA sessions.
- Chapter 10 discusses the key findings along with the responses to the research questions proposed. It highlights how teacher agency can be influenced by affordances and constraints from different aspects.

- Chapter 11 is the conclusion of the study where I revisit the answers and identify the implications emerging from the study that could contribute to future teacher training and research.

Chapter 2 Synchronous Online Language Teaching

The development of technology brings evolving forms of distance language teaching: Wang and Sun (2001) identify four generations of distance language education sequentially, from teaching through correspondence, broadcasting and television, email and multimedia packages, to Internet-based real time technology, such as videoconferencing courses. In terms of integrating technology into teaching, Bax (2003) lists seven stages of integration. The final two stages are normalising and normalisation. Normalising means the technology is widely accepted and people see it as something normal; normalisation means the technology is deeply integrated in people's lives, and becomes "invisible" (p. 25). Thanks to the invention of low-cost and user-friendly videoconferencing platforms, such as Zoom and Skype, enabling more people to use such tools not merely for teaching and learning, but also for their social lives, it seems that the normalisation of the fourth-generation tools is already achieved. However, this familiarisation does not mean teachers are able to teach through the videoconferencing platforms effortlessly just like having a casual chat, because there is a need for pedagogical innovation. As Bax (2000) argues, teachers need to have knowledge about their potential limitations and strengths and have the competency to integrate their strengths into their teaching in an appropriate way. Developments in educational technology call for shifts in pedagogy and practices, as pedagogical knowledge and practices have still largely been derived from face-to-face settings (White, 2006).

The rest of this chapter explores the technological aspects of teaching through videoconferencing. It begins with the competencies online teachers need to develop, and then introduces some online teacher training programmes and the similarities shared by them. It is followed by a review of research on the affordances that can be used in online teaching contexts and how they are used. This part ends with a brief review of some theoretical foundations of language learning, and a research model

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which is informed by those theories and specifically designed for analysing and guiding teaching in the SCOLT context.

2.1 Teachers' Competencies for Synchronous Online Language Teaching

With the growth of Computer Assisted Language Learning (CALL), scholars have realised the need to reconceptualise the role of teachers in technology-mediated contexts (Lai & Li, 2011). Teachers are widely acknowledged as responsible for mediating online teaching through their ability to assess the affordances and constraints of the teaching platform or the given tools, and the ability to orchestrate different tools according to learners' needs, task demands and desired learning outcomes (Bax, 2000; Ernest et al., 2013; Guichon & Hauck, 2011; Hampel, 2006; Jones & Youngs, 2006). This aligns with the findings of Kessler and Plakans (2008) that teachers' sense of confidence in CALL does not reflect the frequency with which they use technology. Rather, teachers' confidence is related to their perception of the accessibility and suitability of technology for pedagogical purposes.

There are a great many studies investigating teacher roles and the types of skills they need to develop for online teaching. Hubbard and Levy (2006) categorise two kinds of roles teachers play in CALL education: functional roles emphasising the technical aspects, and institutional roles highlighting the pedagogical aspect. They develop a matrix of technical and pedagogical knowledge and skills, and suggest these skills should be integrated appropriately and effectively. Hampel and Stickler put more focus on technical skills. They developed a skills pyramid model in 2005 (Hampel & Stickler, 2005), which suggested various levels of skills that online language teachers need to possess. After a decade, they revisited the model and revised it to focus more on the skills beyond basic competence (see Figure 2-1) (Stickler, 2022; Stickler & Hampel, 2015).

These skills, from the basic to advanced level, include:

- basic information and communication technology (ICT) competence, such as adjusting volume;

- specific technical competence and dealing with constraints and possibilities which refers to teachers' ability to use different tools offered by the teaching platform facilitating language learning and the ability to know how their teaching might be limited or supported by the particular software being used;

- facilitating communicative competence and online socialization, which refers to teachers' ability to build a learning community, encouraging learners to engage in meaningful communication to develop their communicative competence;

- creativity, choice and own style, which requires teachers to have good knowledge of and familiarity with a variety of tools and be able to choose or develop suitable teaching activities in a creative way, so that eventually teachers can develop their own personal teaching style;

- negotiating online teaching spaces, which requires teachers to negotiate guidelines for the usage of the tools and activities with learners, and set a boundary between a teaching space and private or social spaces.

Figure 2-1

The Online Language Teaching Skills Levels (Stickler, 2022, p. 39)

Like Hubbard and Levy (2006), Stickler et al. (2020) state that the skills teachers need in online teaching can be roughly categorised into technological and pedagogical aspects, and they should be integrated with one another, which is illustrated in the advanced skills levels in their model. Although facilitating socialisation is mentioned, it focuses on developing communicative competency, such as social skills needed for

communication, instead of interpersonal aspect. Learners are playing an increasingly important role in online learning, and teachers need to rely on and trust the learners (Zhang, 2021). Therefore, teachers also need to develop sufficient competences in building a good relationship with the learners and keeping them motivated.

Compared to the skills model developed by Hampel and Stickler, Guichon (2009) adds a socio-affective dimension in his model of online teacher competencies, which also includes pedagogical and technological aspects (see Figure 2-2). In his model, these three types of competencies are equally important, and he provides more details of micro skills in each of them.

Figure 2-2

Teaching Skills in a Synchronous Online Environment (Guichon, 2010, p.171)
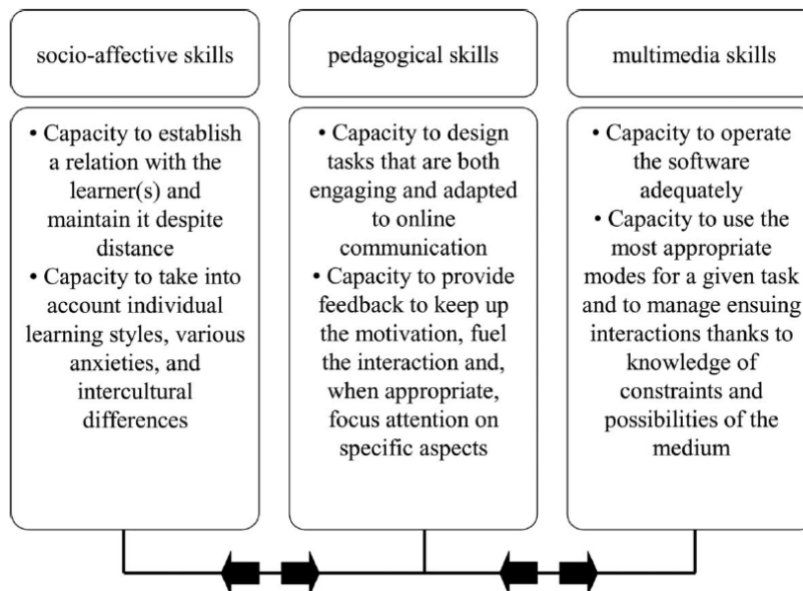
In Guichon's work, socio-affective competency refers to teachers' ability to establish and maintain a relationship with learners, and eventually build a learning community to prevent learners from dropping out. Teachers' socio-affective competency could impact their pedagogical decisions as well, such as considering individual learning styles, which in turn can enhance learner interest, engagement and motivation. The second competency is pedagogical. The subskills include delivering instruction, providing feedback, and deploying teaching strategies to facilitate second language learning in both online and face-to-face teaching contexts. The third type is

multimedia competency, which includes multimedia literacy (i.e., the ability to produce and interpret the meaning of combinations of texts, images, and sounds) and computer-mediated communication literacy (i.e., knowledge of conducting online interaction) (Warschauer, 2002). Schnotz (1999) points out the premise of successful use of multimodal resources in teaching occurs when teachers have good "understanding of the interplay between different forms of external representations and the learners' internal mental structures and cognitive processes" (cited in Guichon & McLornan, 2008, p. 86). This suggests teachers need to understand how different modes affect learning processes and outcomes, and be able to use communication tools and interact with learners through the most suitable modalities.

Since the outbreak of the COVID-19 pandemic in 2020, more researchers and teacher educators have realised the importance of helping teachers develop online teaching competencies. For example, Zhang (2021) reflected on his own experience of online teaching since the pandemic and believed digital competence should be embedded into teacher training programmes. Moorhouse et al. (2021) conducted a survey of 75 university language teachers who had to teach online due to the pandemic. These teachers believed that in order to teach online effectively, teachers needed to develop technological competencies, online management competencies and online interactional competencies. Grammens et al. (2022) conducted a systematic review of 30 studies and identified 24 online teaching competence clusters covering five aspects, namely instructional, technical, social, managerial, and communicational. All these identified competencies can be further categorised into the three main types brought up by Guichon (2009). Technical competencies require teachers to have sufficient knowledge of the tools, including how to use them, and their affordances and constraints. Teachers must have the ability to select appropriate tools for teaching. Pedagogical competencies enable the teachers to design learning activities suitable for the particular technology-mediated learning environment, and to implement the activities and provide feedback. Many studies have called for teachers to develop technological pedagogical content knowledge (TPACK), namely the integration of subject matter knowledge, pedagogical knowledge and technological knowledge (see, for example, Wang & East, 2020; Zhang, 2021). Socio-affective competencies allow the teachers to establish and maintain a good relationship with the learners and engage

them in meaningful interactions. In addition, teachers need to show empathy to learners (Richard et al., 2020; Wang & East, 2020). In this study, Guichon's model was selected to be introduced in the teacher preparatory workshop as it provides an umbrella framework for various skills teachers need to develop.

2.2 Training Programmes for Online Language Teachers

Despite the online teaching competences identified which teachers need to be equipped with, some researchers have noticed that while there is a rapid growth of online language teaching and learning, there are insufficient training programmes where online teachers can learn and practise these skills (see Hampel & Stickler, 2005; Stickler et al., 2020; Wang et al., 2010a; Zhang, 2021). Dooly (2009) finds that although education authorities in some countries encourage the use of technology, learners and teachers have not found a way to comfortably adjust to the use of technology. Even when there are training programmes available, there is a gap between how teachers are trained to use technology and what they are able to do with technology in real teaching.

In terms of online teacher training programmes, Hampel and Stickler (2005) introduce a programme they designed based on the skills pyramid they developed. This programme includes an online tutorial introducing technical skills required in teaching; a briefing to raise teacher trainees' awareness of affordances and constraints of instructional tools; and two workshops focusing on teaching tools and pedagogic issues. However, as they have explained, their training was mainly aimed at enhancing the lower five skills, since the higher two required more experience and further training. Trainees indicated that further teaching practice opportunities and guidance on adapting materials for online teaching would have enhanced the course (Stickler & Hampel, 2007). Recently, they proposed a Developing Online Teaching Skills (DOTS) project, which encompassed hands-on teaching activities, reflection, collaboration and observations. In this project, through a survey, trainers were able to identify trainees' expectations and needs, and thus design tailored activities (Stickler et al., 2020).

Guichon and Hauck (2011) have summarised earlier studies on teacher training and concluded that researchers largely relied on personal experience as trainers to offer suggestions, which may not take full advantage of a recent trend highlighting a deeper process of reflective practice. Video-stimulated reflection has been adopted not merely as a data collection method that provides rich and in-depth data, but also used as a professional development tool, encouraging and supporting teachers' reflection (Cutrim Schmid, 2011). Several educators adopt this method in their training. For example, Guichon (2009, 2010) develops a self-confrontation process in his training programme. The trainees in his research were master's degree students majoring in teaching French as a foreign language. They first learned about theories of distance language pedagogy and how to prepare online teaching tasks. Then the trainees were grouped in pairs. Each pair was in charge of designing teaching activities for the French teaching sessions over one week. In each week, all the trainees would use the teaching plan developed by the particular pair of the week and implement teaching to French language learners in an American university. In addition to designing teaching plans, the pair of the week also facilitated analysis of the week's teaching. They needed to record the teaching and select episodes which were reflected on by this pair and then used in group analysis and educator analysis. The findings suggest that the critical episodes chosen by trainees for reflection provided potential opportunities to develop teaching competences.

In addition to the emphasis on reflection, some researchers have adopted cyclic practice in their training programmes, through which the researchers wanted to see how the ideas generated from reflection could actually contribute to future teaching and whether teacher trainees could gain development through the ongoing teaching-reflection-teaching process. For example, Levy and his colleagues conducted a two-stage training programme (Levy et al., 2009; Wang et al., 2010a, 2010b). In the first stage, teacher trainees attended six hours of training sessions, learning the functions of the tools provided by the teaching platform. Then they had a rehearsal session, making sure the teachers knew how to embed those tools in the teaching. The second stage included individual-teaching sessions and team-teaching sessions. All the teaching sessions were recorded and observed by other trainees. The trainees who conducted teaching needed to fill in self-reflection journals after each session and

those who observed others' teaching needed to complete monitoring reports. There was a workshop between the individual-teaching and the team-teaching, where trainees could exchange ideas about how they used the knowledge they had learned in the first stage in their practice and discuss what they had learned from reflection on their own teaching and from observing others' teaching. The findings demonstrate that multiple reflections enable teacher trainees to be more reflective about their own work and others' and develop both technological and pedagogical skills in authentic teaching contexts.

Lan et al. (2012) also adopt cyclical reflection in their training, however they stress the importance of cooperation. They develop a three-stage cyclical model named cooperation-based cognition, action, and reflection (CoCAR) (see Figure 2-3). In the first stage, lectures were given on basic operating skills in the teaching platform, designing learning activities and online teaching pedagogy. In the second stage, teacher trainees were organised into eight groups. Trainees designed teaching activities cooperatively with the guidance of experts. After refining the teaching plan, one of the group members took the role of teacher, others pretended to be learners, and the teaching process was recorded. In the third stage, all trainees needed to watch the recorded teaching for self-reflection and peer observation. Teacher trainees could write down their thoughts on others' teaching on an observation sheet or in an online forum. Then stages two and three would repeat again for eight cycles in total. In this training, peer trainees were the pretend learners, enabling them to experience the session from learners' perspectives and share their feelings with the trainee who conducted the session. The study confirmed that teacher trainees improved overall in teaching practice and self-reflection abilities through their engagement in the three-stage training activities. They also developed cooperation skills.

These training programmes offered teacher trainees opportunities to learn more about educational technology, how to implement teaching with the aid of technology, and gain development through practice and reflection. These programmes were also the starting point for these trainees, as White (2006) suggests, for changes in their understanding of pedagogy and practice in online teaching.

Figure 2-3

The Three-stage CoCAR Model for Online Teacher Training (Lan et al., 2012, p.1023)
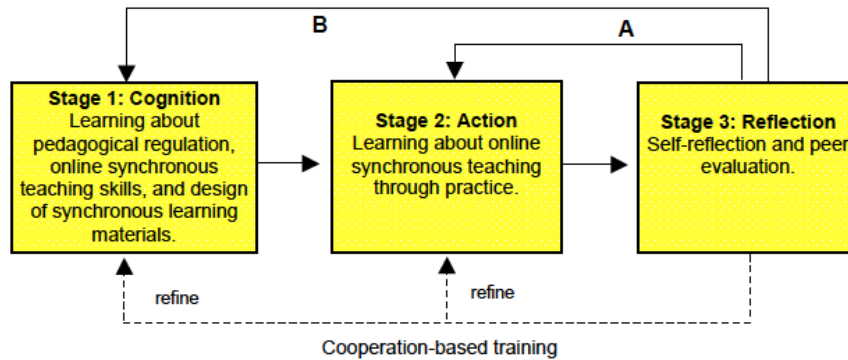
In addition to the expanding knowledge of online teaching and increasing teaching experience trainees could gain through participating in training, Loughran (2006) reminds us that teachers' emotion, feelings, and reactions arising in the process should not be neglected. Dooly (2009) and Wang et al. (2010b) strongly suggest that teachers' fears and worries about possible difficulties they will meet in teaching with technology should be identified and acknowledged, and sufficient support should be provided to them. Wang et al. (2010b) identify four stages that teacher trainees undergo in the learning process and the emotional changes trainees experience at each stage:

- the ''wow'' stage: when the training began, trainees tended to be enthusiastic about online teaching;
- the ''oh-oh'' stage: when trainees started learning to use the new platform, they encountered technical difficulties and needed support from experts and peers;
- the anxious stage occurred when trainees began teaching, and they felt frustration and began self-criticism due to their inability to elicit responses from the learners or gauge learners' language level;
- the internalising stage, which refers to when trainees achieved development at different levels.

At the end of the learning process, teachers became better at using tools, consciously transferring classroom teaching strategies to online teaching, and seemed to be more confident.

To summarise, there are four commonly addressed components in these training programmes: knowledge of CALL, teaching practice, reflection, and collaboration. The overview of each of these components provided below draws upon the representative examples which have been chosen and given already above, but also on other accounts of training programmes for online teaching.

2.2.1 Knowledge of CALL

All training programmes mentioned above start with an introduction to the tools/functions provided by the teaching platform. Then the trainings further develop teachers' multimodal competency, which, according to The New Media Consortium (2005), is a set of abilities and skills:

> to understand the power of images and sounds, to recognize and use
> that power, to manipulate and transform digital media, to distribute
> them pervasively, and to easily adapt them to new forms. (p.2)

After realising the affordances and constraints in the teaching platform, teachers in these training programmes were given opportunities to combine multimodal competency with their pedagogical skills, learning how to appropriately use the tools according to learners' needs and instructional activities.

2.2.2 Teaching Practice

The training programmes provided teacher trainees with various opportunities to experience online learning and teaching in authentic contexts and conditions: some of them attended lectures online (Hampel & Stickler, 2005), gaining first-hand experience from the learners' perspective on online teaching; or participated in mock online teaching with peers pretending to be their learners (Lan et al., 2012); or taught real learners at distance (Levy et al., 2009; Wang et al., 2010a). This draws on the theory of situated learning, which contends that learning is realised through the

process of engagement in sociocultural practice, and individuals' cognitive development is not independent from the context they are in (Egbert, 2016; Lave & Wenger, 1991; Putnam & Borko, 2000). By participating in real online learning and teaching activities, teachers might face various unexpected situations from teaching and technology aspects, and might experience a gap between the skills they have learned and the competencies they really need to tackle the difficulties. Thus, they are able to develop actual competencies, including the competencies to manage unexpected situations (Lan et al., 2012). Schön (1983) and Loughran (2006) argue the importance of gaining certain tactical knowledge can only be acquired through experience. In the longer term, this could further enrich and construct individuals' personal practical knowledge, which helps individuals to develop their professionalism (Clandinin, 1985).

2.2.3 Reflection

Reflection has been included in many studies of teacher education as a key process where improvements arise (Grushka et al., 2005; Jamil & Hamre, 2018; Lyle, 2003; Wallace, 1991; Wang & Chen, 2013; Wright, 2010). As Arthur and Hurd (2001) advocate, online teachers should go beyond being technical experts to becoming reflective practitioners. Dewey (1933) defines reflective thinking as "active, persistent and careful consideration of any belief or supposed forms of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 9). Schön (1983) suggests through reflection-*in*-action and reflection-*on*-action, individuals could gain meta-cognitive development. Reflection-*in*-action happens along with an unfolding event, when individuals try to make sense of the current situation and decide how to act immediately. Reflection-*on*-action happens after an event, when individuals can review the event and reconstruct their understandings. Wallace (1991) proposes a reflective model, which highlights that the reflection on knowledge in teaching contexts is a continuing process. Through this process professional competency can be developed.

It is notable that critical teaching moments have often been used as tools to elicit reflection (See, for example, Griffin, 2003; Guichon, 2009; Hubbard & Levy, 2006;

Tripp, 1994). According to Tripp (1994), critical moments or critical incidents are commonplace events that often present as dilemmas where teachers have to make choices. Griffin (2003) suggests that a critical moment can elicit a more profound reflection, as it can be used to investigate how teachers connect theory to practice and connect practice to their standards of profession. These critical moments can be kept in written or video form (Nguyen et al., 2013; Rowe, 2009; Wang et al., 2010a), which document the incident that happened, or the action taken by teachers very soon after the occurrence. These can make sure the analysis and comments are supported by manifest evidence rather than reconstructed memories. Through the evidence-based reflective practice, teachers can articulate the reasonings behind particular instructional decisions or actions, and become more aware of how their beliefs and experience influenced their teaching (Farrell, 2013, 2022; Farrell & Ives, 2015). In addition, these documented incidents can change the experience from a private event to one that is able to be shared with peers, consequently enabling teachers to reflect both individually and collaboratively.

2.2.4 Collaboration

The final component emphasised in training programmes is collaboration among teacher trainees. They are often grouped with each other, working collaboratively from designing teaching plans, implementing group teaching, to participating in joint reflection. There are two main reasons behind this. First, as online teaching is a new teaching environment, teachers might feel self-doubt and uncertainty, thus a supportive learning community is needed (Wang et al., 2010a). Teachers who are newcomers in online teaching may need some assistance and supervision from teachers or educators who have already gained some experience in such contexts. Participating in peripheral activities encourages members to share problems and solutions, facilitating novice teachers to develop teaching competences (Lave & Wenger, 1991). In addition, it helps novice teachers to gain a sense of professional identity as a community member and form a collaborative culture as well.

Second, teachers can have opportunities to reflect in a collective way (Wang et al., 2010a). Recorded teaching plays a pivotal role in this process. Observing each other's

teaching is an important method to yield collective reflection. Individual teachers can receive evaluation and suggestions from peers, which Lewis (2006) comments on as the most effective way for personal development. It can also be used as a way to enrich personal knowledge from picking up new ideas from others' teaching, and to cultivate mutual understandings of online teaching. Several platforms have been used to help form a teacher community, such as the discussion forum on learning systems (Levy et al., 2009), as well as social media, such as WeChat (Qi & Wang, 2018).

2.3 Multimodality in Synchronous Online Language Teaching

With the increasing use of synchronous communication technology in language teaching, there are plenty of studies exploring practical teaching in this context. In these studies, special attention has been given to the multimodal dimension, and the ways the multimodal affordances support interactions during teaching. In multimodal platforms, different combinations of the modes can not only emphasise different aspects of meaning, but also enhance learning opportunities and foster learning (Chanier & Lamy, 2017; Guichon & Cohen, 2016). The following section reviews the literature focusing on different perspectives of multimodality in language teaching.

2.3.1 Verbal Interaction

Compared to asynchronous communication such as email and forum discussion, synchronous communication shares many features with face-to-face communication. For instance, it can include turn-taking structures, pressure to respond in a timely fashion, rapid negotiation of meaning, and interlocutors' sense of obligation to keep the conversation flowing (O'Rourke & Stickler, 2017).

Despite all the similarities, researchers in language teaching have identified special characteristics in synchronous communication in online sessions. The first one is a key feature of teacher dominance in verbal interaction (Cheung, 2021; Guo & Möllering, 2016; Hampel & Stickler, 2012; Heins et al., 2007; Moorhouse, 2020). Heins et al. (2007) compared interactions when teaching the same content in online synchronous contexts and in face-to-face classrooms. They found that in online sessions, teachers' utterances took up around 66% of total verbal interaction, whereas

in classrooms, the figure was down to only 50%. Much of the teacher talk generated online was for teaching management, including explicit instructions and dealing with technical issues. Cheung (2021) and Moorhouse (2020) point out that online sessions can be more teacher-centred than face-to-face sessions, as the teaching platforms do not support high quality interactions that they have in face-to-face classrooms. Sometimes, the teachers have to mute learners to make sure their voice can be heard by all learners, which leads to teacher monologues. When learners have opportunities to discuss, they often produce shorter responses and longer silences. Thus, there is a high degree of teacher control in online teaching. The second feature is that there tend to be fewer interactions among students compared to face-to-face classroom teaching. Shi and Stickler (2018) investigated interaction patterns in tutorials for beginners. They found the majority of interactions were between the teacher and an individual learner. Interactions between learners mainly happened during paired activities in breakout rooms. They also noticed that the online tutorials investigated were highly structured and featured a typical initiation-response-feedback (IRF) pattern; and for language learning activities, teachers adopted a presentation, practice, and production (PPP) model. Learners' language production opportunities mainly occurred in the practice and production stages.

As to negotiation of meaning, Guo and Möllering (2016) and Wang (2006) drew on the model proposed by Varonis and Gass (1985) and analysed different types of the primes of trigger, indicator, response, and reactions to response occurring in synchronous interactions. Their studies found that in addition to learners' low proficiency that triggered breakdown, the learning environment could also cause disfluency in their interaction, for instance, the sound and video quality, and learners' nervousness in an unfamiliar learning environment.

In terms of power distribution, in addition to the teacher dominance as mentioned above, Kozar (2015) analysed six one-to-one teacher-learner pairs and found that although these pairs were conducting English 'conversation' lessons, the teachers in fact adopted an interview style. The main learning activity was often the teacher asking questions and the learner answering them. IRF exchange sequences dominated the interactions. In terms of learner-centredness which is supposed to be supported in

the one-to-one teaching context, it primarily existed in selecting topics, rather than in the organisation of the session. However, in Lamy's (2007) study, tasks with simpler structures and lighter control from teachers are advocated to promote learner contribution. She suggests learning activities should offer possibilities for learners' identity-building and their enactment of agency. Likewise, Kurikova (2019) also suggests there should be less IRF exchange but more contingencies in interactions. Contingency requires learners to exercise greater agency, which can increase learning opportunities. Meskill and Anthony (2015, 2018) suggest a conversational approach, as an alternative to the IRF pattern, in online language teaching and learning. Teachers can use instructional conversations to engage learners in "pragmatically rich contexts that facilitate language growth and development and provide opportunities for experiencing how language is used outside of the classroom" (Donato, 2000, p. 34). An instructional conversation is defined by Tharp and Gallimore (1991) as a "dialogue between teacher and learners in which the teacher listens carefully to groups of students' communicative intent, and tailors the dialog to meet the emerging understanding of the learners" (p. 5). In instructional conversations, teachers can turn contingencies into teachable moments. There are some strategies teachers can employ when adopting this approach, for example, saturating and modelling. Saturating requires teachers to design the conversations thoughtfully to saturate them with the focal language items. Modelling means the teacher produces examples of the focal items for learners to use appropriately (Meskill & Anthony, 2018).

A number of researchers have investigated the structure of online tutorial sessions. They divide the session into opening stage, main stage and closing stage, among which the opening and closing stages within the sessions served special functions and have attracted some attention (Kozar, 2015; Kurikova, 2019; Shi & Stickler, 2018; Shi et al., 2017). Unlike classroom teaching, online teaching usually starts with a technique to check and make sure participants can successfully join the interaction space (Kötter, 2001). Researchers have found out that teachers tended to use the opening and closing stages to engage learners socially (Kozar, 2015; Kurikova, 2019; Shi et al., 2017). Kurikova (2019), drawing on the work of Bleistein and Lewis (2015) and Barkhuizen (2011), emphasises the significance of teacher-learner relationship in one-to-one teaching context. In Kurikova's (2019) study, teachers built rapport with

their learners through small talk at the opening stage, for example, some informal conversations about learners' lives. During the small talk, teachers encouraged the learners to speak in the target language and brought them into a more positive and productive emotional state. Since the teachers investigated were working for private companies, they used various strategies to increase the likelihood of learner retention. Thus, at the closing stage, teachers helped learners to review the learning content, making sure the learner found the session useful. They would also remind the learners of the date of the following session, and might preview the next lesson. These approaches used at the closing stage would further motivate learners and ensure that they could stay committed to learning. Some of the teachers also used small talk to maintain positive rapport before ending the session. Most of the studies on online interactions have been where a single teacher teaches a group of learners, but some of the findings and suggestions of these studies can apply to one-to-one settings as well.

2.3.2 Visual Interaction

Thanks to the development of synchronous video-communication technology, online teaching is able to resemble many of the features of teaching in traditional face-to-face settings. Wang (2004a) almost two decades ago commented that the oral-visual interaction is "the highest level of interaction that distance language professionals can provide to learners at this stage of technological development" (p. 379).

In terms of the relationship between verbal and visual modes, Kress (2006) argues that visual structures and verbal structures are not "simply alternative means of representing 'the same thing'" (p. 76). Guichon and McLornan (2008) align with this argument and further develop it. They contend that the importance lies in multimodality, not merely because it can deliver information through different formats, but also through the combination of these formats, they can reinforce, complement or even compete with each other.

The webcam has been suggested to be beneficial to teaching and learning in socio-affective and pedagogical aspects. Being able to see other interlocutors' gazes, facial expressions and other non-verbal expressions can improve social presence (Ko, 2016; Satar, 2013; Yamada & Akahori, 2007). Learners are more engaged and motivated as

they feel closer to interlocutors if they can see them (Develotte et al., 2010; Kern, 2014). The webcam is used as an extension of the human body, enabling people to see the physical surroundings (Jaworski & Thurlow, 2009).

Pedagogically, webcams can increase the relevance of the conversations between the interlocutors (O'Dowd, 2006). Develotte et al. (2010) suggest that the webcam plays a major role in pedagogical communication because it elicits richer oral exchanges. It facilitates interlocutors to negotiate meaning when there is a breakdown in conversations (Lee et al., 2019). For teachers, the webcam also helps deliver instructions (Satar & R.Wigham, 2017), and lexical explanations (Wigham, 2017). In terms of class management, using the webcam makes it easier for teachers to gauge learners' understanding through observing their behaviour and non-verbal feedback (Kozar, 2018; O'Dowd, 2006), and teachers are more likely to increase wait time so the learners have more time to think how to respond (Kozar, 2016b). Teachers can monitor whether the learners are active and fully engaged in the learning activity through the learners' images (Cunningham et al., 2010).

In utilising the webcam in teaching, Develotte et al. (2010) have identified five levels, from the teacher not appearing on the video window at all, to giving the learner the impression that the teacher is giving direct eye contact. Based on this study, Codreanu and Celik (2012; 2013) further investigate teachers' framing and gestures used in teaching, and find that experienced teachers use the webcam more efficiently and effectively. Kozar (2016a, 2016b, 2018) finds, despite socio-affective and pedagogical benefits, that some teachers do not use the webcam as often as expected. Kozar (2016a) undertook interviews with 20 experienced online teachers about the frequency and purpose of using the webcam and their attitude towards it. The teachers reported that they mainly used it in the initial sessions to manage first impressions and build teacher-learner relationships. Then there was a sharp decrease in the use of the webcam due to high energy consumption and privacy concerns.

For language learners' perspective, Kern (2014) focuses on their opinions on how webcams can boost language learning. His study investigates online French language learners in America who took online courses with tutors from France. The learners reported perceiving the interactions through videoconferencing as authentic and

highly engaging, and they also gained an increase in self-confidence through these interactions. The study concludes with implications that reflected on some imperfect aspects of using webcam. For instance, the desynchronization of the audio and video can cause learners to feel puzzled about the teacher's non-verbal reactions. Teachers may need to give more explicit feedback to avoid any such misunderstandings.

2.3.3 Text Interaction

Researchers have categorised text chat used in synchronous language courses into four perspectives: pedagogical use, remedial use, strategic use and competing use. The most important perspective is pedagogical use. This means teachers use the text mode to introduce language items, facilitate learners' understanding and language production, provide visual input, negotiate meaning, and deliver instructions (Blake, 2016; Cunningham et al., 2010; Hampel & Stickler, 2012; Kozar, 2016c). The second perspective is remedial use as a compensation when there is a breakdown of audio interaction (Cunningham et al., 2010). Strategic use means through sending text messages, participants, especially the less dominant ones, are able to gain the opportunity to join in an intense conversation within a group of learners (Kozar, 2016c; Sauro, 2004). Competing use refers to the text chat used as parallel conversations when there is an ongoing audio/video chat at the same time (Hampel & Stickler, 2012). It can be seen that the use of the text chat facility serves the purposes of supporting understanding and language learning, and allows the assertion of presence and the expression of intents that may be not be able to be voiced.

2.4 Theoretical Underpinnings and the SCOLT Model

Many researchers point out the theories underpinning the teaching in CALL contexts, which teachers can refer to when designing tasks and activities (Chapelle, 2001; Hampel, 2006; Lai & Li, 2011; White et al., 2021). These theories have informed the development of the SCOLT Model (White et al., 2021), which will be introduced in Section 2.4.2.

2.4.1 Second Language Acquisition and Interaction in CALL

A cognitive approach to second language acquisition (SLA) is one of the theoretical foundations which argues that language learning happens during cognitive processing of information. It assumes that there is certain language knowledge potential in the learning activities, and that by attending to the activities, learners can master the knowledge (Hampel, 2006). When engaging in communicative activities, learners need to go through a complex cognitive process to comprehend the language input, to relate it to the knowledge they have learned, and to generate appropriate language output (Payne & Whitney, 2002). One of the most influential hypotheses based on cognitive theory is the Interaction Hypothesis (Long, 1981), which suggests the language development occurs when learners are trying to solve communication difficulties with their interlocutors.

A second influential underpinning theory is sociocultural theory, which puts more emphasis on sociocultural settings (Hampel, 2006). From this sociocultural perspective, learning happens within social events when learners interact with other people or physical, social, and symbolic artifacts (Vygotsky, 1978). From a sociocultural perspective, learners can acquire new language through imitation of others' utterances, engaging in a process of mediation negotiation, and enriching their repertoires of language resources for future performance (Lantolf, 2012). Thus, participating in interactions is both the means and the purpose of language learning.

From a sociocultural perspective, Lantolf (2012) suggests that the most effective way of interaction is between learners and experts, which helps the development of the Zone of Proximal Development (Vygotsky, 1978). Swan (2005) further points out the issues of teaching advanced learners, that they need activities that are both corrective and communicative, and they need new language to stretch their language ability.

Drawing on the theoretical foundations of SLA and studies on CALL teaching, Chapelle (2001) proposes six criteria measuring the appropriateness of CALL tasks. It has been further developed into the SCOLT model (White et al., 2021).

2.4.2 The SCOLT Model

Based on the existing research on CALL and the analysis of earlier rounds of teaching and learning in SCOLT, White et al. (2021) have developed a model (see Figure 2-4) to meet both research and teacher training purposes.

Figure 2-4

The SCOLT Research Model (White et al., 2021, p.8)
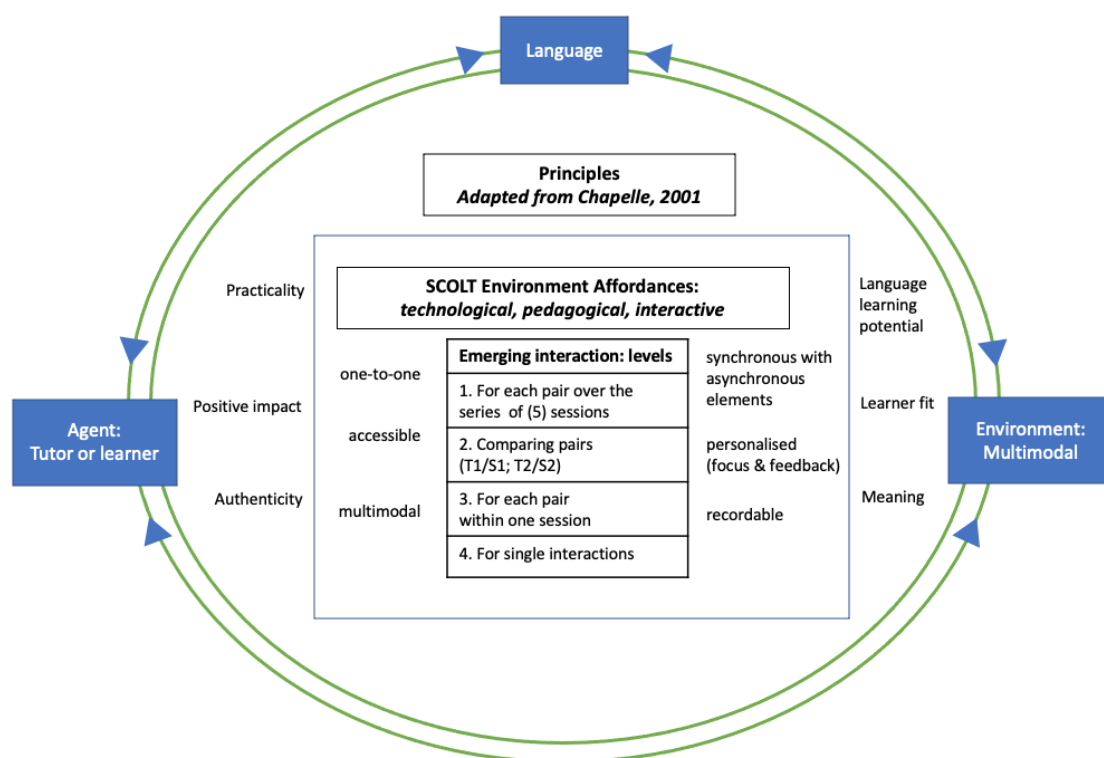
This model encompasses four layers. At the central layer are the sessions themselves, showing the different temporal levels of analysis of emerging interactions that can be used to investigate and compare pairings. Analysis of interactions can reveal whether and how a negotiation of meaning has occurred, through what kinds of activities language can be acquired and proficiency developed and how the affordances and constraints of the learning platform influence the interaction.

The second layer reveals six affordances in the SCOLT teaching environment, including technological, pedagogical and interactive dimensions:

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(1) *One-to-one* teaching is the main form in SCOLT. Compared to classroom-based teaching, it maximises the opportunities for learners to engage in interaction, while there are inevitably different demands on the teachers and learners to benefit from this, for example, teachers need particular rapport-building skills.

(2) *Synchronous with asynchronous elements* refers to the temporal and spatial dimensions where the learning can occur. Videoconferencing-based synchronous interaction shares various features of physical face-to-face interaction. Additionally, compared to asynchronous communication, individuals can perceive higher social presence in synchronous communication (O'Rourke & Stickler, 2017). In the asynchronous dimension, learners can review recordings of learning activities to consolidate their understanding, provide feedback to the teacher between sessions, and give more information about learning points that have arisen to the teacher to prepare for the next session.

(3) *Accessibility* refers to teachers' and learners' easy access to the teaching platform. In SCOLT, teaching is conducted through Zoom, which is free, easy to install and easy to use (Wang, 2004b).

(4) *Personalised* learning is operable in the one-to-one teaching settings. Teaching sessions are expected to be learner-centred, and thus the activities need to be designed according to learners' needs, language level and learning styles. At the same time, it means there are more responsibilities for learners. As they are seen as collaborators in the production of the course (White, 2017), they need to make their learning agendas explicit for their teachers. It is worth noting that, Phan (2014) points out that learner-centredness does not mean to marginalise the teachers, and argues that the learner-centred approach should be adapted to the immediate teaching context in all cases. Thus, teachers need to maintain a balance carefully where they can call on their expertise as professionals at the same time as they use a decentralised approach (Moorhouse et al., 2021). This requires them to listen to the learners' desires and use professional judgement about their needs, and pedagogical expertise to arrive at a teaching process that takes the learner and learner responses into account.

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(5) *Multimodality* refers to the ability for interaction to be delivered through and afforded by different modes in the videoconferencing platform, including videos, images, and text. Section 2.3 has illustrated the benefits of multimodality identified in previous studies and how these can facilitate language learning and teaching.

(6) *Recordability* is an affordance provided by the platform. For example, in Zoom, the teaching can be recorded in video or audio format. The recorded teaching videos can be used for learners to review after sessions, for teachers to reflect on their pedagogical strategies and decisions, and for researchers to investigate the unfolding interactions at different levels.

The third level of the model shows six principles for evaluating videoconferencing-based teaching activities, which were brought up by Chapelle (2001) and further developed by Wang (2007):

(1) *Practicality*: Wang (2007) defines this as "the fit between the required task and the capabilities of the chosen videoconferencing tool" (p. 593). It addresses the need for the teacher to be able to design tasks that make full use of the affordances of the videoconferencing platform.

(2) *Language learning potential* refers to the fact that the learners need to have opportunities to stretch their language, to allocate attention to language forms rather than merely using the language they have already acquired.

(3) *Positive impact* means teaching activities should be beneficial to the learners, not only contributing to their language development, but also increasing their motivation, confidence, learning interests, and so on.

(4) *Learner fit* refers to the need for the tasks to be designed according to the learners' language levels and their capacity, especially in the one-to-one environment, where the teaching activities and feedback should take individual learner needs into consideration. This principle highlights the importance of curriculum negotiation, which means "deliberately planning to invite students to contribute to, and to modify, the educational program, so that they will have a

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real investment both in the learning journey and in the outcomes" (Boomer, 1992, p. 14).

(5) *Authenticity* means the degree of correspondence between the teaching activities and language use in real-life contexts imagined by or important to the learners. SCOLT offers the space for the learners to negotiate what they want to learn with their teachers, to ensure the teaching can meet their desires.

(6) *Meaning* requires the learning activities to be meaning-focused. Wang (2007) ties *Meaning* and *Language learning potential* together, as focus on form and meaning-focused are inseparable in a learning task. When there is a communication break down due to unfamiliar language items, learners are likely to pay attention to the language forms and to negotiate meaning with their interlocuter to enhance learning.

The outer level is the complex interplay among agents, environment and language. Agents are the individuals in the teaching and learning context. In addition to the individual differences that makes one unique, Dörnyei (2009) suggests agents are "higher level amalgams or constellations of cognition, affect, and motivation that act as 'wholes'" (p. 235). It is critical to note that individuals' agency plays an important role in the constantly changing interplay of cognition, affect, and motivation, as they need to engage in the process of task execution, appraisal and action control. The relationship among agents, environment and language is illustrated by de Bot et al. (2007) as:

> a language learner is regarded as a dynamic subsystem within a social system with a great number of interacting internal dynamic sub-sub systems, which function within a multitude of other external dynamic systems. The learner has his/her own cognitive ecosystem consisting of intentionality, cognition, intelligence, motivation, aptitude, L1, L2 and so on. The cognitive ecosystem in turn is related to the degree of exposure to language, maturity, level of education, and so on, which in turn is related to the SOCIAL ECOSYSTEM, consisting of the environment with which the individual interacts. … Each of these

internal and external subsystems is similar in that they have the

properties of a dynamic system. They will always be in flux and

change, taking the current state of the system as input for the next one.

(p. 14)

White (2009) and White et al. (2016) draw on this idea and develop the theory of learner-context interface. White et al. (2016) analyse role-play activities in online Spanish courses and identify how the language produced by interlocutors formed the interface that further shaped and was shaped by participants and the evolving environment. This theory captures the dynamic interaction between learners, the language produced and the environment.

2.5 Summary

This chapter provides the review of the literature on online teachers and teaching, which has highlighted the important theoretical lenses that informed the present study. The comprehensive review provides insights into the competencies identified for online teaching, encompassing technical, pedagogical and socio-affective dimensions. It demonstrates that online teacher training programmes are essential in helping teachers develop those competencies. The knowledge of CALL, teaching practice, reflection and collaboration are the common components in these programmes. This supports the present study by providing necessary guidance in designing the teacher preparatory workshops. A review of language learning theories that underpin principles of task design in online teaching leads to an introduction of the SCOLT model for developing SCOLT teaching and research, more importantly, that sets a reference for the teacher preparatory workshops in this study.

Chapter 3 Teacher Agency

In Chapter 2, I reviewed the studies on synchronous online language teaching, many of which suggest a series of competencies that teachers need to be equipped with in order to teach effectively and efficiently online. The questions of how teachers perceive their limitations and strengths, and how they deal with the affordances and constraints in the teaching context are related to teachers' agency. This chapter focuses on research on teacher agency, including the concept of agency and different understandings generated from different theoretical perspectives. In this section, an ecological perspective to understand agency is highlighted. In empirical studies, agency is frequently investigated in combination with identity, emotion and relationships. From this perspective, it is important to explore the intertwined relationship between agency and identity, emotion, and relationships that is likely to be reflected in the present study.

3.1 Defining Teacher Agency

Agency could date back to the Enlightenment when it was seen as the core of education, whereby human beings develop their capability for making rational and independent decisions (Biesta & Tedder, 2006). In the field of language education, agency has been one of the main themes investigated since the late 1970s. Kalaja et al. (2016) have outlined the development of agency research. Initially, it was under the concepts of learner autonomy or intrinsic motivation, which took an individualistic perspective. In the 1990s, given the influence of sociocultural theory, scholars began emphasising the relationship between individuals and the environment, and thus the research focus of learning shifted from individual autonomy to agency.

Influenced by Cartesian dualism, there is traditionally an inherent separation of self and context among Western scholars' research (Edwards, 2007). The notion of agency is inevitably related to the long-standing structure-agency debate in the 1970s and 1980s (Biesta & Tedder, 2006; Emirbayer & Mische, 1998; Lasky, 2005; Priestley et al., 2015a). The problem is how to understand the relationship between the individual

and society: whether it is the individuals who determine the society, or the society which determines individuals (Burr, 1995). Some scholars began to try reconciling these two perspectives, and in later sociological studies, researchers agree that social factors, such as social class, gender, race and economic status have huge impacts on individuals' agency (Eteläpelto et al., 2013). Bourdieu brings up the concept of "habitus" and illustrates the social influences on agents' decisions (Bourdieu & Passeron, 1990). As he exemplifies, individuals with middle-class backgrounds consider receiving education in university as a natural step, but those from working-class families often hold an opposed view. However, habitus is not decisive, as individuals are able to change it, because they "are capable (given the right circumstances) of critically analysing the discourses which frame their lives, and of claiming or resisting them according to the effects they wish to bring about" (Burr, 1995, p. 61).

The structure-agency debates illustrate the complexity of agency. However, the concept of agency is slippery and poorly conceptualised, and in some studies, it is used as a synonym of human freedom or individual volition (Hitlin & Elder, 2007) and causes ambiguity in research (Priestley et al., 2015b). In the work *What is Agency*?, Emirbayer and Mische (1998) point out the necessity of conceptualising agency:

> The concept of agency has become a source of increasing strain and confusion in social thought. … [T]he term agency itself has maintained an elusive, albeit resonant, vagueness; it has all too seldom inspired systematic analysis, despite the long list of terms with which it has been associated. … [W]hen it escapes the abstract voluntarism of rational choice theory, [it] tends to remain so tightly bound to structure that one loses sight of the different ways in which agency actually shapes social action (pp.962-963).

In an attempt to theorise agency, some researchers highlight individuals' capability to make decisions: for example Taylor (1977, cited in Edwards, 2005) defines agency as individuals' capacity to identify goals which can direct their actions. Lipponen and Kumpulainen (2011) summarise that agency is often defined as "the capacity to

initiate purposeful action that implies will, autonomy, freedom and, choice" (p.812). Duff (2012) describes agency as "people's ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation" (p. 417).

One common feature shared by the concepts of agency listed above is they tend to view agency as an innate capacity of individuals (Priestley et al., 2015a). However, the reality is that an individual can choose to act in different ways in similar situations. Therefore, it is important to consider both individuals' capacity and contextual dimensions in shaping agency. Theorising agency using a sociocultural lens is seen as a response against individualistic understanding of human actions, thus highlighting the social context where human actions take place (Kalaja et al., 2016). For instance, a widely adopted concept of agency was given by Ahearn (2001) as "the socioculturally mediated capacity to act" (p112). Van Lier (2008a) defines it as "action potential mediated by social, interactional, cultural, institutional and other contextual factors" (p. 171). However, actions also include individuals' personal dimension. When analysing agency from a sociocultural perspective, an individual's feelings and experience are often missed out (Sullivan & McCarthy, 2004). Drawing on the work of Bakhtin (1981), Sullivan and McCarthy (2004) propose a dialogical approach in understanding agency by focusing on an individual's experience rather than an outsider's view. However, as they point out, "there is no individual without cultural, personal without social, self without other" (p. 292). Agency from the dialogical perspective is not individualism-oriented, but is to enrich people's understanding of social activities from an individual's point of view. As Dufva and Aro (2014) explain, agency is the individual's choice and creation, and is influenced by the voices and actions of other people. In the work of Ruohotie-Lyhty and Moate (2015), they identify reactive agency and proactive agency, which are closely related to and dependent on how individuals respond to other people. Reactive activities are those which respond to the agency of others who can control the circumstances, while proactivity is driven by an individual's own goals.

While the above definitions seek to highlight the contextual influences on agency, they are somehow unable to capture the complex and dynamic nature of agency.

Emirbayer and Mische (1998) offer an alternative way to understanding agency, which is through an ecological perspective viewing agency as an emergent phenomenon.

3.1.1 Conceptualising Agency from an Ecological Perspective

An ecological perspective of agency is characterised by its focus on the interaction between the individuals and their context (Van Lier, 2004; White, 2018). The ecological perspective combines various sources, including ecological theory from anthropology, such as Bateson (1987), and psychology, for example, Gibson (1979), who brought up the concept of affordance as physical and mental resources for agentive actions. Affordance, along with emergence, is part of the foundation of the ecological perspective.

The notion of affordance is at the root of the relationship between the person and the physical, social and symbolic world. As introduced by Gibson (1979), affordance originally meant "what [the environment] offers the animal, what it provides or furnishes, either for good or ill" (p. 127). It applies to human beings as well. The environment we are in offers possibilities for us taking certain actions. The notion of affordance connects individuals and the environment, as it is dependent on how the individuals perceive and interpret the environment as it relates to them (Van Lier, 2004). For instance, in Liu and Chao's study (2018), smartphones and tablets are perceived as affordances for one English language teacher to foster learners' independent learning, while other teachers may not perceive these tools and use them in the same way. Furthermore, individuals' actions are impacted by their perceptions of the environment, as they may feel they are enabled or constrained by the environment. This understanding of individuals' action further justifies the view that agency is not an attribute of individuals but emerges in the interaction with a particular context-*for*-action (White, 2018). The notion of emergence refers to transformation and reorganization (Van Lier, 2004). When understanding emergence, George Herbert Mead (1932) highlights the temporal dimension of individuals' action, in which individuals need to reconstruct their views of the past in order to understand the emergent present. Emirbayer and Mische (1998) further regard this

point as "using this understanding to control and shape their responses in the arising future" (p. 969).

Heavily influenced by pragmatism, especially that of Mead (1932), Emirbayer and Mische (1998) recognise a temporal dimension that should be added to understand agency in the social process. They propose a chordal triad of agency, which means an individual's action in the present is informed by his/her previous experience and motivated by a goal towards future. Based on their work, Biesta and Tedder (2007) conceptualise agency as:

> something that has to be achieved in and through engagement with
> particular temporal-relational contexts-for-action. … it is something
> that people do. It denotes a 'quality' of the engagement of actors with
> temporal-relational contexts-for-action, not a quality of the actors
> themselves … the achievement of agency will always result from the
> interplay of individual efforts, available resources and contextual and
> structural factors as they come together in particular and, in a sense,
> always unique situations. (pp. 136-137)

This definition captures the complex and dynamic nature of agency. Agency is not merely influenced by the contextual factors at a particular moment, but also impacted by the evolving interaction between individuals and the context they are in. Agency is not something people possess, but emerges from individuals' engagement in the context when they are enabled or constrained by the resources and contextual factors.

3.1.2 Understanding Teacher Agency

The concept of agency stemmed from sociology, and later became an important notion in the educational field. When researchers began using the concept of agency in this field, their main focus was on learners, and till now, a substantial proportion of agency studies still focus on learners (see, for example,Aro, 2016; Flowerdew & Miller, 2008; Gao, 2010; Mercer, 2011). Teachers have often been considered as part of "the learner's environment" (Kalaja et al., 2016), who passively transmit the content of the curriculum to their learners (Priestley & Drew, 2019). However,

teachers are reflective and reflexive agents (Tao & Gao, 2021) who are experts in the teaching subject, and have the ability and responsibility to decide how to conduct teaching and engage in different educational activities (Toom et al., 2015). In recent years, there has been a surge in research on teacher agency, which has been observed in situations of change, for instance, the implementation of new curriculum or pedagogical reforms in different countries (see, for example, Ashton, 2021; Jenkins, 2020; Lasky, 2005; Leander & Osborne, 2008; Pyhältö et al., 2014; Simpson et al., 2018; Tao & Gao, 2017; Yang, 2015), new technology introduced in a teaching context (Ashton, 2022; Chen, 2022; Cheung, 2021; Kitade, 2015; Liu & Chao, 2018; Qi & Wang, 2022), and personal professional development at different stages (Eteläpelto et al., 2015; Huang & Yip, 2021; Insulander et al., 2019; Soini et al., 2015; Vähäsantanen et al., 2009). Deepening the understanding of teacher agency within particular teaching settings and stages nevertheless remains an important need. As Tao and Gao (2021) state, agency plays a key role in teachers' professional development and educational change, which can result in better learning outcomes.

Building on the work of Biesta and Tedder (2007) and Emirbayer and Mische (1998), Priestley et al. (2015a) propose a framework for understanding teacher agency from an ecological perspective. Figure 3-1 presents this framework, in which they separate key elements from different temporal dimensions that influence teacher agency.

The iterational dimension includes teachers' personal histories as well as professional experience. According to Priestley et al. (2015a), teachers' professional capacity, beliefs and values are rooted in their past experience. Teachers' own schooling, professional education and working experience are significant in the development of their capacity to be creative. When teachers are facing challenges, they are able to recall, to select, and to apply some strategies that they have developed in previous teaching experience. Therefore, teachers with extensive teaching experience are likely to have a wider repertoire for manoeuvre (Emirbayer & Mische, 1998; Priestley et al., 2015a; Priestley et al., 2012).

Figure 3-1

An Ecological Understanding of Teacher Agency (Priestley et al, 2015a, p.30)
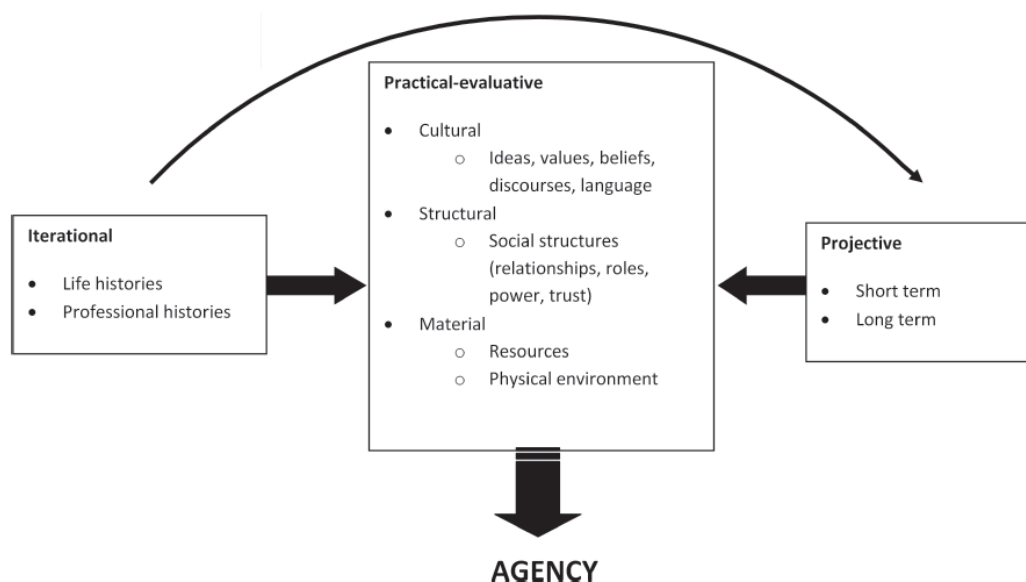
The projective dimension implies that teachers' actions are motivated by their short-term or long-term goals. Teacher agency involves a creative process (White, 2016), in which teachers imagine the "possible future trajectories of action, in which received structures of thought and action may be creatively reconfigured in relation to actors' hopes, fears, and desires for the future" (Emirbayer & Mische, 1998, p. 971). The projective dimension is a juncture between the iterational and practical-evaluative dimensions of agency, as it involves individuals' reflection on the past, and innovation of new possibilities for action (Emirbayer & Mische, 1998; Priestley et al., 2015a). Some studies have illustrated how teachers are motivated by their own aspirations, concerning their professional development or learners' welfare, and at the same time are influenced by their experience. For instance, Tao and Gao (2017) investigate eight English language teachers' response to curriculum reform. The study shows that teachers enact agency in different ways based on their own prior experience, and despite facing challenges, most of the teachers in this study are willing to invest time and energy to implement the reform, as they believe it is beneficial to their career and to the learners. In Ashton's (2021) study, a strong sense of commitment to students influenced teachers' choice for strategies. For instance,

one of the four novice teachers in this study wanted to keep her students engaged in her multi-level class, and thus, she actively sought suggestions from more experienced teachers, while other teachers chose to resolve the challenges on their own.

The iterational dimension and the projective dimension refer to the past and the future, while the practical–evaluative dimension refers to the present, and teacher agency can only be acted out in the present. Enacting agency involves teachers' perception of the affordances and constrains of the context and their judgement about different possible trajectories of actions (Emirbayer & Mische, 1998; Priestley et al., 2015b). Figure 3-1 shows the complexity of agency, which is not only influenced by temporal factors, but also involves a dialogical process where teachers interact with the context they are in. The context encompasses cultural, social and material resources that enable or constrain teachers' actions. Ashton (2022) adopts this ecological framework, investigating the agency of four teachers who have to teach online due to the pandemic. Through examining the critical incidents the teachers encountered, she is able to reveal how each was impacted by their own face-to-face learning and teaching experience and motivated by their future aims. They were supported or constrained by the contexts, such as a closer relationship with learners or concerns about being judged by parents, and enacted agency in individualised ways.

In empirical studies, teacher agency is often examined in relation to other aspects, for instance, Pappa et al. (2019) identify three types of teacher agency according to the teaching and working context: (1) pedagogical agency, which is enacted through pedagogical decisions, for instance, material usage, execution of instructional strategies; (2) relational agency, which involves reciprocal and mutual collegial relationships; and (3) sociocultural agency, which goes to wider sociocultural environment, including influences of other stakeholders such as students' parents. Tao and Gao (2021) point out that key constructions, such as teacher identity and teacher emotion, are intersecting with teacher agency. The following section reviews in more detail the literature on teacher identity, emotions and relationships respectively in relation to agency.

3.2 Teacher Identity and Agency

The relationship between identity and agency has become an intriguing topic for investigation (Edwards, 2019; Kayi-Aydar, 2015; Lasky, 2005; Ruohotie-Lyhty, 2013, 2016, 2018; Tao & Gao, 2021). In Buchanan's (2015) explanation, "agency can be understood in a way as identities in motion" (p. 714). In the studies which explore teachers' engagement in curriculum reform, or their teaching in a new context, we can notice how the teachers try to find ways to deal with the challenges that threaten their professional identity, to resist policies that do not fit their beliefs or to accept those which fit (see, for example, Ashton, 2022; Buchanan, 2015; Hiver & Whitehead, 2018; Lasky, 2005; Tao & Gao, 2017). Teacher agency emerges in such process, where the teachers resort to their professional knowledge or experience they have gained in the past, motivated by their expectations to undertake strategic manoeuvring to construct and negotiate their professional identities (Tao & Gao, 2021).

Identity can be conceptualised as the way people perceive themselves (Edwards, 2019; Eteläpelto et al., 2015; Van Lier, 2004, 2008b), understand their relationship with the world and their community (Lasky, 2005; Norton, 1997), evolve in an ongoing dynamic and multifaceted process which is influenced by individual and contextual factors (Beauchamp & Thomas, 2009; Beijaard et al., 2004; White, 2007; White & Ding, 2009; Zembylas, 2003), and even how they are recognised as a certain kind of person in a given context (Gee, 2000).

Based on this concept, scholars have also summarised the key features of identity. First, identity is a product of the ongoing process of individuals' interpretation of their relationship with the environment they live or work in. Therefore, it is not fixed, stable or internally coherent, but is shifting and sometimes there is a conflict between different aspects (Beijaard et al., 2004; Varghese et al., 2005). Second, identity is socially constructed, as it is subject to social structures, cultures, and policy influences (Day, 2018; Kayi-Aydar, 2015; Tao & Gao, 2017, 2018). Third, identity is mainly constructed, maintained, and negotiated through discourse (Gee, 2000; MacLure, 1993; Potter & Wetherell, 1987; Varghese et al., 2005).

Teacher identity can be seen as teachers' perception of themselves as professionals. Van Lier (2008b) suggests a temporal dimension to viewing identity. The process of identity constructing and maintaining is both past-oriented and future-oriented, and agency is actively engaged in this dynamic process. For example, Shelley et al. (2013) note that language teachers' beliefs about teachers and teaching are influenced by their previous language learning experience when they were learners. In terms of future-orientation, White and Ding (2009) explore the mediator role of "possible selves" (Dörnyei, 2005) and how teachers are guided by and extend their ideal teacher self individually and collectively when they explore the use of technology in teaching.

There are three factors that can influence teachers' perception of their professional identity, namely teaching context, teaching experience and the biography of the teacher (Beijaard et al., 2000). For the first factor – teaching context – at a macro level, it is the culture and physical context of educational institutions, combined with historical and philosophical traditions of teaching that define what can be called professional (Nias, 1987). As noted earlier, with the advent of CALL, in addition to the requirement of shift in pedagogy and practices, the tension and challenges teachers have experienced in this new teaching context have urged them to take a fresh look at their existing beliefs and expectations of teaching, which were shaped and reinforced through face-to-face classroom teaching (Ashton, 2022; Bahari, 2022; Shelley et al., 2013; White, 2007; White & Ding, 2009). White (2007) investigates the conflicts and moments of struggle identified by online teachers in some existing studies. She argues that these tensions act as catalysts for development; teachers' responses to these moments illustrate the way they accept or resist the identity shifts required of them. The micro level of teaching context is the ecology of the classroom, in which teachers need to exhibit their professional knowledge and skills. In the classroom, teachers are expected to peresent themselves as subject matter experts, pedagogical experts and didactical experts who know how to execute teaching plans and evaluate lessons (Beijaard et al., 2004; Beijaard et al., 2000; Day, 2018; Eteläpelto et al., 2015; Van Veen & Sleegers, 2009).

Teachers' professional experience is the second factor that influences their professional identity (Beijaard et al., 2000). This also relates to teachers' self-

evaluation. When teachers feel threatened by changes, which might undermine their professional sense of self, they will develop situational strategies to cope with the changes as a way to protect themselves from the need to change how they perceive themselves (Nias, 1987).

The third factor impacting teachers' professional identity relates to teachers' life experience (Beijaard et al., 2000). In Buchanan and Olsen's (2018) study, they describe two teachers who engaged in a teacher education programme which advocated a reform agenda of social justice. One participant, Yaotl, was born in Mexico and immigrated to the U.S. with her family when she was young. She found the agenda was related to her personal experience, and it became a major source for her to construct her teacher identity. Another participant, Scott, was a white male from a middle-class family. He encountered cognitive dissonance when he taught low-income students. As a result, he almost abandoned the notion of equity and chose to embrace the stereotype that students had poor performance because of their disadvantaged family background.

In these empirical studies on how teachers' identities were formed, challenged, reconstructed and developed, we can notice that agency played a pivotal role in these processes (Trent, 2012). Zembylas and Chubbuck (2018) point out that agency is involved in the process of identity formation as individuals pursue their professional development in accordance with their goals and beliefs. When individuals are able to take actions aligned with their beliefs or goals, their identities can be reinforced; on the contrary, if their agency is suppressed, then they may reconstruct their identities or resist the new identities imposed on them by others. Ruohotie-Lyhty (2018) summarises two forms by which identity is linked with agency. First, individuals draw upon their beliefs and former experience to make decisions about how to engage in a community with others. This process may challenge their existing beliefs and identities and encourage identity negotiation. Second, individuals actively invest themselves in the process of identity development, which is also a process of agency engagement. She brings up a concept of identity-agency to specify agency as fulfilling a mediator role between individuals' identities and the environment they are in.

Apart from the above factors that influence identity formation and agency involved in the process, emotions (Cowie, 2011; Lasky, 2005; Van Veen & Lasky, 2005) and relationships within the teacher community and with students (Burkitt, 2016; Cowie, 2011; Edwards & D'Arcy, 2004; Nguyen & Dang, 2020; Tsui, 2007; Yuan & Burns, 2017) are also influences intertwined with agency to co-construct teachers' identity and impact teaching practice and professional development.

3.3 Teacher Emotion and Agency

Emotion and agency are closely related with each other (Cowie, 2011; Hargreaves, 1998, 2000; Lasky, 2005; Van Veen & Lasky, 2005; Van Veen & Sleegers, 2009; Zembylas, 2005). As White and Pham (2017) suggest, emotion is viewed as central to agency, and also can influence teachers' sense of agency (Wallen & Tormey, 2019). The definition of agency provided by Eteläpelto et al. (2013) illustrates the relationship between agency and emotion, as people "act as feeling and willing subjects who actively prioritize, choose, and consider what is important and worth aspiring to in their life and future, and thus practice agency in their life" (p.62). The emotions people experienced become driving forces that lead them to take certain actions. The studies by Miller and Gkonou (2018) and Benesch (2018) focus on how social factors, such as feeling rules, which are social rules about what emotions it is appropriate to express in particular situations, influence teachers' emotion experience and how agency is enacted to undertake emotional labour.

Emotion has been defined as a fluid state that can be influenced by how individuals perceive their situation in relation to their identity, values and sense of competence (Lasky, 2005), and it can also determine what matters to an individual (Harding & Pribram, 2004). It involves physiological, experiential, and behavioural activities that help individuals respond to problems and opportunities (Van Veen et al., 2005). Emotions are not merely biological responses but are also shaped by social and cultural forces. The way teachers perceive themselves is inevitably influenced by sociocultural perspectives and personal history, and emotions emerge from social interactions as well (Lasky, 2005; Nias, 1996; Zembylas, 2003).

For a long time, teachers expressing emotions were regarded as unprofessional, which made teachers feel their teacher identity was eclipsing their humanity (Shapiro, 2010; Zembylas, 2005). Although teachers experience rich emotions in their work, and these intense emotional moments have the potential to alter their teaching behaviour and coping strategies (Sutton, 2007), they often feel restricted by the narrow range of emotions that can be expressed. They tend especially to downplay negative emotions while up-regulating the positive ones in order to retain their professional image (Shapiro, 2010; Sutton, 2007).

Emotion plays a vital role in teachers' professional development, as emotions can reflect the true self, providing people with an inner perspective for interpreting and responding to experience (Zembylas, 2003). Through subjective emotional experience, individuals can agentively construct and develop meanings of outer reality, and make sense of their relationships and situations in the wider world (Day & Leitch, 2001). When developing pedagogical skills, teachers' emotions play a mediating role between their perception and judgement, and their reactions and responses. As some psychological researchers argue, emotions have a functional role, which links how individuals appraise their person-environment relationship and physiological responses (Frijda, 2007; Lazarus, 1991). This explains how emotion can be linked with individuals' agentive actions, and it becomes a resource for teachers in crafting their professional identity (Bullough, 2009; Kelchtermans et al., 2009; Van Veen & Sleegers, 2006; Zembylas & Schutz, 2009).

To be more specific, many key emotional episodes, which emerge in the interactions with students, colleagues and other work-related stakeholders, are tied to identity negotiation and the exercise of agency (Schutz et al., 2018). Moments of positive emotions would confirm teachers' self-value, improve their self-esteem, increase their sense of efficacy and further develop their professional skills. While moments of negative emotions may have bigger influences for teachers, as these moments often leave teachers open to hurt and disappointment, and lead them to self-doubt which undermines their sense of professionalism (Day, 2018; Day & Leitch, 2001; Schutz et al., 2018). Recent studies have found that negative emotions are often caused by students' misbehaviours (Shapiro, 2010), conflicts in the classroom (White, 2016),

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lack of support from the teacher community (Cowie, 2011), low self-efficacy (Day, 2018), lack of acknowledgement (Hargreaves, 2000; Li & Craig, 2019), bad relationships in their working place (Cowie, 2011; Liu, 2016) and disjuncture between their beliefs, values and social expectations (Lasky, 2005). In all the negative emotions, a sense of powerlessness is central, which is tied with teachers' perception of their competencies to fulfil their teacher beliefs and achieve educational goals (Shapiro, 2010).

There are some studies that explore teacher agency in relation to emotion. White (2016) investigates the interrelationship between emotion and agency from a dialogical perspective. She uses stance-taking as an analytic tool, analysing how an English teacher, Anna, described an emergent conflict in her teaching of refugee and immigrant learners in different settings. This study exemplifies how the teacher's emotion could both constrain and enable agency, and how emotion could be used as a resource in talking about agency. Through survey and interviews, Miller and Gkonou (2018) examine university language teachers' emotional experience by using the discourse of teaching-as-caring, which is one of the social expectations of teachers. The study shows that teachers' efforts in maintaining a close relationship with their students can help them gain emotional rewards. However, they feel stressed if the effort is not valued by the students, and this leads to situations where they need to exercise agency to manage the unfolding event, such as creating a temporal emotional detachment. Benesch (2018) investigates language teachers' responses to a university plagiarism policy. She suggests the agentive potential of emotional labour should be highlighted, as it is a signal that requires teachers to exercise agency to improve current working conditions.

3.4 Relationships and Agency

The definition of agency given by Emirbayer and Mische (1998) highlights the relationship between individuals and social context. However, Burkitt (2016) points out that it neglects the relationship between agents and others, through which people are able or unable to do certain things because of the interpersonal relationship. Burkitt (2016) further suggests "social relationships should not be understood as

merely constraining or enabling agency, but as constituting the very structure and form of agency itself" (p. 336). In this sense, an individual's action is always co-authored (Phạm, 2013). Smart (2011) points out that the decisions people make are not only about individuals' needs but also in relation to others. She also suggests the term "relationality" that captures the fact that everyone is in a web of connectedness "where their concept of self (and self-value) is tied into how they behave towards significant others" (p. 17). Edwards and D'Arcy (2004) and Edwards (2005, 2007) bring up the concept of relational agency which involves individuals' ability to identify and use the support from others. Meanwhile the individuals are able to respond to others' needs as well.

As mentioned in earlier sections, teachers' professional development, agentic choices, and professional identity are inseparable from others in their working life. In the workplace, colleagues can be a source of satisfaction, and sometimes they can cause negative feelings as well. In some studies, teachers reported they did not share the same values as their colleagues and failed to receive support from them. In this case the teachers had to seek an alternative professional network they could engage in and gain professional development (Cowie, 2011; Li & Craig, 2019), or they might choose to leave teaching (Trent, 2012). Craig (1995) comes up with the notion of a teacher knowledge community, where teachers collaboratively forge their own and others' knowledge embodied in people and situations (Craig, 2007; Li & Craig, 2019; Li et al., 2019).

The teacher-learner relationship also plays an important role in teachers' decision-making and their interpretation of the ongoing teaching situations. Traditionally, teachers' authority is legitimately derived from the social context and the existence of shared norms (Macleod et al., 2012). Especially in large-class teaching, the power relationship between teacher and students is asymmetrical (Cui & Teo, 2021), and good teacher-learner relationships emphasise the teacher's dominant role in class management. This sets the boundaries between acceptable and unacceptable learners' behaviours, and implies teachers should take certain actions to respond to learners' misbehaviour (Bulterman-Bos, 2020). The way teachers interact with their learners also reflects certain cultural beliefs. For example, Hsieh (2012) and Jin and Cortazzi

(2006) find that teachers with a Chinese cultural background retain traditional values about the teacher-learner relationship as a parent-child like relationship, which means teachers tend to treat the learners as their own children, not only teaching them subject knowledge but also moral values. Some teachers can be quite strict with their learners, as they believe "*yan* (being strict to students) denotes a serious teacher with high expectations of students so that they will strive hard and follow the desired path" (Chan & Rao, 2009, p. 329). In return, the learners are expected to show respect to their teachers. When these Chinese teachers work in a different culture, they encounter dilemmas where they want to keep their traditional teaching beliefs and also live up to the educational expectations in the host country (Hsieh, 2012).

It is not just transferring to a different culture which requires teachers to adapt their relationship with learners. In new teaching contexts, they also need to change their way of interacting with learners. In one-to-one teaching contexts, the teacher-learner relationship becomes a more salient factor that can directly influence the teaching and learning outcome as well as the well-being of both participants. Bleistein and Lewis (2015) use the metaphor of "mountain guide" to describe the role of teachers in the teaching context. The teachers may guide the learners to try the lower "slopes" first, but eventually they need to venture out together with their learners, helping the learners improve the language capacity to finally be able to use the language in social or working life. This metaphor also indicates the importance of learner agency in the learning process, which should be acknowledged by the teacher.

In terms of online teaching, scholars point out that learners can choose when and where to attend online sessions. This makes learners feel more in control in their learning environment where they are comfortable with it, and correspondingly, teachers cannot physically dominate the classroom (Kozar, 2018). As a consequence, the learning environment is more democratic (Hampel, 2006; Warschauer, 1999), and the power relationship between teachers and the learners is more equal (Kozar, 2018). For online teachers, it is suggested they should be aware of the relationship change and the need to take a new attitude in relation to it (Zhang, 2021), and to show emotional care to their students (Wang & East, 2020). Drawing on the notion of maxims, which are the principles for best behaviour which guide teachers' actions

(Richards, 1996), White et al. (2005) identify four maxims from distance teachers' narratives, including empowerment, appropriateness, honesty and openness. All of them are related to how teachers should interact with their learners, showing responsibility and support to their learners.

3.5 Summary

This chapter has reviewed the literature on agency, including its concepts and different understandings from different theoretical stances, the ecological approach is chosen in the study as the theoretical framework as it reveals the complexity and dynamic nature of agency. The research of the interwoven nature of identity, emotion, relationship, and agency reviewed as well. These studies can help me deepen the analysis of the teaching phenomena which emerged in the present study.

Chapter 4 Methodology

This chapter describes the research design that is aligned with the aims of the SCOLT-TA research, considering appropriate research approaches, ethics and potential risks as well as data collection and analytical methods. It begins with a discussion of the choice of a longitudinal qualitative case study approach (Section 4.1). Then it introduces the research phases and instruments planned for use (Section 4.2), which is followed by an account of ethical issues (Section 4.3). Research procedures and the data collected are introduced in Section 4.4, which also details how the research was undertaken. Section 4.5 concludes with the description of data analysis procedures and strategies for this research. Section 4.6 discusses the validity and reliability of the data.

4.1 Research Design

The main aim of the study is to understand how teachers act in online one-to-one teaching which is not a familiar teaching context for them, and the reasons behind their actions and decisions. Teaching via one-to-one conferencing is a relatively new teaching form. Teachers who are not experienced in teaching in this context need to explore suitable teaching approaches, by considering all the elements in different contexts: from sociocultural factors to minute-to-minute interaction. Teachers with different learning and teaching experience may perceive the social influences or learner's behaviours in different ways, which suggests that it is necessary to highlight the uniqueness of each teacher's teaching. The studies of teacher training (see Chapter 2) and teacher agency (see Chapter 3) reveal that both teachers' professional development and the exercise of agency tend to happen at critical moments. Thus, there is a need to examine key moments of teaching in this study, to better understand how teachers perceive the factors at those key moments and make decisions accordingly. In addition, a relatively long time span is necessary to investigate how teachers gain achievement of their professional development, and how they develop strategies to cope with challenges in this unfamiliar teaching context. Thus, a

longitudinal qualitative case study approach is adopted in this study. In the following paragraphs, I will explain in detail why I chose this approach.

Teaching is complex and dynamic. The sociocultural context, personal history, as well as physical environment all exert impacts on the teaching process, while teachers' actions and decision-making reflect how they perceive and respond to these influences. Agency is therefore dynamic, and the levels of agency exercised and the sense of agency are in a constant state of flux in response to the interplay in the teaching context. Qualitative research is open and fluid and can respond to newly emergent situations (Dörnyei, 2007, p. 37). This approach can help researchers to capture changes and gain in-depth understandings of behaviours, actions and phenomena (Gonzalez et al., 2008), which satisfies the purpose of the present study.

The ecological perspective highlights the interactions among different dimensions, in which temporal dimension helps us understand how a teacher's actions respond to the demands and contingencies of the present, while drawing upon the individual's previous experience and orienting towards a future goal (Biesta & Tedder, 2006). The previous experience could be the teaching and/or experience accumulated over years, or from a teaching incident which happened a few seconds ago. The future-oriented direction could be a desired outcome of the action in the short term or relate to professional development in the long term. Therefore, in this study, a longitudinal approach is employed. In longitudinal studies, data is collected over an extended period of time. Such studies reveal what happens to a set of units across this period (Ruspini, 2002), and can highlight the changes that take place during the period (Cohen et al., 2018). In the present study, employing the longitudinal approach enables me to investigate how agency is exerted and developed in response to the interplay among different components on different timescales: from the minute-to-minute micro level to a time span across several sessions; and how a current agentive action is influenced by individuals' past and towards their desired future.

The need for a case study approach emerges when people seek to understand a contemporary phenomenon in depth and within its real-life context. It enables readers to understand a person or an event in a real context. One of the most important strengths of case study is that it presents the wholeness or the integrity of the human

system rather than a loose connection of traits (Duff, 2014; Sturman, 1999; Yin, 2008).

A case study reflects the wide dissimilarity that can occur between the backgrounds, experiences and pedagogical choices and behaviours of teachers. Teachers' perceptions of teaching situations and their interplay with other components in teaching settings further form the uniqueness of each case. As Priestley et al. (2011) argue:

> Case studies highlight the biographies of teachers, the nature of the culture in each setting, social relationships which impact on the decision making of each teacher and the incidence of significant events. The construction of these case studies allows us to infer how the ecology of each setting (existing cultural forms, social structures and personal capacity) impacts on the subsequent teacher practices. (p. 4)

Therefore, a case study approach was adopted in this study. It enabled the researcher to gain a holistic picture of each teacher, to probe into the surface to deep reasoning behind decision-making, and to better emphasise the uniqueness of each teacher's teaching experience.

4.2 Research Phases and Instruments

4.2.1 Previous SCOLT Studies

The present study was designed based on the previous practice of SCOLT, including SCOLT 1, 2, a pilot SCOLT study, and the studies reviewed in Chapters 2 and 3. Both SCOLT 1 and 2 included three stages: a teacher training stage, a teaching stage and a reflection stage. Several instruments to gather data from trainee teacher participants were applied at different stages, including questionnaires, narrative frames, written reflection feedback and interviews. The participants gave permission for the use of the data collected for research purposes. As a research assistant after my own participation, I have access to this data which helped me design the present study. In the pilot SCOLT research study, stimulated recall (SR) interviews were conducted as

the main research instrument. Table 4-1 summarises the process of previous SCOLT rounds and instruments used for gathering trainee data.

Table 4-1

A Summary of Stages and Data Gathering Instruments in the Previous SCOLT Rounds

Time	SCOLT Rounds	SCOLT stages	instruments
September-December 2016	SCOLT 1	5 teacher training sessions	Questionnaires Narrative frames
		5 teaching sessions	Feedback forms
		reflection	Individual interviews Questionnaires A group discussion
January 2017	Pilot research	5 teaching sessions	Stimulated recall interviews
September-December 2017	SCOLT 2	Same as SCOLT 1	

However, the previous SCOLT practice and instruments used were not designed to investigate teacher agency specifically, and some related details were not documented. Thus, data collected in previous SCOLT practice was not adequate to investigate teacher agency, and a new round of SCOLT which focused on teachers was needed.

Drawing on my own observation and engagement with previous SCOLT practice, the present study incorporates three stages of data collection. The first stage was the teacher preparation stage: instead of the "training stage" of SCOLT 1 and 2, there would be more collaborative teacher activities and teacher initiatives engaged during this stage in the present study. Then there was a teaching stage and a reflection stage. The stages and instruments used at each stage are introduced in detail in the following section.

4.2.2 Research Stages and Instruments of This Study

This section introduces the planning of the research project and the instruments for data collection. Figure 4-1 provides a summary of the flow of research stages and the instruments I planned to use at each stage. Section 4.4.2 will discuss the actual implementation of the plan and any adjustments that were made to the original plans.

4.2.2.1 Stage 1: Teacher Preparation

Face-to-face preparatory workshops were planned to help prepare teacher participants for teaching in the SCOLT-TA context. The development of the preparatory workshop was informed by studies of online teacher training programmes that I have reviewed in Chapter 2. For Stage 1, I designed four preparatory workshops, each containing a lecture and a group discussion on different topics related to online one-to-one teaching. The details of the design and implementation of the preparatory workshops will be discussed in Chapter 5. The research instruments that I planned to use at Stage 1 are listed below.

4.2.2.1.1 Teacher Questionnaire

Before Stage 1 began, it was important to know about teachers' thoughts about SCOLT based on their previous online teaching experience. According to Dörnyei (2007, p. 102), the questionnaire is recognised as one of the instruments to yield data about people's opinions and attitudes, which can be reliable, valid, quick and easy to complete (Cohen et al., 2018, p. 471). In this study, I planned to use a questionnaire to gain teacher participants' attitudes towards online teaching such as SCOLT.

Compared to the questionnaire used in SCOLT 1 and 2, which addressed the challenges that the teacher trainees expected, I adapted my questionnaire to focus on the teacher's teaching experience, views on online teaching skills, and perceptions of technology affordances. Four Likert scales and open-ended questions were used in the questionnaires.

Figure 4-1

Research Procedures and Instruments

Stages	Procedures and instruments

Pre-research	Teacher questionnaire 1, learner questionnaire, narrative frames 1

Teacher preparation stage	Preparatory workshop 1 (Lecture+Group discussion 1) Preparation feedback 1	Preparatory workshop 2 (Lecture+Group discussion 2) Preparation feedback 2	Preparatory workshop 3 (Lecture+Group discussion 3) Preparation feedback 3	Preparatory workshop 4 (Lecture+Group discussion 4) Preparation feedback 4 Narrative frames 2

Teaching stage	Teaching sessions 1-3 Teaching feedback 1-3	Individual SR interview 1	Teaching sessions 4-6 Teaching feedback 4-6	Individual SR interview 2 Group discussion 5	Teaching sessions 7-10 Teaching feedback 7-10	Individual SR interview 3

Reflection stage	Teacher questionnaire 2, individual interview, group discussion 6

Figure 4-2 presents a sample question, and the full questionnaire can be found in Appendix A. The questionnaire was delivered to teacher participants twice: before the preparation stage and after they completed all their teaching sessions respectively. This allowed me to find out how their views changed through participating in this study.

Figure 4-2

Sample Questions from Teacher Questionnaire

3. 在下列在线汉语教师的能力中，你认为它们的重要性如何。

How important do you think each of the following competency is for online language teacher?

4＝非常重要 overall very important

3＝重要 overall important

2＝部分重要 partially important, partially not

1＝一点也不重要 not important at all

a. 跟学生建立良好的关系 Establishing a good relationship with the learner
    1 2 3 4

b. 制定教学计划的时候考虑到学生的需求，文化背景等因素 Making a teaching plan considering factors such as learner's needs, cultural background
    1 2 3 4

……

你认为其中三种最重要的能力是什么？为什么？

Among these competencies, which of the three do you think are the most important? Explain why in the space given below.

4.2.2.1.2 Learner Questionnaire

The learner questionnaire was designed to facilitate teachers to gain knowledge of learners' backgrounds and motivation for learning Chinese. This instrument was adapted from the learner questionnaire used in SCOLT 1 and 2 by changing a few questions to make it more suitable for the present study. Learners were invited to fill in their biodata, such as name, mother tongue and profession. Rating scales were also used in the questionnaire to obtain learners' opinions of SCOLT, multimedia tools they prefer and their learning needs. Figure 4-3 presents an example, and the full

questionnaire can be found in Appendix B. Since the learners were not my research focus, the learner questionnaire was the only instrument that I used to collect data from the learners.

Figure 4-3

A Sample Question from Learner Questionnaire

> 1. How important to you are the following reasons for learning Chinese?
>
>   Please answer for each option:
>   4= overall very important
>   3= overall important
>   2= partially important, partially not
>   1 = not important at all
>   I am studying Chinese….
>   a. because I am interested in the Chinese   1 2 3 4
>   language
>   b. because I am interested in Chinese culture   1 2 3 4

4.2.2.1.3 Opinion Frames

In order to gain some deeper insights on how teachers view online teaching, six sets of opinion frames for the study were developed. The opinion frame was adapted from the narrative frame developed by Barkhuizen (2014), which is defined as:

> a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured as a story in skeletal form. The aim is for participants to produce a coherent story by filling in the space according to their own experiences and their reflections on these. (p. 13)

In this study, the incomplete sentences were designed to elicit respondents' opinions instead of narratives, facilitating them to share views on online teaching. Two advantages of the opinion frame are: first, it could ensure the answer was in a more or less expected format for the researcher; second, it was an ideal instrument that could help me obtain participants' opinions in a short time. There are some limitations of opinion frames, for example, due to the range of topics and space between prompts, the researchers may get relatively limited data through this method. However, in this

study, this instrument was complemented by other instruments, such as feedback sheets and semi-structured interviews, which will be discussed in the following sections.

I designed six sets of incomplete sentences inviting teachers to articulate their opinions on various issues, such as their understanding of the differences between online teaching and classroom teaching pedagogies (see an example in Figure 4-4, and Appendix C for details).

Figure 4-4

A Sample from Opinion Frames

1. 跟课堂教学相比，在在线教学环境中我认为我需要采取一些不同的教学方法，例如_____

Compared to classroom teaching, I think I will need to adopt different methods in online teaching, such as_____

我会采取这些方法是因为_____

I will adopt these methods, because_____

All of the opinion frames were piloted by peer researchers in the same field and revised according to their feedback, making sure all questions were easily understood. I planned to conduct the opinion frames twice: before the first preparatory workshop and after the final preparatory workshop. In this way, it would enable me to make a comparison between teachers' opinions across a time span to investigate whether there were changes in their views through participating in the preparatory workshops.

4.2.2.1.4 Feedback Sheet

A feedback sheet was designed and planned for delivery to the teacher participants after each preparatory workshop. The written feedback sheet was an effective way to help teachers to reflect on what they had gained from the workshop. In the meantime, it could be a method to ascertain how the teachers perceived the workshops, and whether and how I should adjust my plans according to their emergent needs. With this in mind, two sets of questions were focused in each feedback sheet, including "Can you share one important thing you have learned from today's workshop?" and "Is there anything you want to know in the next session? Do you have any suggestions for the next session?" (see original version in Appendix D).

4.2.2.1.5 Group Discussions

Group discussions were planned to be used both to promote collaborative learning about online teaching and as a source of data revealing the development of the teacher participants' thinking. In these group discussions, teachers would be invited to share their understandings of and opinions about online teaching. There would also be opportunities for the teachers to share their language learning and/or teaching experience. Thus, teachers could pick up useful information and learn from the peers, to develop their thinking and enrich knowledge about online teaching.

I planned to conduct four group discussions in the four preparatory workshops. In these group discussions, teachers would be encouraged to talk about their understandings of the content delivered in the lectures, and how they related their own experience to this content. Since I planned to present some exemplars of one-to-one teaching recorded from earlier SCOLT rounds, teachers would also be invited to share their opinions of specific strategies or approaches illustrated in the recordings. I hoped these group discussions, along with the lectures, could help the teachers be well-prepared for the coming online teaching pedagogically, technically, and mentally.

I also planned two other group discussions to be held later in the process, more directly focused on the data collection. Deep discussions can yield high-quality data and provide insights into how meaning and knowledge are co-constructed through interactions (Dörnyei, 2007; Wilkinson, 1998). The first of these would be

implemented when the teachers had begun teaching, and the final one would be conducted when all the teachers had finished their teaching sessions.

Besides group discussions, informed by the research of Qi and Wang (2018), a WeChat group was created as an online community of practice, enabling teachers to exchange views, share reflections, and seek and provide support to each other.

4.2.2.2 Stage 2: Teaching the Sessions

At the second stage, in order to collect sufficient data, I invited all the participants to conduct ten teaching sessions, which was a longer time span than previous SCOLT practice. This would allow teachers to have more opportunities to reflect on and improve teaching, and enable me to investigate the changes over an extended period of time. Instead of providing a list of session suggestions similar to that of SCOLT 1, I encouraged teachers to negotiate the learning content with the learners. Designing learning activities based on the negotiated curriculum was a necessary process, in which the teachers were expected to exercise their agency in response to learner needs. There were several instruments employed at this stage, including teaching recordings, stimulated recall interviews, written feedback and group discussions.

4.2.2.2.1 Observing the Recorded SCOLT-TA Sessions

All learning sessions conducted by teachers would be recorded by Zoom and the recordings were shared with me. With the consent of all parties, these recordings would contribute to one of the primary data sources for the study.

Video recordings have become a widely used way to collect data, which allows observers to interpret the public intelligibility and accountability of situated action (Mondada, 2018). Videos capture the real-time sequences and individual's behaviours in a chronological, highly detailed way (Blikstad-Balas, 2017), and document "naturally occurring interaction" (Jewitt, 2012, p. 4). Through the recordings, researchers are able to analyse the language used, such as the turns, during learning activities. The teachers' and learners' body language used in the specific context and their use of technology can be analysed as well. Video recordings of language classes have been used to research a variety of matters, such as students' behaviours (Suzuki,

2013) and instructional interactions (Develotte et al., 2010; Guichon & Wigham, 2016), which has proved that these recordings can provide rich and tangible data to present what is actually happening during the class. In the present study, recordings would enhance the understanding of how the teachers enacted their agency through revealing the interplay of the agent, language and environment in the SCOLT settings, and how the teaching context was evolving as the outcome of the interplay.

4.2.2.2.2 Stimulated Recall Interviews

During the teaching stage, I implemented stimulated recall (SR) interviews. This method was first developed and explained by Bloom (1953). According to him, when a SR interview is implemented, "a subject may be enabled to relive an original situation with vividness and accuracy if he is presented with a large number of the cues or stimuli which occurred during the original situation" (Bloom, 1953, p. 161). Video recordings provide tangible reminders which can elicit more accurate and in-depth reflections than other methods. With such evidence from the original event, a deeper analysis of agency can be elicited. It has also been observed that video recordings create a feeling of strangeness when participants look at their own images on the screen, which could urge them to articulate their actions and decisions, making them intelligible to the researcher (Guichon, 2009).

The SR interview has been regarded as a valuable method to collect data, since it helps researchers to investigate teachers' perceptions and rationales for decision-making, and especially to capture teachers' thoughts during class (Cutrim Schmid, 2011; Guichon, 2009; Tondeur et al., 2013). In the pilot SCOLT practice, SR interviews were used and proven to be helpful for researchers to gain deeper insights into the teaching practice.

In addition to being used as a research instrument, the SR interview is also an effective tool to promote teachers' professional development. In many studies on teacher training, recorded teaching videos have been used to help teacher trainees reflect on their behaviours and analyse their teaching approaches (see Cutrim Schmid, 2011; Guichon, 2009; Guichon & Hauck, 2011; Lan et al., 2012; Levy et al., 2009).

Thus, I decided to use SR interviews in the present study, which would help reveal how the teacher perceived the interplay among different components, and how the perception actually affected their decision-making. I also hoped that teachers could improve their teaching through their reflections in the SR interviews.

In this study, I planned to conduct three SR interviews with each teacher. The first would be at the early stage of teaching (after the second or the third teaching session). According to Wang et al. (2010b), at this stage, teachers who are new to the online synchronous teaching context may feel anxious and challenged due to inability to facilitate learners' learning. Thus, I wanted to know what types of challenges the teachers would encounter in this study. The second SR interview would be at the middle stage of teaching (after the sixth or the seventh teaching session). At this stage, teachers could be expected to come up with strategies to deal with the challenges encountered and become more fluent in using online teaching tools. The final SR interview would be at the final stage (after the final teaching session). After 10 teaching sessions, teachers might improve their confidence level in teaching online, and be able to transfer suitable classroom-based pedagogy to online teaching or develop new teaching strategies.

Before each of the SR interviews, I would encourage the teachers to watch their recorded teaching and select several moments which they believed to be worthy of sharing and reflecting on. I would watch the recordings as well and note down the moments which I was particularly interested in, for example, the teachers' behaviours at particular moments and their motivation for taking these actions. During the SR interview, both the teacher and I would watch the selected episodes. Then I would invite them to share their thoughts about these moments as well as their reflections.

Some concerns have been expressed about this instrument. Time delay may influence the validity of recall, because events which happen during teaching are stored in short-term memory (Gass & Mackey, 2017; Theobald, 2012). In addition, participants may create explanations, rather than reflecting on their actions and recalling their motivations when they revisit the recordings. Hence the SR interviews should be carefully structured (Lyle, 2003). Thus, when I implemented this method, I would carefully design the questions that I wanted to ask and try to achieve a balance on the

time lapse between the teaching and the interview. I hoped to make sure the teacher had enough time to reflect on their teaching but not so much that they forgot the details. Ideally, it would be conducted within two days of a session (for example, the first stimulated recall would be within two days of the third teaching session), as they would have enough time to watch their teaching recordings, select moments to share in the SR interview, and reflect on their teaching while the memory still remained.

4.2.2.2.3 Feedback Sheet

The feedback sheet was one of the additional instruments at this stage. The teachers were invited to fill in a feedback sheet to reflect on the session they had just completed. It gave me access to the teachers' thinking and I could see the development of their thinking over time. Several questions were designed to guide their reflection, including a general evaluation of the session, a comparison between the actual teaching and the teaching plan, a successful or a less successful moment, and so on (see full version in Appendix E). The answers collected through the feedback would help me to select the moments when I watched their recordings and prepared the questions that I would ask in the SR interviews.

4.2.2.2.4 Group Discussion and WeChat Communication

In addition to the instruments mentioned above that I planned to use at the teaching stage, I would conduct the fifth group discussion within two months of the teachers commencing teaching sessions. It would be used as a complementary opportunity for the teachers to exchange views and reflections, and as a process of member-checking as well. Some issues reported by individual teachers in their SR interviews or written reflections would be brought up, inviting all the teachers to exchange their ideas on these issues. And the teachers would be welcome to ask peer teachers questions related to online teaching. I hoped the group discussion would play an important role to support teachers' professional development, facilitating deep reflections, and offering opportunities for teachers to learn from and seek support from each other.

In addition to the group discussion, teachers would be encouraged to keep using the WeChat group. After each teaching session, the teachers could recount what had happened in the session, focusing on difficulties faced by them in the session and how

they dealt with these problems. Other group members would be welcome to join the conversation and share their opinions.

4.2.2.3 Stage 3: Reflection

4.2.2.3.1 Individual Interview

As introduced above, I planned to use opinion frames, feedback sheets and SR interviews at the first two stages of the study (teacher preparation stage and teaching stage), which focused on teachers' initial understandings of online teaching, or their reflections on some particular teaching moments. At the final research stage, when all the teachers had finished their teaching sessions, I planned to conduct a semi-structured interview with each of them to further investigate their overall thoughts as well as their ideas on specific issues.

The interview has been regarded as a versatile research method to collect qualitative data and gain insights into individuals' thoughts, feelings and so on (Dörnyei, 2007). Compared to other instruments that I planned to use at earlier research stages, interviews can be used to gain further insights into the data, which enables researchers to explore issues in depth, helping the researcher to know what "really" happened and what interviewees "actually" felt by examining the way the interviewees frame their ideas, and how and why they make connections between ideas, values and behaviours (Cohen et al., 2018, p. 506; Hochschild, 2009; Talmy, 2010). In qualitative research, interviews aim to obtain nuanced description from different qualitative aspects of the interviewees (Kvale, 1996). Thus, at this stage, semi-structured interviews would be conducted. They enable the questions and interview content to be well-organised. Furthermore, the openness and flexibility of semi-structured questions provide opportunities for the participants to share their feelings freely, allowing their own voices to be heard.

Three main types of questions were designed as the main part of the interview protocol: (1) enquiries about how the teachers identified that their previous language learning, teaching or research experience influenced teaching in SCOLT-TA. This question series was designed to start with a general one then move to specific aspects.

Hence, if the teachers were unable to provide detailed information at the beginning, the following questions would help them to narrow down the scope to specific events. (2) Questions about their practice in SCOLT-TA, including how they prepared their teaching and how much time they spent on it; how they distributed their attention during teaching; and how they identified learners' needs. (3) Questions focused on teachers' self-evaluation, including comparing teaching expectations to actual teaching, and whether they adopted different methods from previous online teaching. The questions also included the implications of the practice and their suggestions for future SCOLT practice, and whether their practice in SCOLT-TA could have an impact on their future teaching and research (see the question list in Appendix F).

The question series was piloted with peer researchers in the field of Applied Linguistics, and it would remain flexible as I might need to adjust it according to the teachers' responses. I planned to conduct the interviews after the teachers completed their whole series of teaching sessions.

4.2.2.3.2 Questionnaire and Group Discussion

The same teacher questionnaire used before Stage 1 would be delivered to the teachers again. Thus, I could compare whether and how they had changed their opinions through the participation in the study. The sixth group discussion would be held when all the teachers had completed their teaching sessions, so teachers could exchange their general thoughts on SCOLT-TA, how their professional development occurred, and so on.

4.3 Ethical Considerations

The potential risks and concerns in relation to undertaking the present study were carefully considered. According to Cavan (1977), "ethics is a matter of principled sensitivity to the rights of others" (p. 810). When conducting research, people need to respect participants' dignity, and they should be treated as equals (Cohen et al., 2018). Thus, when I developed the instruments, I invited experienced researchers and peer researchers to pilot to make sure the questions I planned to use were easy to understand and would not cause any discomfort to the potential participants. As a

longitudinal study, the whole process could be time and energy consuming. All the participants were informed that they could choose to withdraw from the research at any stage, or not to take part in some data collection activities if they were not willing (see more details about the participants in Section 4.4.1).

The participants' concerns about privacy and confidentiality were respected. In this research, I might need to present some screenshots from teaching recordings which contained participants' images in the thesis. To help the participants to have a better understanding about the study, I emailed information sheets to each of them respectively. Through the information sheets, they would know what they need to do and what kinds of data I might wish to use for the study, for example, recordings that contain participants' images (see Appendices G and H). I obtained their permission through the consent forms (see Appendix I) before the commencement of the research. Pseudonyms are used in the study to refer to individual participants.

When planning research, social benefits and personal cost of the participation should be considered (Frankfort-Nachmias & Nachmias, 1992). Therefore, when I sent my invitation to the participants, I listed a few potential benefits they could gain from the research: for example, the teachers could gain more online teaching experience which might contribute to their future professional development. Apart from this, I also prepared a small gift, some New Zealand made chocolate bars, to return to the teacher participants to show my gratitude for their participation. Since I did not plan to meet with the learner participants, I told them if they needed support with their Chinese learning I would be glad to help.

In qualitative research, the researcher needs to enter the field of the target group of people, thus they have to achieve a balance between a participant and an observer (Cohen et al., 2018). Besides, in longitudinal research, the researcher needs to develop and maintain a relationship with the participants. In the present research, I took multiple roles: a facilitator in the preparatory workshops, an observer of teaching activity, a co-constructor of meaning-making in interviews, and even a potential resource of the teachers, as they asked for my suggestions. This required an ongoing role negotiation. Meanwhile, in order to mitigate the imbalance of power when I was juggling different roles, suggestions from Cameron et al. (1992) were carefully

considered: "the participants should not be treated as objects; subjects have their own agendas which should be addressed; and knowledge is worth sharing" (p. 23).

The ethical implications were carefully discussed with experienced researchers, including my supervisors and an experienced researcher outside the supervision team. The study was assessed as low risk by Massey University Human Ethics Committee (MUHEC, Ethics Notification Number: 4000019937) (see Appendix J).

4.4 Data Collection

4.4.1 Participant Recruitment

4.4.1.1 Criteria and Recruitment

Since the SCOLT project has been developed by MU and BLCU, it would be ideal if all the participants were chosen from these two institutions. Hubbard (2005) indicates that what we know about CALL is impacted by novelty effects. This means that some novice teachers actively use CALL tools because they feel excited about new teaching technology rather than because they actually know the benefits of the tools. Hence, some positive research results may not be sustained, and such research cannot capture the improvement that are generally expected as people become adept with new technology. For this reason, therefore, in the present study, I hoped the teacher participants would have tried online teaching briefly (maybe a few sessions), but were not very experienced in it. Hence, I could investigate how their agency emerged as they were adapting to a relatively new teaching context, dealing with challenges, and developing teaching strategies.

In this research, a convenience sampling strategy was adopted. This approach means the members of the target group are selected if they meet the criteria of the recruitment (Dörnyei, 2007). The research encouraged each participant to conduct 10 teaching sessions, which was quite a demanding task for them. Therefore, as a researcher, I wished to recruit participants who were interested in online teaching, as well as committed to this work, which meant the potential participants needed to be willing to accept this challenge and to be responsible for the teaching and for their

learners, and to be able to teach in the one-to-one synchronous setting as much as they could (as suggested 10 sessions in total and 20 minutes for each). They were, nevertheless, of course, free to withdraw at any time.

Stickler and Shi (2013) suggest that it is challenging to teach low proficiency level learners online as they may feel overwhelmed by the online learning tasks. Hence, for the learner participants, I hoped to recruit Chinese language learners at intermediate to advanced level. Thus, they would be likely to have the capacity to interact more with teachers in the learning activities, so the teachers could design a greater range of activities. I hoped by doing so, the teaching would remain dynamic, and teachers would have more opportunities to enact their agency.

For the present study, I planned to recruit only five pairs of teacher and learner participants for several reasons. First, all the participants were encouraged to complete 10 teaching sessions, which was a heavy demand and lowered the possibility of getting a large number of participants. Second, as Dörnyei (2007) argues, a few participants in a well-designed research project can yield rich and saturated data. Since I planned to use a variety of instruments, five pairs of participants would generate enough data for the research.

I began to recruit participants in the middle of August 2018, as soon as I had obtained the approval from MUHEC. I intended to start the data collection stage in September for the following reasons: first, in China, a new academic year began in September, and teachers and students finished their summer holiday and returned to university to begin their work and study. Starting the research in September made the face-to-face preparatory workshops and group discussions possible. Second, for students at MU, they normally had their final exam in late October or early November, then they would begin their holiday in the middle of November. In case some students wanted to join the research to gain additional learning and practice to help them prepare for the final exam, it would be better to start the SCOLT-TA teaching as early as possible. Given a tight timeframe, I started to make contacts with potential participants from the middle of August 2018.

4.4.1.1.1 Procedures of Recruiting the Teacher Participants

When I started contacting potential teachers, I resorted to my academic connections in BLCU. There were three types of potential teachers I planned to contact. Type one: experienced Chinese language teachers with online teaching experience who were working full time at BLCU. Type two: graduates who had obtained a degree in Applied Linguistics or TCSOL at BLCU, had some online teaching experience, and at the time were working in the Chinese teaching field after graduation. Type three: students who were majoring in Applied Linguistics or TCSOL at BLCU and had some online Chinese teaching experience.

I made a list of the potential participants that met my criteria and began contacting them individually. I wrote emails to individual teachers and sent an information sheet (see Appendix G) in each email to help them understand the study better. After initial email contacts, I was not able to recruit the first two types of participants, due to required long-term commitments and expected heavy teaching load. Although some of them showed interest in the research, they eventually had to decline to accept my invitation. Nevertheless, I managed to recruit five participants from type three who had been my *tongmen* (同门, fellow students who are supervised by the same supervisor) when I was doing my postgraduate study. In China, *tongmen* is an important academic network as well as a potential resource (Wang & Byram, 2019). These five participants (see their profiles in Section 4.4.1.2.1) expressed their strong interest in the research, and were willing to take part. Since all of the teacher participants are L1 Chinese speakers, all the data collected from them was in Chinese.

In order to facilitate the communication and strengthen the relationship between the teachers and me, as well as among teachers, all the five teachers were invited to a SCOLT teacher WeChat group as soon as they agreed to participate in the project. The purpose of having this WeChat group was to (1) remind the teachers of different issues involved at each phase of the study and (2) enable them to share thoughts anytime and anywhere. The chat history/logs, with the permission of each teacher, became one of the data sources.

4.4.1.1.2 Procedures of Recruiting the Learner Participants

While I was approaching the potential teacher participants, I began learner participant recruitment as well. To recruit potential learners, I used two methods: (1) exploring the SCOLT 1 and 2 learner pool, and (2) contacting the staff of Chinese studies programme at MU. Since I had been a research assistant for SCOLT 1 and 2, I had permission to access the learner database, in which I located six learners who met my criteria. Meanwhile, I went to seek the MU teachers of the Chinese studies programme for advice. I introduced the research objectives, procedures and my criteria for learner recruitment. A few days later, one of the MU staff in the programme provided a list of 12 students who potentially would meet my criteria, told me a little background about individual learners and put me in contact with these students via email.

In the email to the potential participants, I introduced myself and the research, and emphasised the potential benefits for participation and their rights. The information sheet was attached to each email, enabling the students to know in detail what they were expected to do if they were willing to participate. This included (1) filling in a learner questionnaire, (2) attending 10 Chinese teaching sessions, which would be video recorded, and (3) having the right to withdraw at any time and refuse my request of using recorded images of them (see details in Appendix H). A consent form (see Appendix I) was also attached to the email. If the students wanted to take part in the study, they needed to sign the form and send it to me as the researcher.

Four students who had participated in SCOLT previously replied to me in a few days, agreeing to join the study. They returned the consent form and completed the learner questionnaire and showed a strong desire to participate to improve their communicative competence in Chinese. However, I did not receive any replies from the rest of the students that I reached out via email.

At the beginning of September, I had already recruited five teacher participants, but only four learner participants. Thus, I looked for suggestions from one of my supervisors, who recommended a student who met my criteria except she was not a

MU student. I emailed her and received her reply in the middle of September saying she was willing to take part in the research.

4.4.1.2 Participants' Profiles

4.4.1.2.1 Teacher Participants

All the teacher participants were PhD candidates from BLCU, majoring in Applied Linguistics and specialising in educational technology. One of the teachers was a full time Chinese language lecturer at BLCU while she was pursuing her PhD degree. Others had taught Chinese acquisition courses before they joined the study. Table 4-2 describes the demographic information of each teacher who participated in this research.

4.4.1.2.2 Learner Participants

Since the focus of this study was on the teachers, detailed learner personal information was not necessary. Still, it is interesting that all the learner participants are related to Chinese people or community in some way: being of Chinese descent or having a partner or a spouse with Chinese background. Table 4-3 provides some information about each learner that aligns with my previous introduced criteria for learner recruitment.

4.4.2 Research Implementation

The implementation of the research began in September 2018. I conducted the preparatory workshops in BLCU. The following sections introduce each of the three stages of data collection in detail.

4.4.2.1 Stage 1: Teacher Preparation

Before arriving in Beijing, I sent the questionnaires and opinion frame forms to all the teacher participants via email. As soon as I arrived at BLCU, I booked a room for the preparatory workshops. I wanted to hold the sessions in the meeting room where we had had our supervision meetings together before I graduated from BLCU, as we were

very familiar with the settings and equipment in that room, hoping it would facilitate the conduct of the workshops.

Table 4-2

Demographic Information of Teacher Participants

Name	Age	Gender	Teaching experience	Online teaching experience	Sessions completed in SCOLT-TA
Su	34	F	(1) Teaching Business Chinese in BLCU (2) Teaching Chinese in USA and Thailand	(1) SCOLT 1 (2) SCOLT 2 (3) Chinese MOOC	10 sessions
Song	28	F	(1) Teaching English in a private company (2)Tutoring Chinese language learners one-to-one	A brief online Chinese teaching experience	10 sessions (withdrew from the study after completing these sessions, thus did not take part in the final individual interview)
Tan	26	F	Teaching Chinese in BLCU	SCOLT 1	11 sessions
Li	26	F	Teaching Chinese in Spain	SCOLT 1	2 sessions (her learner withdrew from the study after the second session)
Zhang	29	F	Teaching Chinese in a university in Beijing	SCOLT 1	Withdrew after teacher preparation

Table 4-3

Background Information of Learner Participants

Name	Gender	Chinese language level	Years of learning Chinese	Online learning experience
Dan	M	advanced	3.5	MU distance learning; SCOLT 1 and 2
Felix	M	advanced	3	MU distance learning; SCOLT 1 and 2
Cary	M	intermediate	3	MU distance learning; SCOLT 1
Josh	M	advanced	3.5	MU distance learning; SCOLT 1
Molly	F	advanced	6	None

Note: The language level of Massey University participants was evaluated as intermediate or advanced by their Chinese language teacher. Molly's language level was confirmed by herself in her email.

The whole preparatory workshop stage was finished within two weeks. All the four workshops were conducted in the evening, because the participants had either class or work during daytime. Each workshop lasted 40-60 minutes. I audio-recorded the discussions. At the end of the second workshop, the teachers selected the learners based on their own expertise and the learners' data collected through the learner questionnaire. Table 4-4 presents the five pairs in this study. After pairing, I suggested the teachers contact their learners to find out their needs in more detail and discuss what learning content they would prefer and require.

Table 4-4

SCOLT-TA Teachers and Learners in Pairs

	Case 1	Case 2	Case 3	Case 4	Case 5 (the pair withdrew from the study)
Teacher	Su	Song	Tan	Li	Zhang
Learner	Dan	Felix	Cary	Josh	Molly

Generally, the workshops were implemented as I planned. Chapter 5 will be devoted to a more detailed description of how I designed and carried them out, what content was covered, and what was discussed in the group discussion.

At this stage, I completed the preliminary questionnaire survey and four preparatory workshops, including four group discussions. Data gathering from opinion frames and feedback sheets in each preparatory workshop were also completed.

4.4.2.2 Stage 2: Teaching the Sessions

By the middle of October, all the teachers apart from Teacher Zhang had begun teaching sessions. At the end of 2018, Teacher Zhang told me that she and Molly were too busy with their own work and study, and could not find time to meet, so they had to quit the research. As the preparatory workshops were essential for every teacher participant, I decided to keep the four pairs and not to recruit any new teachers nor learners.

As the learners had different needs, such as passing a Chinese examination or acquiring technical jargon in a certain field, the teachers had to prepare their sessions accordingly. Before they started the teaching, I suggested they use video or audio chat as an additional method to get a very first impression of learners' language level and understand their needs. Only Teacher Song in Case 2 had a video chat with her learner, other teachers only contacted through emails and/or text messages.

By March 2020, all of the four teachers had finished their teaching in SCOLT-TA. Teachers Su, Song and Tan in Cases 1-3 had completed at least 10 sessions, while Teacher Li in Case 4 had only conducted two sessions as her learner could not find time to attend more SCOLT-TA sessions. At this point, I decided to move on to the reflection stage. The data collected during this stage is introduced as follows.

4.4.2.2.1 Recordings and Feedback Sheet for Teaching

At the teaching stage, the core data came from the teaching recordings. After completing each session, the teachers sent the teaching recording of the session along with the feedback on the session to me. When I received these materials, I watched

the videos and read their feedback. I made notes where I found particularly interesting points, for instance, how the teacher responded when she received an unexpected answer from the learner. These notes were the potential questions that I would use in the SR interviews.

4.4.2.2.2 Stimulated Recall (SR) Interviews

For Teachers Su, Song and Tan, I had three SR interviews each at different stages as I planned. But for Teacher Li, a single SR interview was conducted after the second session, as she only finished two in total.

Before I conducted the SR interviews, I made contact with each teacher to set up a suitable schedule. At the same time, I suggested that the teacher and I both need to watch the teaching recordings and select some key moments, which would be further discussed and reflected on. During the SR interview, the moments that the teacher and I chose from the recordings were played, helping the teacher to remember, and helping me get more familiar with the specific moments; the teachers were invited to recall their thoughts and feelings at that moment and explained why they took certain actions.

Although I had hoped for a two-day lapse between the SR interview with the focused sessions to be reflected on, not all the SR interviews took place at my desired time because each teacher was quite busy and they had to juggle work, study and this extra task assigned to them. The purpose of these SR interviews was still achieved, which was to capture teachers' reflections. All the SR interviews were conducted online, which enabled us to stay in a place where we felt relaxed and made the time more flexible for the participants and me. These interviews were much longer than I expected; the average duration was 65 minutes.

During the SR interviews, the teachers tended to focus on the latest session, but occasionally, they shared some moments from earlier sessions as well. What the teachers shared was not limited to the specific teaching moments; they also sometimes spoke of matters beyond the teaching sessions, such as their relationship with the learners. I also chose some moments to further stimulate their recall if they did not notice them. As soon as I completed a SR interview, I transcribed it immediately.

4.4.2.2.3 Group Discussion

I held the fifth group discussion in the middle of November 2018 at a suitable time agreed to in the WeChat group. I hoped that this group discussion could be an additional opportunity for the teachers to exchange ideas and gain peer support before they completed teaching. This time the main topic was the teaching experience they had in SCOLT-TA. Some teachers expressed their concerns and doubts, most of which had been reported to me in the earlier SR interviews, and some teachers offered suggestions with regard to the concerns and doubts.

4.4.2.2.4 WeChat Messages

The WeChat group served as an additional arena where teachers could share their teaching reflections and seek help from the teacher community for the duration of the project. In addition to the group chat, the teachers were invited to send their messages to me privately. All the messages were saved and annotated for research purposes.

4.4.2.3 Stage 3: Reflection

In April 2019, when all the teaching sessions were finished and I had spent quite some time analysing the teaching recordings and the data collected, I began to prepare the final individual interviews and revised the interview protocol based on the existing data. The teachers were not merely language teachers in SCOLT; they were, or at least had been, foreign language learners, classroom language teachers, and researchers. These different roles were also taken into consideration when I revised the interview protocol, in order to find out whether different experience influenced their teaching and had an impact on their self-evaluation.

All the individual interviews began with an invitation to the teachers to share their feelings about SCOLT-TA experience generally. These simple questions would be helpful for the teachers to prepare themselves for more searching questions. At the same time, it was a way to establish a suitable atmosphere for the interviews. Then I began asking questions according to the protocol I prepared.

These semi-structured individual interviews were conducted online and audio recorded. Three teachers took part in the interviews, while Teacher Song chose to withdraw from the study before the reflection stage began due to personal reasons.

In order to better conduct each interview, I printed out the questions and listed some points that the participant had mentioned in their previous accounts such as from SR interviews or teaching feedback. I made a two-column table for each interview (see Figure 4-5 and the full question list in Appendix F). In the first column, I wrote down the questions and the notes I had made from participants' previous accounts. The second column was intentionally left blank, in which I could make notes by writing down key points that the interviewee mentioned. These notes helped me decide where I should expand certain questions, skip some questions, and/or add new ones.

Figure 4-5

An Excerpt from an Individual Interview Question List

1. 你对整个 SCOLT-TA 的教学有什么总体想法？ What do you think about your teaching in SCOLT-TA overall?	
2. 你觉得以往的语言学习、教学和语言使用的经历对这一次教学有什么影响？ 你觉得你以前的老师、学生或者教学中发生的事对你的教学产生了影响吗？有什么影响？ How did previous language learning, teaching and language in use experience affect your teaching in this SCOLT-TA practice? Were there any teachers, students, or events you had in the past which affected your teaching? In what ways did they affect you?	

When I finished the individual interviews, both the participants and I recognised that they had reached a saturation point, as they have fully shared their thoughts with me. Therefore, I cancelled the sixth group discussion, and there were no more questionnaires returned from the teachers when they finished teaching sessions.

Figure 4-6 summarises the timeline of the data collection process and the number of data entries through different instruments. For instance, I received 14 feedback sheets for the four preparatory workshops from the four teachers.

Figure 4-6

Data Collection Timeline

Participants recruitment	Stage 1: **Teacher Preparation** Group discussions (4) Questionnaire (4) Narrative frames (6) Preparation feedback sheet (14)	Stage 2: **Teaching Implementation** Teaching recordings (31) SR interviews (10) Teaching feedback sheet (30) Group discussion (1)	Stage 3: **Reflection** Individual interview (3)
		WeChat chat log	
Aug. 2018	Sep. 2018	Oct.-Mar. 2018-2019	Apr. 2019

4.4.3 Researcher's Multiple Roles

As I conducted my research, I became increasingly aware of how my multiple roles facilitated my task but also challenged me. Some of them were unforeseen at the beginning, so I had to find out ways to work with the challenges during the research.

Based on the relationship between the researcher and the group of people being investigated, Breen (2007) categorises researchers into insider and outsider researchers: the insider-researchers belong to the group under study, while the outsider-researchers do not. There are some advantages of being an insider-researcher, such as having a good understanding of the group's culture, interacting with the group members naturally, having an established intimacy with the group, and perhaps an easier data collection process (Breen, 2007; Unluer, 2012).

In the present study, I had several different roles inside and outside the research. In the research, I was a facilitator at the beginning stage, then an observer and an interviewer as mentioned earlier. Out of the research, in real life, I was an ex-*tongmen* to the participants, which helped me ease some research processes, especially at the beginning. For example, my participants did not hesitate to accept my invitation to join the research. Cotterill (1992) mentions that when interviewing a stranger, the interviewee might make right responses in order to maintain "best face", but by the researcher using multiple interviews and developing a high level of trust, the

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interviewee would be more likely to share more personal feelings and stories. In my case, I believe my participants were quite genuine and open from the beginning, as they did not hide their negative emotions, or their perceived mistakes during teaching, in their responses in the feedback or the interviews. Moreover, I shared a similar educational and cultural background with the teachers, which enabled me to have a good understanding of their background and even the reason for certain actions that may be affected by our shared sociocultural and educational perspectives. However, I was aware that this identity had some disadvantages, for example, getting incomplete information as the participants might assume the researcher already knows (Arber, 2006; Unluer, 2012). Sometimes in the interviews, the interviewees did not use a full sentence or used some phrases such as "you know what I mean", as they assumed that we shared some common knowledge. In order to tackle the issue, I asked them to clarify these matters to ensure that the information was provided completely, or I rephrased their words in an explicit way to make sure that I understood them correctly.

Besides, I also had the role of a previous SCOLT teacher. I had gained some deep insights into how SCOLT worked through my participation. However, my own experience might have caused some bias about the teachers' teaching strategies. With my participants' permission, I shared some data gathered with peer researchers in the field to help me remain objective in analysing the data. I also had a research journal to keep me reflective as I moved forward.

4.5 Data Analysis

In the research presented in this thesis, the main data was from teaching recordings, SR interviews, semi-structured interviews and group discussions. Other supporting data was from the teacher questionnaire, feedback sheets, opinion frames, and the WeChat chat log.

4.5.1 Transcription, Annotation and Analysis of Teaching Recordings

The teacher participants completed 33 teaching sessions in total. I received 31 recordings (two sessions were unfortunately not recorded). I watched all the

recordings several times. Each time, I would pay attention to certain aspects of each recording. During the first viewing, I made observational notes on the structure of the session, what kinds of learning activities were employed, and the beginning and ending time of these activities. The second round allowed me to mark down the moments which the particular teacher had mentioned in their feedback. At this time, I would also select the moments that I wanted to ask about during the SR interviews with the teacher.

Transcribing, which is a selective activity, is an indispensable procedure for a fine-grained analysis. What to transcribe and annotate depends on the research purposes (Mondada, 2018). After watching all the recordings several times, I began data transcribing selectively. The recordings or excerpts that could illustrate how teachers enacted agency were chosen. In order to investigate how the teachers began to establish the teaching context and the relationship with their learners, the first session of each teaching pair was fully transcribed. In addition, as the development of agency was my research focus, for each teacher (except Teacher Li), I selected three other sessions from the early, middle, and final stages of their teaching respectively. These three sessions were chosen to support the intended three SR interviews of each teacher. The sessions which were the main focus of teachers' reflection in the SR interviews were chosen to be transcribed. For Teacher Li, as she only conducted two sessions, both of the sessions were transcribed. Apart from these sessions, the key moments that were mentioned in the SR interviews in the remaining sessions were transcribed as well. Around 12 hours of teaching recordings were transcribed.

When I transcribed these recordings, I used software called InqScribe. This software provided some functions such as inserting a timecode for each utterance and inserting the name of each speaker. I could quickly locate the target utterance and replay it if I clicked the corresponding timecode. InqScribe also enabled me to adjust play rate, which was very helpful when I needed to slow down for accurate and detailed transcription. Figure 4-7 shows the interface of InqScribe.

Figure 4-7

A Screenshot of InqScribe
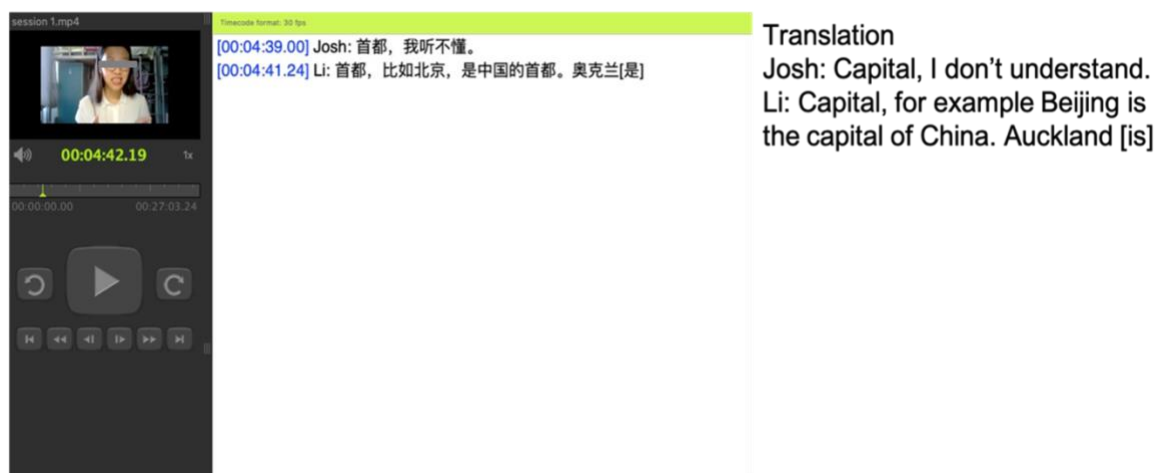
Each selected recording was watched at least twice during the process of transcribing. The first time, I only wrote down the timeline, speaker's name, and the words spoken. The second time, I checked the accuracy of the previous transcription. Apart from the spoken words, any prolongation of words, pauses, overlaps and multimodal resources deployed during the teaching were recorded in the transcription and became the subject of analysis as well. Facial expressions, body language, images, text, and other artefacts exhibited or used to help conduct learning activities, establish a context for ongoing conversation or express ideas were noted down along with a screenshot that captured the particular moment. I adapted the Jefferson Transcription System (Jefferson, 2004) to transcribe verbal and non-verbal behaviours. Table 4-5 presents the notations I used in teaching recording transcriptions. All the transcriptions were exported to Excel worksheets, including the screenshots, which were placed in the column next to the corresponding utterance.

During my further analysis, I wrote my notes in different columns. In addition, if the teacher mentioned any moments in their feedback or SR interviews, I would add the related accounts in the following columns (See Table 4-6). During analysis, I often went back from the transcriptions to the recordings to check for details that I might have missed, such as a gesture that helped expressing.

Table 4-5

Transcription Notations

Notations	Description
[ ]	Overlapping utterances
(2.0)	Timed pause within or between adjacent utterances
::	A prolonged stretch
-	Cut off
((laughs))	Non-verbal behaviours
Theatre	English in original utterance
< >	Utterance is delivered at a slower pace

All the transcriptions were written in Chinese. Only the ones that I chose to present in the thesis would be translated into English, and these were cross-checked by one of my supervisors who is a L1 Chinese speaker to ensure they were translated properly.

As the analysis went deeper, more notes were added to the sheets (See Table 4-6 as an example). Discursive strategies teachers employed in the teaching interaction were noted down and analysed. For instance, informed by Lee (2007) that the third turn position in a three-turn exchange sequence, namely Initiation–Response–Feedback (IRF), plays an important role in instructional activities, I noted down how the teachers used the third turns to navigate the pedagogical discourse.

When I was analysing data from other sources, the narrative that related to specific teaching moments would be marked down in the cell corresponding to the transcription of the teaching moment.

Table 4-6

An Example of Data Analysis Process

Basic information of the transcribed session			Several rounds of analysis		
Turns	Transcription	Screenshots	190131	Teacher select moments	190206
18	[00:01:02.05] Dan: 新西兰的:: something, something. (New Zealand:: something, something.)		Topic: Online shopping	[feedback-4] Dan的汉字认读能力比较差…… (Dan's ability of recognising and comprehending Chinese characters is not very good..)	
19	[00:01:06.11] Su: 下面，下面。 (Below, below.)	The cursor is pointed at the target word and Pinyin. 网络 购物 wǎngshòu 购物 gòuwù（marketing channel）	Topic: Online shopping	[SR3]蜂蜜。他其实只认识这个图，他不认识这两个汉字。就是他的汉字认读能力是比较差的。 (Honey. Actually, he knew what was in the picture, he did not recognise the characters. His ability of recognising and comprehending Chinese characters is not very good.)	Note: The learner heavily relied on Pinyin, which was in accordance with the teacher's feedback.
20	[00:01:08.23] Dan: 蜜蜂(.)哦，蜂蜜。 (Hoenybee (.) Oh, honey.)	Su laughs	Topic: Online shopping		

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4.5.2 Transcription, Coding and Analysis of Discussion and Interview Recordings

Five group discussions, ten SR interviews and three semi-structured individual interviews were all transcribed in the same way as the teaching recordings. For the first transcribing round, basic information such as starting time of each turn, speakers' name and the utterance were written down. For the second round, accuracy was checked.

In this study, thematic analysis was adopted. Thematic analysis is a method to identify "what is common to the way a topic is talked or written about and of making sense of those commonalities" (Braun & Clarke, 2012). The first step of analysis was familiarising myself with the data. I read the transcripts several times and made sure that I understood the utterances correctly. I would contact the teacher to seek their clarification of meaning-making if necessary. When I was analysing the utterances from SR interviews, I labelled the exact time of the selected teaching moments played and reflected on in the SR interviews next to the interview transcription. When analysing group discussions and individual interviews, the guiding questions I designed helped me extract the main ideas from the narrative accounts.

Then the following analysing steps were the same for the data from the three sources. I highlighted some key words in utterances and coded them. Next, I moved to analyse other transcriptions. Due to the richness of the narrative accounts, I have a rich list of codes. In order to standardise the terms used for each type of code, I put all the codes I had used together, and chose one term to represent the codes sharing a similar meaning. For example, "teaching design" and "teaching plans" were unified to "teaching plans". Then all the codes were categorised into different themes, such as "teaching", "emotion", "multimodality" and so on. Then, once again I annotated the transcriptions with the revised codes and themes.

Table 4-7 presents an example of how I analysed Teacher Su's SR interview. As shown in the table, the orange column is the transcription, I highlighted some words when I read it. The red highlights indicate what was unique in Su's case, for example her teaching experience in Thailand, and the way she perceived her learner's social status. In the third column, I noted down the key moment the accounts were related to.

In the first round of coding, I used some words to summarise the key points mentioned in the accounts, such as "teaching experience in Thailand". After the first round of coding, I revised the codes with the focus of consistency. In the second round of coding, updated codes were used. Then those codes were categorised into themes. Words in green cells, such as "Identity", "Emotion", and "Multimodality" were the emerging themes keep reoccurring in this interview and the phrases below these cells were the codes that related to each theme.

4.5.3 Secondary Data Analysing Process

The data gathered from the WeChat chat log, teacher questionnaire, feedback sheet, and opinion frames formed the secondary data.

4.5.3.1 WeChat Chat Log

In order to better save and document the WeChat chat log, I used several methods. First, all the data was stored in two cell phones, and the chat log was saved as screenshot pictures. Moreover, I also exported the data in HTM and Excel formats.

Figure 4-8 presents how a conversation was saved in these three formats: picture, HTM file and Excel worksheet (from left to right). The picture enabled me to present the original form of the interaction in WeChat. The HTM file contains voice message and file links, thus I could listen to the voice messages repeatedly and look at the shared documents of the interaction on a computer. The Excel worksheet allowed me to categorise and analyse the data (see Table 4-8). The coding system was the one used in the analysis of interview transcriptions.

Table 4-7

An Example of Interview Analysis

Turns	Transcription	Context/key moments	Round 1-Codes	Round 2-Codes	Themes and codes		
					Identity	Emotion	Multimodality
19	[00:10:19.00] Su: I don't mind this type of unexpected events happening, as I can learn something. I think, I am not sure whether it's true, I think the learner gained a sense of achievement. He might feel I can also teach the teacher something, rather than only me instilling something in him. This kind of communication can promote his learning. For example, when I'm learning English, if I could teach you some Chinese culture, I would have a sense of achievement, and I will be more willing to communicate with you. If the communication is merely one-way input, I think, so when I taught Dan, I had a subtle feeling. I have told you that he is a boss, so you cannot give him direct instructions. Sometimes it feels like he was the one giving orders. Moreover, we have to look at each other through the screen, I feel it is quite different from meeting in person. If we could meet in person, he might understand that what I did was for his own good. For example, when I was in Thailand, most of my students were businessmen, but they were convineced by me, and believed I was very professional. And when they got used to my teaching approach, they believed it was effective, and they obeyed my instructions. I think Dan doesn't know me well, and I don't know him well. I know his language level, background, through the communication and the learner questionnaire, but we cannot meet in person. I think, for example, meeting him in person for only 30 minutes, get to know each other. So I think that the idea of language camp activity in Massey where the distance learners can meet their teachers face-to-face is really good. I think, when I conducted some practice with him, I felt uncertain. I'm telling you that, sometimes I had some teaching ideas, I did not have the confidence to put them into practice in the sessions with Dan. I am very confident in the physical classroom, because I know I can control it. But when I teach him, I have to consider his social status. However, the example of "one-inch punch", he might have a feeling that "I can teach you as well". When teaching a learner who are older and have more life experience, this kind of unexpects	Session 6 [00:05:35.07] - [00:07:22.23]	sense of achievent; learner's social status; SCOLT vs f2f; webcam image; constraints; lack of confidence; teaching experience in Thailand; professional teacher identity; teacher-learner relationship	sense of achievent; learner identity; online teaching; face-to-face teaching; image; lack of confidence; teaching experience; teacher identity; teacher-learner relationship	learner identity; teaching experience; teacher identity	sense of achievent;lack of confidence	online teaching; face-to-face teaching;image
20	[00:14:03.16] Interviewer: Have you considdered that Dan might get used to teachers' instructions as he is a distance learner, as his teachers may often give some instructions?	Session 6 [00:05:35.07] - [00:07:22.23]					
21	[00:14:52.09] Su: Not really. I think it's a gut feeling, when you talk to him, he was sitting in his office, he was the boss with that kind of aura. In our last SR, I told you that he is strong-willed. The communication is personalised. I didn't consider his learning experience at Massey as a distance learner because I don't know what would happen in their classrooms. And maybe when he talks to other people, there might be a different kind of aura.	Session 6 [00:05:35.07] - [00:07:22.23]	learner's social status and personality; online teaching environment	learner identity; online teaching	learner identity		online teaching

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Figure 4-8

Different Formats of WeChat Chat Log
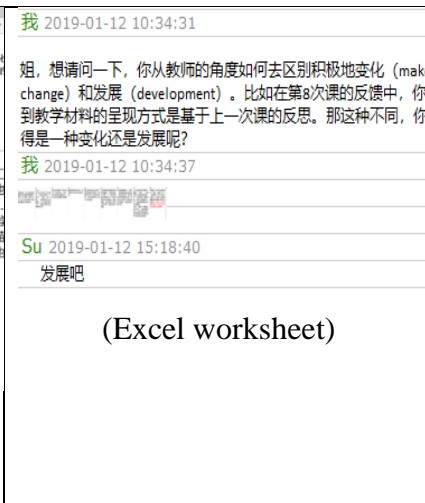
| (picture) | (HTM file) | (Excel worksheet) |

Translation:

Researcher: Su, may I ask you how you differentiate a positive change (make a change) from development? For example, in your feedback for Session 8, you mentioned that you presented the teaching content based on your reflection in the previous session. Do you think it was a mere change or a development?

(a sreenshot of the feedback)

Su: A kind of development.

Table 4-8

An Example of Chat Log Analysis

Date	Participants and utterances	Themes
2018.10.03	Su: 我不会翻墙啊。	
	Su: I don't know how to use VPN.	
2018.10.03	Li: Tan说她回家之后用Zoom就得翻墙了	Technical issue
	Li: Tan said after she returned home, she would have to use VPN to access Zoom.	
2018.10.03	Tan: 我觉得可能是我电脑的问题，我的电脑不翻墙的话一直都登录不上	
	Tan: I think maybe there is something wrong with my laptop, I can't login without using VPN.	

4.5.3.2 Other Qualitative Data

Data from questionnaires, feedback sheets and opinion frames were organised in different Excel worksheets. Each column contained the data from a single source (See Table 4-9). The advantage of organising data in Excel was it enabled me to compare

data among teachers. For the instruments that were used multiple times, the Excel worksheets enabled me to compare data gathered at different times to investigate whether and how the teachers changed their attitudes. Information reported through these methods that was related to what had been reflected on the teaching process or interviews was noted down in corresponding worksheets.

Table 4-9

Data Organised in an Excel Worksheet

		Teacher Su	Teacher Tan
1. Could you give a brief description of your online teaching experience?		曾于2016年秋季参加过SCOLT远程教学项目 I participated in SCOLT in the second semester in 2016	2016年参与导师与white教授的合作项目SCOLT1.0，为新西兰学生辅导五次口语课程，每次课平均时长在1小时左右。 I participated in SCOLT held by Prof.Zheng and Prof. White in 2016. I had 5 sessions that were to help NZ students practise spoken language. Each session lasted about an hour.
	a. Rich experience		
	b. Some experience		
	c. A little experience	✓	

Figure 4-9 summarises the process of analysing qualitative data, including data from interviews, teacher feedback, opinion frames. In order to present the data in a clearer way, I created a coding system to represent the data from different sources. The system includes the name of the teacher, abbreviations for the data source, and the time when the data was collected. Table 4-10 illustrates how the system works.

In order to develop case studies, I read all the data collected from each pair many times, and after each reading, I became more aware of the ways each teacher dealt with their own situations. In the writing process, the data gathered through interviews and teaching recordings, along with the secondary data, helped me to present the uniqueness of each teacher. I focused on the critical moments the teachers chose to reflect on, along with the factors that influenced their agency, including relevant past experience and future goals, and the affordances and constraints they perceived.

When I began the writing process, I tried to present the unique characteristics of each case. Meanwhile, key common themes across the four cases were also noticed and discussed in Chapter 10.

Figure 4-9

Data Analysis Process
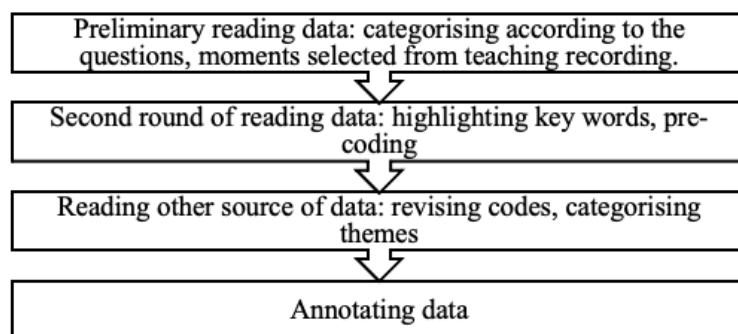
Table 4-10

Abbreviations for the Data Sources and Participants

Data sources	Abbr.	Examples	Explanations
Individual interview	Int	Su-Int-1904	Data from individual interview with Teacher Su in April 2019
SR interview	SR	Tan-SR2-1811	Data from the second SR interview with Teacher Tan in November 2018.
Group discussion	GD	Song-GD1-1809	Data from the first group discussion generated by Teacher Song in September 2018.
Questionnaire	Q	Li-Q-1809	Data from Teacher Li' questionnaire in September 2018.
Opinion frames	NF	Tan-OF2-1809	Data from Teacher Tan's second opinion frame form in September 2018.
Preparation feedback sheet	PFB	Su-PFB2-1809	Data from Teacher Su's second preparation feedback in September 2018.
Teaching feedback sheet	TFB	Tan-TFB5-1811	Data from Teacher Tan's fifth teaching feedback in November 2018.
WeChat private		Song-WCP-	Data from Teacher Song's private

exchange message	WCP	1810	WeChat message in October 2018.
		Song-WCP-1810-S1	If the message was specifically about the first teaching session.
WeChat group chat message	WCG	Li-WCG-1809	Data from Teacher Li's message in the WeChat group in September 2018.

4.6 Data Validity and Reliability

For qualitative research, validity and reliability of data is crucial for producing robust research findings. People with different backgrounds and experiences would share different views towards the same thing. Thus, in this research, I held the view that there were multiple views of reality. Creswell and Miller (2000) suggest the validity of qualitative research can be established through different lenses of views: from researcher's, participants', and readers' views. From the researcher's perspective, validity can be achieved by data triangulation. For case study, Yin (2008) suggests multiple sources of data can be used to establish validity. In this research, a series of instruments was adopted, including interviews and observations (see Figure 4-6). Data from different sources were converged together to establish the validity. Lincoln and Guba (1985) argue that credibility can be achieved by having the findings approved by the constructor. Member checking was another technique used in the research. I had already established trust with the participants before the research, which helped me obtain holistic accounts from their perspectives. Besides, during analysis, I asked participants to clarify obscure expressions, and the main ideas I extracted from their narratives were shared with them in the group discussion and final individual interview. These helped enhance the validity from the participants' lens. Thick description was another procedure used to establish validity. In this research, not only were the teachers' actions described, the sociocultural context, teaching settings, and personal experience reflected on from observation and gathered through narratives were also analysed and described to enhance the credibility.

In order to establish reliability, the instruments were carefully designed. The instruments used in the present study were informed by my experience gained in

previous SCOLT practice. Moreover, research design and implementation procedures were carefully piloted and documented, making sure they were reliable, valid, practical, and could be checked later (Cohen et al., 2018; Yin, 2008).

4.7 Summary

The main goal of the present study was to investigate how teachers exercise their teacher agency in a relatively new teaching context. The ecological perspective provides a framework in understanding how agents are influenced by and engage in the interplay among different components, and how the interplay evolves in the temporal dimension. Informed by this perspective, a longitudinal qualitative study in a case study approach was adopted. This research design could help me investigate how each teacher developed agency in a unique way and across different time scales: from a micro level showing how a teacher's action was influenced by ongoing interaction, to a macro level showing how the teacher's perception and decisions were impacted by sociocultural aspects. Informed by the previous SCOLT practices and pilot study, this chapter introduces how the study was conducted at three stages: Stage 1-teacher preparation, Stage 2-teaching the sessions, and Stage 3-reflection. The data collection methods employed at each stage were introduced, including group discussions, teaching recordings, interviews, questionnaires, and so on. The participant recruitment criteria and process were described. The teachers who agreed to participate in this study were all from BLCU. Four learners who attended learning sessions were students of MU. All the learners were at intermediate to advanced level of Chinese. The main data of the study was collected from teaching recordings, interviews and group discussions, which were selectively transcribed and annotated, and the narratives were analysed using a thematic analysis approach. The various sources of data have contributed to the validity and reliability of the study.

Chapter 5 Teacher Preparation

5.1 Introduction

This chapter sets out a series of teacher preparatory workshops provided for the SCOLT-TA teachers before they began teaching sessions. The first section lays out a brief introduction to the workshops and the overall organisation of the chapter. The following sections focus on each of the four workshops.

The design of the teacher preparatory workshops was informed by the literature on teacher training I reviewed, and drew on the experience from my participation in previous SCOLT practice. The whole preparation phase was divided into four workshops, intended to cover different aspects of SCOLT teaching as well as the main purposes of the SCOLT-TA study (see Table 5-1).

For each workshop, there was a lecture and a group discussion. In the lectures, some knowledge of online teaching was introduced, including important concepts related to teacher agency, and collaborative learning activities were implemented. The group discussions created opportunities for the teachers to share their teaching experience and to learn from each other. SCOLT is a relatively new teaching context to the teachers who therefore need a community of practice to share views about online teaching. More importantly, it was an arena where teachers could support each other in different aspects. The feedback sheets seeking the teachers' reflections on and responses to the preparatory workshop and suggestions for the ongoing workshops were distributed as a method to collect data and help me improve the subsequent workshops. The teachers were also encouraged to exchange opinions in the WeChat group, which had been built when I recruited them. The implementation of teacher preparation in the present study is shown in Figure 5-1.

Table 5-1

A Summary of Activities Designed for Teacher Preparatory Workshops

Workshop 1	(1) Introduce SCOLT research model
	(2) Introduce important concepts: agency, affordance, contingency, multimodality
	(3) Show examples from previous SCOLT (recordings, transcriptions) to illustrate these concepts
	(4) Establish a teacher community for professional development
Workshop 2	(1) Introduce online teaching competencies:
	• socio-affective competencies,
	• pedagogical competencies,
	• multimedia competencies
	(2) Show exemplar teaching recordings from previous SCOLT
Workshop 3	(1) Show the feedback from participants from SCOLT 1 and 2:
	• learners' feedback
	• teachers' reflections and suggestions
Workshop 4	(1) Introduce the interplay of language-agent-environment
	(2) Introduce the layers of analysis
	(3) Introduce SR interview as a method for reflection and research

Figure 5-1

The Procedures of the Preparatory Workshops
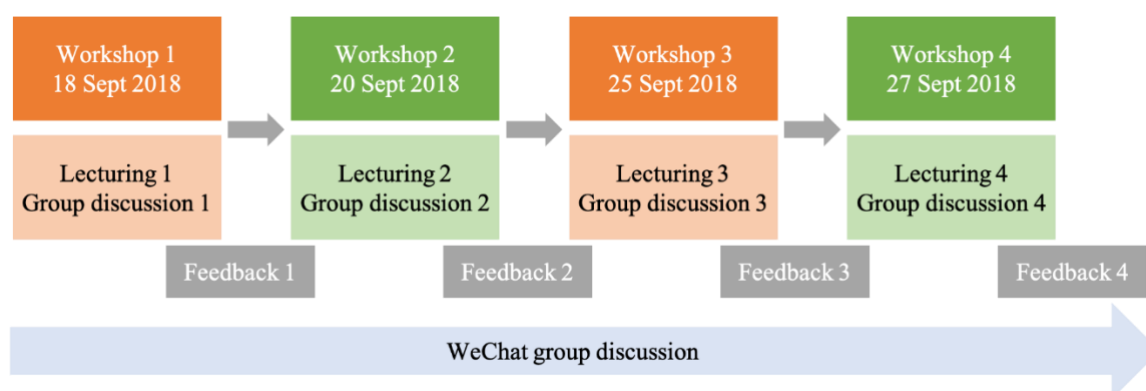
5.2 Preparatory Workshop 1

5.2.1 The Design of Workshop 1

The first workshop was designed to help teachers gain a theoretical understanding of SCOLT teaching. In the lecture, in addition to important concepts in agency research, features of the SCOLT teaching context and principles of SCOLT learning activities summarised in the research model of SCOLT (White et al., 2021) were introduced.

5.2.1.1 SCOLT Research Model

I planned to introduce the research model of SCOLT (see Figure 2-4 in Chapter 2) in the first workshop, because I believed providing teachers with some basic knowledge of teaching in the SCOLT context was important, and it could lay a foundation for the content to be covered in the following lectures. The first workshop would start with a brief introduction of the model, then my focus would be on the affordances in the SCOLT teaching environment and the six principles for evaluating learning activities in this teaching environment.

Given the second layer of the SCOLT Model, it is important to use a platform that provides affordances in terms of accessibility, recordability and multimodality. On this basis, Zoom was selected for the following reasons. First, it was free for use for pair work, and thus every teacher and learner could have access to it. Second, it was recordable, which provided opportunities for the participants and researchers to review the proceeding of the teaching, and the evolution of the contexts. The video recordings would be one of the main data sources of the study. Third, it could support multimodal interactions. In addition, Zoom was used in the previous SCOLT teaching, both teachers and learners who participated in SCOLT 1 or 2 had already gained some experience using it.

When introducing the affordances, it was necessary to help the teachers (re)familiarise with basic functions on Zoom. There was one teacher who had never used this

platform, and thus it was necessary to teach her to use the basic function of the platform. For other teachers, the introduction could help them to recall how they had used Zoom in their previous SCOLT teaching and be more aware of the affordances of the platform through associating their own experience with the model.

Then the six principles for evaluating videoconferencing-based teaching activities were introduced. I hoped these principles could be helpful for teachers to design learning activities as well as to reflect on their teaching practice.

5.2.1.2 Important Concepts in SCOLT-TA Study

After introducing the model of SCOLT, I planned to introduce the concepts of agency, affordances, contingency and multimodality. Not only were they connected to the model and pivotal for the teachers to know what they could expect to encounter in SCOLT teaching, but also these concepts were aspects that I would investigate in the study.

5.2.1.2.1 Agency

Firstly, agency is the key concept in the research, while it is an unfamiliar concept in the educational field to many Chinese language teachers in China. Thus, I needed to make sure the teachers in this study had some understanding of it before they began teaching.

I used Biesta and Tedder's (2007) definition of agency, as they emphasise agency is achieved through the interplay between individuals and the contexts where actions take place. In one-to-one teaching settings, the contexts could be the socio-cultural background that the teacher and learner possess as well as the physical environment which enables agents (e.g., teachers) to take certain actions. This agency definition highlights the temporal factors, given that individuals are influenced by their past experience and their aspiration for the future. I hoped through introducing this concept, the teachers could be more aware of their own choices during teaching and

becoming more reflective, which could help them improve teaching skills and eventually facilitate their professional development in the long term.

In order to explain the concept clearly, I selected an excerpt collected in a SCOLT 1 teacher interview (see Figure 5-2), to show how the teacher reflected on her teaching. I used different colours to identify teacher agency as expressed by the teacher, for example, words in green showed how the teacher evaluated her teaching, meanwhile implying an aspect of motivation for her to take agentive actions in exploring teaching strategies. Words in purple indicated that the interaction between the learner and the teacher created a good opportunity for the teacher to reflect on the teaching and adjust the teaching strategy in a timely way. By showing this excerpt, in addition to illustrating the concept of agency, I wanted to show the value of narrative accounts in the research, and to explain why I would use interviews and written reflections as research methods.

Figure 5-2

The Example Used to Explain the Concept of Agency in the Workshop

三、能动性

首先我没有太多经验，
所以我也是在摸索着去调整。
我觉得我的学生比较好的一点就她不明白，她
都会告诉我。
我就及时调整。
我觉得有"反思"这个环节挺好的。我当时上
完每一节课就会及时填反思表，看看有哪些地
方做得不好，下节课的时候就会引起注意了。

教师的自我评价
教学中的尝试和努力
采取行动的原因和重视学生的反馈

采取的行动
如何进行教学反思和从中获益

At first, I didn't have much experience of it (teaching online), so I was trying to find out the most suitable teaching methods.
One good thing about my learner was when she didn't understand, she would let me know,
so I could adjust my teaching in a timely way.
And I think the reflection form is very helpful. When I finished one session, I would fill in the form to see where I could do better. And I would pay more attention to it next time.

Teacher's self-evaluation
Endeavor in teaching
Reasons for action, value learner's feedback
Actions been taken
How to reflect and benefits gained from reflective practice

5.2.1.2.2 Affordances and constraints

The videoconferencing tool has been recognised as a flexible and convenient way to deliver learning sessions. There are some affordances it provides which can be helpful in enhancing learning, but it has some limitations as well. In order to illustrate this, I selected two clips from SCOLT 1 to show how one teacher realised the value of the webcam and made full use of it, while another teacher did not appear to be aware of how to use it to support the interaction.

At the beginning of the first clip, the webcam only captured half of the teacher's face. The teacher asked "你忙(mang)吗 (are you busy)", but the learner had trouble understanding what the teacher was saying. The teacher then adjusted the position of the webcam, enabling the learner to observe her mouth when she pronounced the word "mang" beginning with a bilabial initial (shown in Figure 5-3). With the help of the webcam, the learner understood the question immediately.

Figure 5-3

A Screenshot of the Use Webcam

In the second clip the teacher was teaching Chinese initial consonants [ʈʂ], [ʈʂʰ] (shown in Figure 5-4). The teacher tried to lead the student to pronounce the

consonants, but as the learner could not observe the teacher's mouth, she had to rely on the sound, which made it difficult for her to learn the pronunciations.

Figure 5-4

A Screenshot of a Teacher did not Make Full Use of Her Webcam
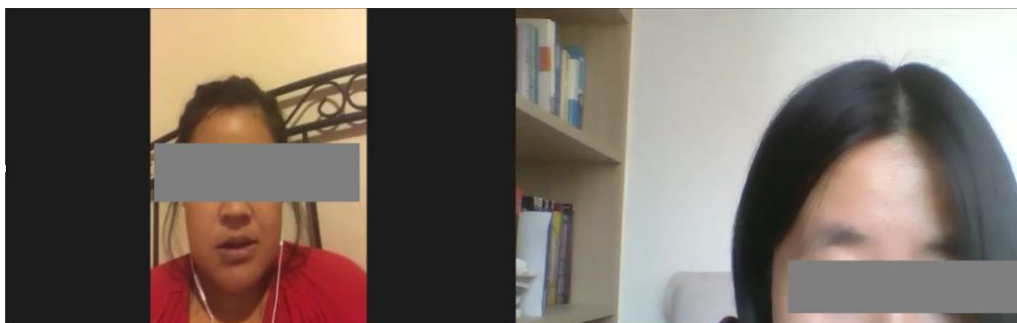
5.2.1.2.3 Contingency

Contingency means the unexpected incidents happening during the learning activities which require the teacher to make real-time decisions according to the immediate context. Online teachers have to be prepared to face contingencies, as there is the possibility that the session will not proceed as they planned.

In order to illustrate this, I used one clip from my SCOLT teaching recording in the pilot research (see Figure 5-5). In the moment shown in the recording, I planned to ask several questions related to Christmas, and four of the questions were related to Christmas gifts. However, the learner told me she did not give Christmas gifts to people but to charity instead. Thus, I had to adjust my teaching plan immediately and crossed out the questions I had prepared on my plan. Since the learner mentioned "cash gifting", I followed it and introduced a Chinese tradition that people give money to younger generation in the Spring Festival. Although the conversation deviated from my original plan, the contingent moment created an opportunity for the learner to talk about her real life and allowed more authentic language use.

Figure 5-5

A Video Clip Showing a Contingent Teaching Moment
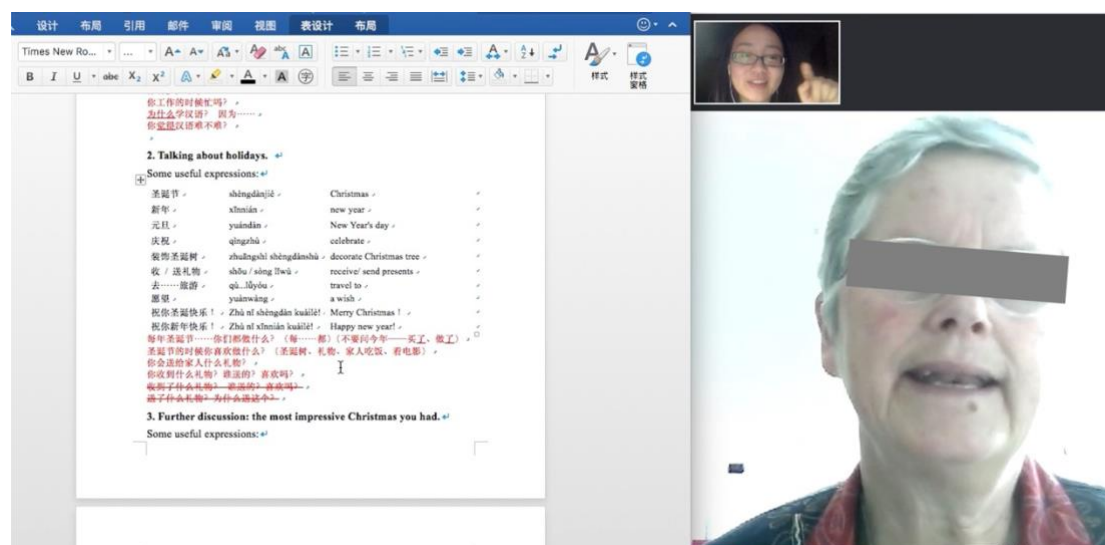
5.2.1.2.4 Multimodality

Multimodality is a familiar concept to the teacher participants as it had been one of their research foci in their postgraduate and doctoral programmes. Zoom provides a rich multimodal environment for SCOLT teaching. Thus, I wanted to show a clip of my own teaching (see Figure 5-6), where I was using online shopping webpages to create a context for the practice of numbers in Chinese, in order to stimulate some ideas for the following group discussion.

5.2.1.3 A Community of Practice for Teacher Development

A WeChat group has been used in other studies as a mobile enabled social media platform to facilitate and afford teachers' community of practice, including exchange ideas, share reflections, rapport building and seek or offer peer support (Qi & Wang, 2018). When I recruited the teachers, all of them joined a chat group, where we negotiated when and where to conduct the workshops, and the teachers began seeking suggestions at that time (see Figure 5-7). With permission, I showed a screenshot of communication between Teacher Li and I as an example of how the teachers could

use the chat group. And I invited the teachers to share their reflections after each teaching session.

Figure 5-6

The Video Clip Showing the Multimodal Context of the SCOLT Teaching
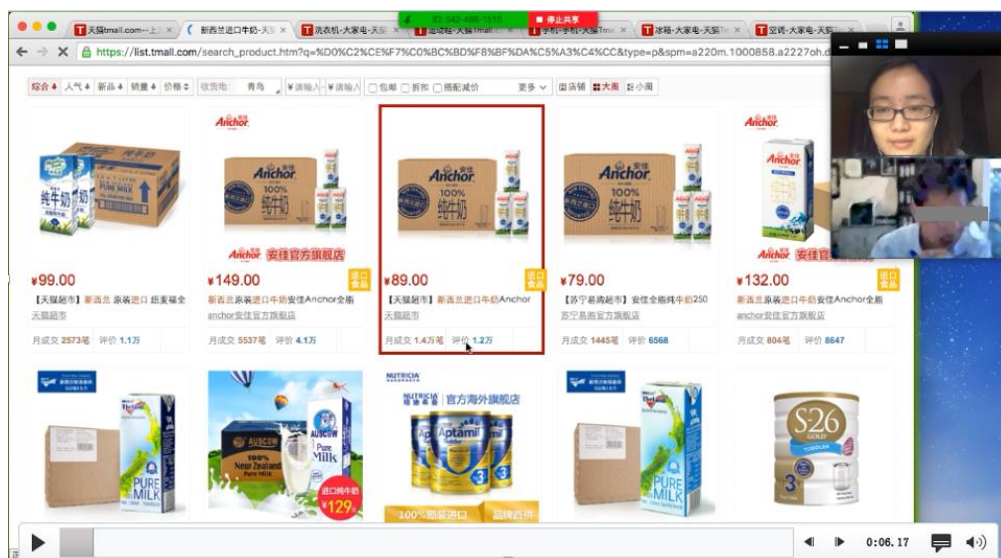
Figure 5-7

A Screenshot of the WeChat Group
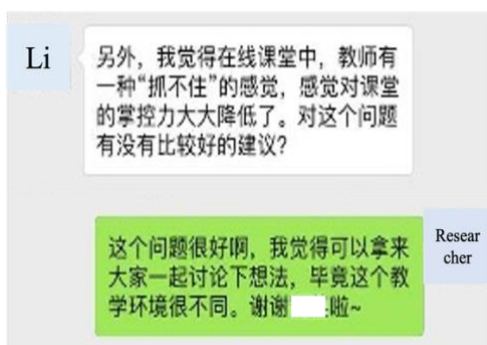
Translation:

Li: Besides, I think in online teaching, teachers tend to feel "out of control". It is difficult to manage the teaching. Are there some good suggestions about it?

Researcher: It is a very good question. I think we can talk about it together, it's a very different teaching context after all. Thank you.

5.2.2 The Implementation of Workshop 1

The first workshop was conducted in the evening of 18 September 2018. Before the workshop, I had sent out the initial questionnaire and opinion frames, inviting them to complete them when they had time.

The workshop was implemented in the room I had booked. Apart from all the participating teachers, there were two PhD students in Applied Linguistics at the time, who had shown interest in the study, and joined the workshop as observers without being involved in the study. All the attendees sat around an oval table (as Figure 5-8 shows), thus everyone was able to see the slides that I prepared. This setting also allowed participants sit close to each other and enabled them to better engage in the later discussion.

Figure 5-8

The Setting of the First Preparatory Workshop
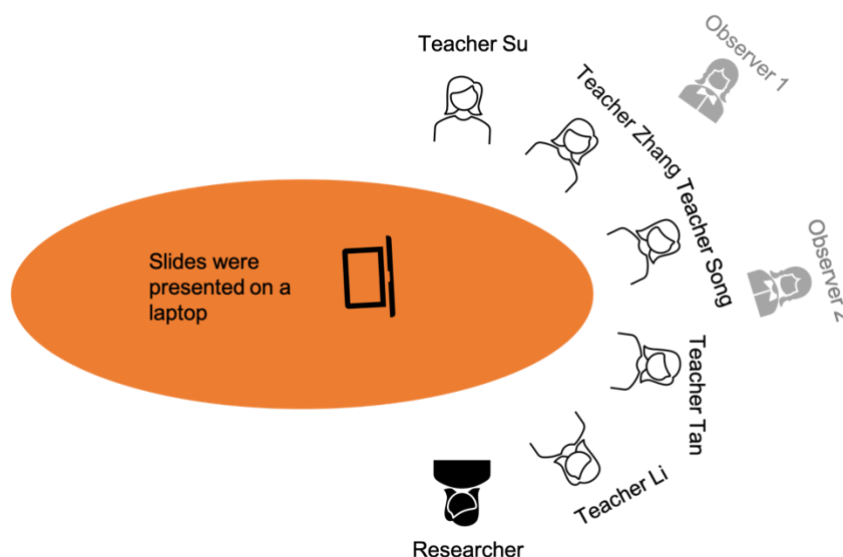
At the beginning of the workshop, I did most of the talking, talking about the research model and concepts. Then when I played the clips, it stimulated the teachers to ask some questions and share some of their views. For instance, when I shared video clips of my own teaching, some participants showed great interest, asking a number of questions, which brought me back to moments when I had designed the teaching session, proceeded with it and made the adjustments needed. Therefore, I shared why I chose the topic, what I thought when the learner told me she did not give gifts, and explained I mentioned Chinese people also do cash gifting while not using the term

"red packets (红包)", to make connection with what the learner mentioned and avoid introducing too many new words.

When I shared the clip in which I used the webpages, the teachers were impressed by the wide range of vocabulary the learner used, from talking about the price of milk to the additives in the milk. My initial intention of using this clip was to show an example of using the multimodal affordance in SCOLT. However, after I played it, I realised it had provided more than what I expected. It showed the language potential that the multimodal environment elicited, as the learner was able to talk about what he saw on the screen and something beyond it, which was related to his life experience. Since this learner was also a participant in the SCOLT-TA study, the teachers began discussing cheerfully who should be paired up with him.

After introducing these concepts and playing the videos, I shared the research by Qi and Wang (2018) to show how the teachers benefited in their research by joining the WeChat group. I hoped this study could encourage the SCOLT-TA teachers also to make use of the chat group to support each other.

5.2.3 Group Discussion 1

After I showed all the exemplar teaching recordings, we began our first group discussion. Two main themes emerged, both of which were connected to the videos they had observed.

5.2.3.1 To Explore Language-learning Potentials

The contingency exemplar triggered a discussion raising several points. One of them was a concern by a participant that she would not have understood the word the student used and a request for suggestions about how she could deal with that. Teacher Su suggested using backchannel feedback, such as repeating the learner's words to ask for clarification. She further recommended it as a way to show the

teacher's encouragement and attentiveness. The advice was taken by the peers and could be noticed in their teaching practice (see Teacher Tan's case in Chapter 8).

On the other hand, Teacher Su questioned my response to the contingent moment. From her perspective, I might have made the conversation too difficult for my learner by introducing cultural knowledge. She proposed a different strategy by sticking to the original discussion rather than introducing new cultural knowledge, meanwhile lowering the difficulty by practising some language items where the learner had difficulty in understanding or had minor mistakes in her output. Her suggestion indicated that she was alert to the possible language-learning potentials that could be added in the conversation, where she could lead the learner's attention to the linguistic forms to expand the learner's linguistic knowledge and support the interaction. Other teachers showed endorsement to her suggestion.

5.2.3.2 To Highlight the Meanings in Language Learning

To my surprise, the teachers showed strong interest in the second video in which the teacher was teaching phonetics with a context-free approach (see Figure 5-4). All the teachers disagreed with the approach demonstrated in the video, and there were several points arising from the discussion. The first one was that some members proposed that language should be taught connected with meanings, even for phonetics. On the other hand, two of them drew on their knowledge of online language teaching, mentioning using multimodal tools available to connect meanings to sound in phonetics teaching.

There were other smaller issues arising from the group discussion. The first one was the participants showed a strong responsibility for being able to answer questions raised by learners. They expressed they would be anxious if they could not provide expected responses, which might undermine their professional identity. They believed teachers should have an extensive knowledge of their teaching subject. The second issue was that Teacher Su showed strong confidence in her online teaching skills

when she shared her experience of teaching in SCOLT 1, and she was satisfied with the teacher-learner relationship at that time. However, in SCOLT-TA teaching, her struggle with the relationship presented a strong contrast (see details in Chapter 6).

To sum up, the teachers were showing strong enthusiasm in the discussion. They showed their understanding of the concepts and principles that I introduced earlier and deepened the understanding through sharing ideas with each other. Not only the two principles of *Language-learning potential* and *Meaning* were highlighted in the discussion, but their shared ideas also demonstrated they were aware of the affordances available in the teaching platform that could enable them to take certain agentive actions. I believed this workshop and group discussion would benefit them in their own teaching as teachers and in the study as research subjects.

5.3 Preparatory Workshop 2

5.3.1 The Design of Workshop 2

According to my plan, the second workshop was designed to introduce the competencies that online teachers needed to develop and a few related concepts. To support this, I selected several video clips from SCOLT 1 and 2 to show how previous teachers demonstrated the competencies, but which would also respond to some suggestions collected from the feedback to workshop 1.

5.3.1.1 Introduction of Competencies

I introduced Guichon's (2009) category of the competencies that online teachers should be equipped with: socio-affective competency, pedagogical competency, and multimedia competency, which were mentioned in Section 2.1 in Chapter 2.

In distance teaching environments, especially in the SCOLT context, socio-affective competency becomes more significant as the teachers and the learners have very limited time to become familiar with each other as well as establish and maintain the

relationships. For the previous SCOLT rounds, when a teacher-learner pair was created, they had to undertake a learning session within a short amount of time, often within one week. In previous SCOLT practice, the teacher and learner had no more than five sessions. In SCOLT-TA, while the teacher-learner pairs were encouraged to have 10 teaching sessions, the time and opportunities for them to establish and maintain the relationship was still quite limited. Thus, it was important for the teachers to be aware of the importance of socio-affective skills and utilise every chance to maintain the relationship. In addition, teachers should be able to consider socio-affective aspects when making pedagogical decisions, to increase learner interest and motivation.

Pedagogical competency plays a pivotal role in determining the quality and efficiency of teaching. The SCOLT teachers faced some challenges that differed from physical face-to-face classroom teaching. First, the SCOLT teaching sessions of about 20 minutes were suggested, and for some pairs, they only had their session once a week. Therefore, the teachers needed to consider time management and organisation of different activities. Second, there were no pre-determined suggestions or curriculum for the teacher and the learner in SCOLT-TA. Hence, the teachers had to prepare and design the learning activities by ongoing negotiation with the learner. Third, in the one-to-one context, both the teacher and the learner might be intensely involved in the interaction, and the activities could motivate but also possibly fatigue the learner. Therefore, the teacher should be able to provide appropriate feedback or situational adjustments. Moreover, it was inevitable that unpredictable responses would occur. Therefore, the teacher needed be prepared for that contingency emotionally and pedagogically.

Multimedia competency was expected to be developed as the teachers had to rely on the Zoom platform. They needed to be very familiar with the platform and be able to design a variety of learning activities that were suitable for the platform and could facilitate learning.

After introducing the three competencies that teachers needed for teaching online, I planned to introduce two related supplementary concepts: instructional conversation and instructional decisions (Freeman, 1989; Meskill & Anthony, 2007; Tharp & Gallimore, 1991), as they are part of the pedagogical competencies and reflect the concepts of contingency and meaning-focus which were introduced in the previous workshop.

Instructional conversations can help learners develop their understanding of the use of target language through talk. Through participation in conversations, learners acquire language and accompanying concepts in ways that are social, powerful, and pleasurable (Meskill & Anthony, 2007). I planned to use the example in Figure 5-9 to show how a teacher can approach correcting the mistakes or errors made by the learners in a communicative way.

Instructional decisions are the choices teacher make. According to Freeman (1989), these decisions involve teachers' knowledge, skills, attitude, and awareness. Instructional decisions include when and how to give feedback, to explain, to elicit answers, and so on. It is important to be aware that the decisions are made throughout the whole teaching process, and shape the trajectory and the production of the teaching and learning activity.

5.3.1.2 Video Examples

After the first workshop, some participants suggested there should be more examples from the previous SCOLT sessions. Thus, I selected six video clips from SCOLT 1 and 2 that could reflect the competencies introduced earlier in the session. In the first workshop, I had presented two of my teaching recordings, which enriched the discussion as the participants asked me some questions and I could answer them on the spot. Therefore, I believed that having the teacher-subject of the videos present during the discussion about their teaching examples was helpful. The teachers could reflect on and discuss any questions from other teacher participants. Therefore, with

permission, some of the video clips were chosen from the SCOLT-TA teachers who had participated in the earlier rounds of SCOLT. I hoped these videos could stimulate the discussion, meanwhile helping the teachers gain some experience of stimulated recall, which I would introduce in the later workshops.

Figure 5-9

An Example of Instructional Conversation (Adapted from Meskill & Anthony, 2007, p.11)

Instructor	A crime was committed yesterday and a detective is trying to find the criminal. In order to clear your name, please answer the following two questions in great detail (the answers should be no less than 25 words). Where did you go and what did you do?
M	Yesterday as usually I waked up early in the morning and drinked my coffee the size of my head because I waked up early and wanted to sleep. After then I goed to school where I studed for three hours. I taked class then I teached my own students. After than I comed back home and eated my dinner.
Instructor	Dear M, thank you for your reply. Could you kindly answer the following questions? When did you wake up yesterday (You woke up at 5? 6? 7?) What did you do before you drank your coffee? What did you do before you went to school? At school you studied for three hours and took classes, correct? Could you tell me the timeframe for when you did these things? What did you do after you came back home and ate your dinner?
M	Sure, I would love to answer your questions. Yesterday I wake up at 10:00 am. I checked my email before I drank my coffee. I puted some make up on my face before I went to school. I took classes from 9:00 to 12:00 then I studied from 12:00 to 1:00. After I came back home and ate my dinner, I runed for a half an hour. I'm trying to lose weight.
Instructor	Thanks a lot. You woke up at 10:00 a.m. You put some make up on. You ran for half an hour. What did you do after you ran?

The first clip was chosen from Teacher Su's teaching in SCOLT 1, aiming to show the way she exhibited her socio-affective competency in engaging with the learner. In the clip, the learner mentioned he had been to Beijing and liked the dish Peking duck, and the teacher quickly followed up by showing her endorsement and personal interest in the topic. She mentioned a famous restaurant, which he might also be familiar with, and presented its webpage to the learner (see Figure 5-10). By extending the topic with a shared interest, and maintaining the rapport, the teacher succeeded in keeping the learner engaged in the conversation, meanwhile making an effort in connecting with the learner at a personal level. This approach seemed to make the learner feel more relaxed in the session.

Figure 5-10

A Screen Shot of Video Example 1- Socio-affective Competency

The second clip presented an example of Teacher Su using instructional conversation. In an improvised conversation, the learner mentioned he did not go to a gym because he was not a gym member. However, he did not know how to articulate his thought in Chinese. Teacher Su noticed his confusion and seized the opportunity to teach him the equivalent phrase by typing it out (see Figure 5-11) and patiently guiding him to say the sentence. This clip illustrated how the teacher explored and added a language-learning potential in a meaning-focused conversation.

As an example of an instructional decision made in the face of contingency, in the third clip, Teacher Su wanted to teach the new word "放假 (have a day off)" (see Figure 5-12). Teacher Su tried to guide the learner to say, "my boss gave me a few days off (我老板给我放了几天假)". However, the learner clarified that he had his own business, so Teacher Su quickly made an adjustment by teaching the learner to say, "I gave myself a few days off (我给自己放了几天假)". The learner's reaction indicated that he wanted to highlight his professional identity as a self-employed worker. Teacher Su's adjustment showed she changed the target sentence immediately, and showed her respect for the learner's desire.

Figure 5-11

A Screenshot of Video Example 2-Instructional Conversation
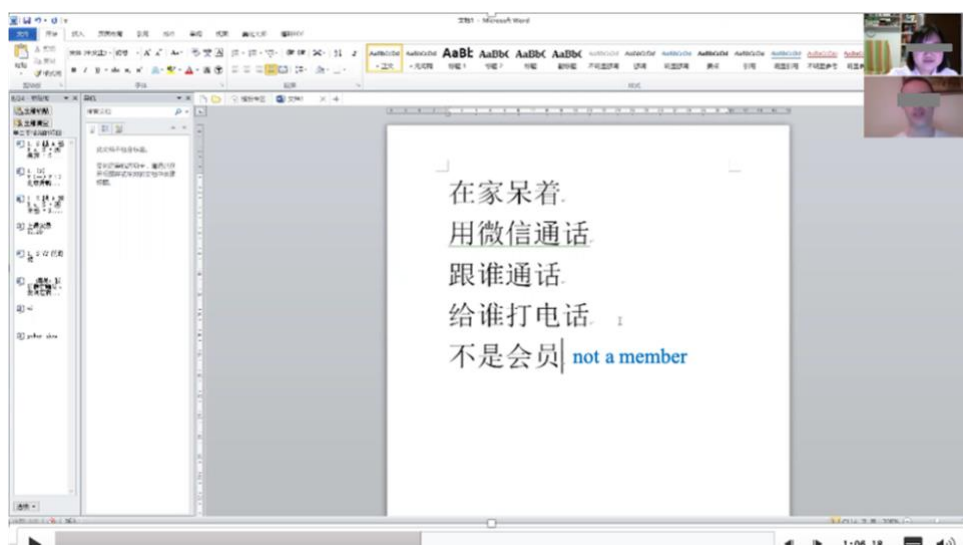
Figure 5-12

A Screen Shot of Video Example 3-Instructional Decision
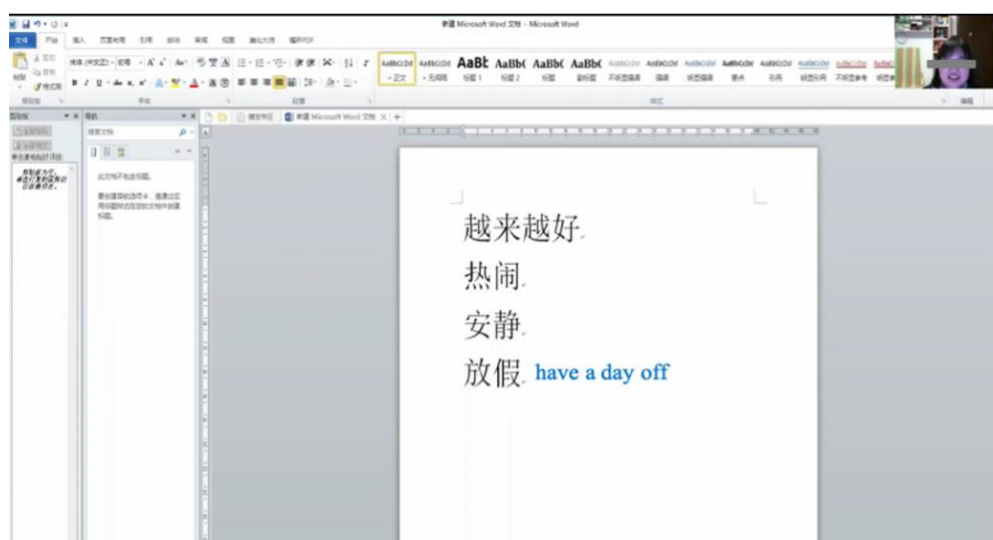
The fourth and fifth examples were selected due to the use of multimodal forms, including images and text in different forms. In the fourth example, Teacher Li implemented grammar exercises. The clip presented how she used slides to guide the student to practise a target structure. This example not only showed the multimodal resources used in her teaching (see Figure 5-13), but also was included to show a

range of different activities that had been used in SCOLT settings. Unlike the conversational approach that Teacher Su used in her teaching, Teacher Li focused on linguistic forms, thus she adopted a different teaching approach and different learning tasks.

Figure 5-13

A Screen Shot of Video Example 4- Multimodal Affordances 1

The fifth clip presents a two-to-one teaching session (see Figure 5-14, the two teachers are at the top of the screenshot). The teachers adopted a conversational approach, and relied on cartoon illustrations on the slide to reinforce the scenario of travelling in conversation practice to elicit responses from the learner. In addition, in this teaching example, there was a large amount of English used; the teacher in green in the screenshot was responsible for translating if there were sentences the learner did not understand.

The last example presented how body language was used to facilitate expression (see Figure 5-15). The learner on the left used gestures to help with the accurate pronunciation of tones. The teacher understood the learner had difficulty in pronunciation by observing his movement, and she also used body language, pointing

back, asking the student to clarify whether he had said "去 (go)". The body language used in the example facilitated the communication as well as helping the teacher spot the potential difficulty the learner had.

Figure 5-14

A Screenshot of Video Example 5-Multimodal Affordances 2

Figure 5-15

A Screenshot of Video Example 6- Using Body Language

5.3.2 The Implementation of Workshop 2 and Group Discussion 2

The second workshop was conducted in the evening on 20 September 2018. It took place in the same room as the first one. The attendees of this workshop were the same cohort, including five teachers and two observers.

I started this workshop by briefly introducing the three competencies and concepts of instructional conversation and instructional decision, then I began showing the video clips. After each video, there was time for discussion. I invited the teacher participants to first share their views of the video before sharing my own thoughts and moving on to the next one.

In the group discussion, both Teacher Su and Teacher Li, whose SCOLT sessions were the sources of four of the video clips, shared their reflections on these teaching moments, and their videos attracted more discussion than the others. Three themes arose from the discussion, and they were focused on the three competencies introduced earlier.

5.3.2.1 Identifying What the Learner Wants to Learn

After I played the first video, Teacher Su explained that her previous teaching experience helped her identify learners' interests. The reason that she came up with the restaurant was because her students at BLCU loved it. Those students shared some similarities with the SCOLT learner: they had lived in Beijing and loved Peking duck. Therefore, Teacher Su drew on her experience with BLCU students at this moment, which made her presume that the new topic would be of interest to the learner, and it would stimulate more conversation.

Teacher Su's contribution in the discussion inspired another teacher to share her reflection on her teaching SCOLT 1. At that time, the teacher wanted to teach as much new knowledge as possible without checking whether the knowledge was needed by the learner. Her reflection showed that she realised the danger of disconnection between her teaching design and the learner's learning objectives, and the importance of adjusting her teaching to meet the learner's needs. In many studies one of the strengths of one-to-one teaching is seen to lie in its responsiveness and the teacher's answerability to individual learner's needs (Kozar, 2015; White et al., 2021). For some teachers who are new to the context or in their early career, they

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need some time to develop this pedagogical skill, which also requires a degree of flexibility and confidence in their teaching. Later in the discussion, the participants who reflected on it expressed that they wanted to make an adjustment and think more from the learner's perspective.

5.3.2.2 A Suitable Pedagogical Approach in SCOLT

The videos played stimulated teachers to think about the teaching approach that suitable for online one-to-one contexts. Teacher Li compared her teaching with others' demonstrated teaching, and she felt that she should have facilitated the learner to produce the target language items independently. She suggested that teachers should encourage the learner to produce longer and richer sentences, and the incomplete sentences presented in the slide actually limited the learner's willingness to express his ideas. The other teachers agreed that she had placed too many constraints on the learner's output, and suggested that she could have allowed him more freedom. I shared my opinion that some mechanical drills, such as those Teacher Li used, were valuable, because the learner could take a break from thinking how to maintain a conversation with the teacher and reinforce the knowledge of language forms. There was a different opinion arising from some teachers, as they believed that SCOLT provided the learner with opportunities to communicate with L1 Chinese speakers, therefore, the focus should be placed on helping the learners with their communicative skills.

Some of the teachers further pointed out that the sentences practised in Teacher Li's teaching were not authentic, as people seldom use this structure in daily conversation, or only use it in particular contexts. All the teachers then discussed how to encourage authentic language use rather than disconnected sentences specially formulated to practise grammar points. Several suggestions were made by the teachers, for example, creating scenarios and emphasising the pragmatic context in which the word/phrase could be used.

The participants gradually reached a mutual understanding that teachers needed to reduce the typical IRF exchange and adopt a conversational approach, allowing more natural conversations that resemble daily conversation. Teachers Song and Li sought advice from Teacher Su, who had wider teaching experience, on how to design activities that could help learners improve their target language through this approach. Teacher Su suggested that teachers could embed important language items in conversations, and meanwhile try to reduce, as she named it, "trace of teaching (教学痕迹)", namely less lecturing, fewer mechanical drills, trying to keep the conversation as natural and smooth as possible, and creating teachable moments in the conversation. From her opinion, reducing the top-down instructions could help create a more equal relationship with the learner. In Teacher Li's later written reflection on this workshop, she wrote that she had changed her mindset of teaching in one-to-one as a result of this discussion (see details in Chapter 9).

5.3.2.3 The Relationships in SCOLT Sessions

The videos elicited the issue of teacher-learner relationship as well. The fourth video demonstrated a teacher-centred teaching, where the teacher was playing a dominant role. Some teacher participants believed that the choice of a teacher-centred approach could be a result of lack of teaching experience: if teachers lacked teaching experience in different environments, they might be only used to classroom teaching where a teacher-centred approach was widely adopted and would bring it to a new teaching context.

Teacher Su advocated a notion of "dual subject (双主体)", emphasising that both the teacher and the learner should play equally important roles in the teaching and learning, especially in the one-to-one teaching context. She further suggested that there should be an information gap between the teacher and the learner. Since the teacher had more knowledge about the target language, the learner needed to share something the teacher did not know. Therefore, both parties could make an equal intellectual contribution to the session, which would boost the learner's sense of

achievement and increase the engagement. However, this proposal triggered a concern that some participants were afraid that they would lose control over the teaching process, such as not being able to implement learning activities according to their plans, or spending too much or too little time in one activity, if they were not playing a dominant role.

In the discussion, the participants showed a rather positive attitude towards online teaching. They embedded their understanding of the competencies introduced in their analysis of the recordings displayed. It seemed the teachers became more aware of how they should design and implement teaching sessions, encourage the learner to engage and take ownership of learning, and make use of the multimodal resources to facilitate learning.

5.3.3 Pairing up

I hoped the teachers could feel more comfortable and enjoy the teaching if the learners' learning needs fit their own teaching expertise, and they could feel less burdened when designing and preparing learning materials if they already had available resources. Therefore, at the end of this workshop, instead of grouping the teachers and learners randomly, I invited the teachers to choose the learners they wanted to pair up with based on the background information collected through learner questionnaires. This included their reported Chinese learning experience and language level, current occupation and future career plans and overall learning desires. The teachers discussed who they wanted to pair up with. Teacher Su chose Dan, as Dan worked in a trading company and Teacher Su was teaching business Chinese at that time, so she thought Dan might want to enhance his business Chinese and she could use some existing teaching materials. Teacher Song chose Felix, as he was eloquent and enjoyed talking, just like herself. Teacher Tan and Teacher Li chose Cary and Josh respectively, as videos of these two learners had been played in the early workshop, and they were interested in teaching them. After pairing up with the learner

participants, the teachers were encouraged to make contact with them alongside further online contact.

5.4 Preparatory Workshop 3

5.4.1 The Design of Workshop 3

To respond to the participant teachers' feedback to the first two workshops, I planned to share some SCOLT students' feedback, and teachers' reflections and suggestions. The materials I presented in the third workshop were selected from SCOLT 1 and 2.

5.4.1.1 Student Feedback

In the students' feedback, five main points were summarised:

- The students appreciated the learning content prepared by the teachers most; some topics such as campus life and Chinese culture were widely enjoyed. They also made a few suggestions, for instance, some students wanted role-play activities which were easier and more enjoyable for them than other kinds of practice.

- Many students reported that they liked the multimodal learning context and liked the slides designed by the teachers. Some of them wished for more pictures and videos in the slides. Text chat function was reported to have been helpful for learning Chinese characters.

- The students liked the instant feedback from the teachers, and they were grateful that the teacher warmly helped correct their mistakes.

- The students liked it when the teachers adjusted the teaching in a timely way, according to their language levels and learning needs; some students mentioned they liked the teachers being patient and encouraging.

- Some students reported they liked the atmosphere in the class, in which they felt

relaxed; and they enjoyed interacting with a L1 Chinese speaker to improve their language skills.

The feedback indicated what the students valued most in the SCOLT teaching, and some of the points clearly reflected the socio-affective competencies, pedagogical competencies and multimedia competencies that teachers need to possess to teach online.

I selected some accounts and presented them in slides (see Figure 5-16). I kept the narratives in English to present the actual voice from the students and to avoid the meaning lost in translation.

Figure 5-16

Excerpts from Learners' Feedback

5.4.1.2 Reflections and Suggestions from Previous Teachers

In addition to previous learners' feedback, teachers' reflections and suggestions were equally important, as they provided lessons participants could learn from the earlier practice. These narratives were also presented in slides (see Figure 5-17).

Figure 5-17

An Excerpt from a Teacher's Reflection

教师反思-需要更好的教学策略
Teachers reflection-need better teaching strategies

因为我之前已经有将近5年的在线汉语教学经验，面对的日本学生绝大部分汉语水平比较高，我习惯了学生的快速反应，也养成了快速反馈给学生的习惯。因此，没有给学生充分的思考时间，造成抢学生话的情况出现。
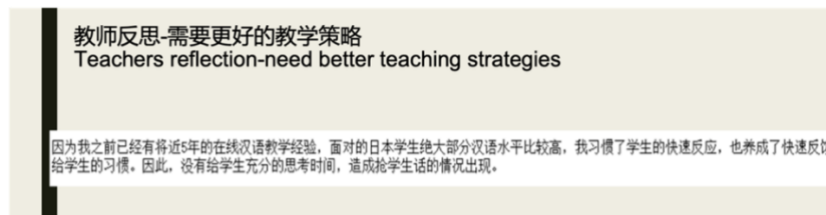
I have been teaching Chinese online for almost five years, and the great majority of my students are Japanese whose level of proficiency in Chinese were quite high. I was used to quick reactions of students [to tasks] and providing instant feedback to their responses. Therefore, I did not allocate adequate time for the students to thoroughly think [the questions/tasks], and as a consequence cut off their utterances sometimes.

There were three issues arising from previous SCOLT teachers' reflections:

- Need to be flexible in teaching: some teachers reflected that they could have been more flexible and adjusted the teaching contingent on learners' responses, as the tasks sometimes were either too difficult or too easy for the learners; and several teachers reflected that their teaching was constrained by the online teaching environment, for example, a sudden malfunction of the platform or an unstable Internet connection. To these issues, they had not come up with good solutions during the five teaching sessions.

- Need for better time management: some teachers mentioned they were unable to manage teaching sessions very well. For example, when talking about a topic that both the teacher and the learner were interested in, they tended to spend too much time on it. As a result, they found it could be difficult sometimes to keep in tune with their plans and get through all the planned topics.

- Need for better socio-affective strategies: there were reflections of some teachers not being successful in maintaining a good relationship with the learners as they had never contacted the learners outside SCOLT sessions.

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The most frequently made suggestions for future SCOLT teachers made by the previous teachers were selected:

- Making contact with the learner before teaching begins, checking their language level and needs.

- Assessing the learners' performance and obtaining their feedback. These are to see whether they understand the new knowledge.

- Relating the learning content to the learners' real life, which provides them with an opportunity to connect learned knowledge with real-life contexts and lived experiences.

- Using the webcam, so the teacher could and needed to pay attention to learners' non-verbal expressions

5.4.1.3 A Scenario Task for Group Discussion

I decided to use scenarios as a technique to stimulate the discussion in the third workshop. Based on my observation of SCOLT 1 and 2 teaching sessions, I created five hypothetical SCOLT teacher profiles, and each one highlighted certain features:

- Teacher A: She is very good at using all sorts of instructional technologies, for example PowerPoint. She prepares slides with text and pictures for every lesson. Her students love her slides.

- Teacher B: Before teaching, she searched lots of information about New Zealand, which helped her design lots of activities that were tightly relevant to students' real life. Therefore, the students are able to use the language that they practise in class in their daily life and workplace.

- Teacher C: She is very patient. She always leaves enough time for the students to think and respond to her questions. In addition, when a student is trying to answer, she always smiles and nods, encouraging the student.

- Teacher D: She does not have much teaching experience. Therefore, she pays more attention to her teaching plan and designing activities. When she designs, she relies on her previous teaching experience.

- Teacher E: She is very aware of the instructional language and knows how her words could impact the teaching. Therefore, she carefully chooses the words, and makes her instructions clear and understandable.

I planned to use the scenarios to encourage the participants to have discussions about the hypothetical teachers, to identify which "teacher" shared more similarities with them or which kind of teacher they wanted to become, and to choose the skills that they thought were most important and wanted to develop through participation in SCOLT-TA. I hoped that the scenario task could trigger teachers to think reflectively about their previous teaching experience and project future teaching development.

5.4.2 The Implementation of Workshop 3 and Group Discussion 3

The third workshop was implemented in the evening of 25 September. Sharing feedback and suggestions collected from previous participants only lasted about 20 minutes. When presenting the slides, I highlighted the words I found important in the accounts by reading them out. However, interestingly, I noticed the teachers sometimes paid more attention to other words. For example, in the feedback one student had written "I like doing the filling in the blanks exercise, and the activities with pictures associated (e.g. the cat reaching for a chip, the girl reaching for a book)". I thought the phrase "with pictures associated" was important as it highlighted the need for multimodal visual stimulus, while one of the teachers was attracted by "the filling in the blanks exercises" as she read it aloud and commented "it turns out they like filling in the blanks (原来他们喜欢做填空)". This might have been because, after the second group discussion, they believed a meaning-focused conversation was the best teaching approach. It seemed that the learners' feedback surprised them in some ways. The teachers explored what they found useful or

interesting in the accounts, even though some were not my initial intention. When I presented teachers' reflections and suggestions, not much discussion arose, maybe because most of the teachers were already aware of some of the accounts, since they had attended a seminar after the first SCOLT practice, and many of the reflections and suggestions had already been shared at that time.

Before the discussion began, I presented the scenarios and asked about whether they shared any similarities with the hypothetical teacher profiles, which prompted general discussion about teaching. Two main issues were discussed within the teacher group: teacher-learner interaction and influences of previous teaching experience.

5.4.2.1 Teacher-learner Interaction

In this discussion, embedded in consideration of the interaction were issues such as time management and answerability for the learning. Participants expressed the challenge of balancing a desire to respond to students' interests by extending interactions which students were obviously motivated by and a sense of underlying responsibility to conduct the learning activities they planned. The teachers reported that in the classroom, the students would follow the teacher's guide and it would be easier for the teacher to stick to the plan. However, in the one-to-one situation, the teacher sometimes had to get off her prepared track to solve all the emergent needs the learner had: if they failed to deal with them in an effective way, it might undermine the teacher's sense of professionalism. In the teaching practice, it indeed became one of the difficulties that teachers struggled with (see the cases of Teacher Su in Chapter 6 and Teacher Song in Chapter 7).

Another aspect discussed was how to maintain a proper distance with the learner in the interaction. One teacher shared her story about her teaching experience, in which she had never asked the student any "personal questions (私人化的问题)" in order to maintain professionalism. However, the learner became angry at her and presumed that she did not care about him. The teacher's behaviour was underpinned by

Confucian ideology, in which the teacher should play a role of authority, dominance, and empowerment, so it was acceptable for the teacher to show no overt involvement with the students. Apparently, the student with a different background had different expectations towards the teacher. From the learners' feedback, teachers inferred that a human touch was favoured in SCOLT. Other participants suggested questions that connected to the learner's cultural background that might solve the problem.

5.4.2.2 Influences of Previous Teaching Practice

In the discussion, teachers mentioned that previous teaching experience was a valuable resource for designing and delivering the teaching in SCOLT. Echoing the learners' comments presented earlier in the workshop, that they appreciated instant feedback from teachers, some participants mentioned that extensive teaching experience would be helpful in several ways. Firstly, the teacher would know the common mistakes made by learners, and how to correct and explain them effectively. Secondly, the wide experience would help teachers get more familiar with professional knowledge and become more confident in providing feedback.

On the other hand, previous teaching experience was not always helpful. Two participants brought up that they developed certain habits in classroom teaching, for example, insisting that the learner read new words and correcting every mistake made by the learner, but these were not suitable for the online one-to-one teaching context, especially in meaning-focused teaching which emphasised fluency and learners' ability to express ideas. They reflected that the habits mentioned did not hamper the teaching at the time, but made them question their own teaching methods when they reflected on the teaching.

To sum up, in this group discussion, aligned with the previous one, the teacher-learner relationship was still an important issue that the teachers were concerned with. They showed the understanding that compared to classroom teaching, different strategies of establishing and maintaining the relationship in online one-to-one teaching settings

were required. The teachers became aware how the previous teaching experience could be a resource to draw on to facilitate teaching. In addition, in the third group discussion teachers formed a good climate in supporting each other, especially when Teacher Song showed her confusion about her perceived learning needs, others teachers zealously offered suggestions, which helped her make a teaching plan (see details in Chapter 7).

5.5 Preparatory Workshop 4

5.5.1 The Design of Workshop 4

There were four main points that I planned to cover in the final workshop. The first one was the language-agent-environment interplay; the second was introducing different layers of analysis; the third aimed at introducing SR interview as a research method; and the final point was to organise the participants to discuss their teaching plan for their first SCOLT-TA session.

5.5.1.1 The Interplay of Language-Agent-Environment

In the first workshop, I had introduced the research model of SCOLT, especially focusing on the affordances in the SCOLT context and six principles for evaluating learning activities. The outer layer, namely the interplay among agents, environment and language, was intentionally kept for the final workshop. I believed when the teachers had watched exemplar teaching recordings and engaged in discussions on others' and their own teaching, they might have a better and deeper understanding of the complex relationship among these three elements.

I used the exemplar clip played in the second workshop, in which Teacher Su taught her learner to say "I gave myself several days off (我给自己放了几天假)" as an example to illustrate how the environment could influence the agents in a learning activity. In the clip, at the beginning Teacher Su assumed the learner was working for an employer; therefore, she introduced the sentence "my boss gave me several days

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off (我老板给我放了几天假)". The learner did not blindly repeat the sentence, but clarified that he did not have a boss, by which he emphasised his work situation and the authentic language in use he expected to learn. Hence, the teacher modified her words accordingly to adapt to the real situation. In this example, the learner's background, learning desire and his ability to exercise his agency in not accepting the first sentence were aspects embedded in the complex environment. The synchronicity of the teaching context required the teacher's adjustment should be immediate and pertinent to the moment. All these factors were the driving forces behind the teacher's modified utterance.

5.5.1.2 Layers of Analysis

In the second part of the workshop, I decided to introduce different layers of perspective on the interactions, which were also the layers of analysis in SCOLT study, from minute-to-minute analysis at the micro-level, to a macro level across several sessions. I chose to introduce it because it was a part of the SCOLT model. More importantly, as a researcher, I believed that it was my duty to inform the participants how I would analyse their teaching recordings.

5.5.1.3 Stimulated Recall as a Method for Research and Self-reflective Practice

The third part of the workshop was planned to introduce the SR interview to help the participants get familiar with this instrument. SR interview was not only one of the main data collection methods I would apply, but also an effective way to help the participants to reflect on their teaching and to gain professional development. I had planned to use an excerpt from a SR interview I had participated in during SCOLT, but as will be seen below, I responded to the contingent moment presented by Teacher Su bringing excerpts of her own first SCOLT-TA session and conducted an on-the-spot SR session with her.

5.5.2 The Implementation of Workshop 4 and Group Discussion 4

The final workshop was conducted in the evening of 27 September. Before the session, Teacher Su texted me that she had finished her first teaching session with her learner, and was willing to share some moments of it, hence, I decided to skip my SR video and invite her to present and talk about her teaching as an SR example.

After I introduced the interplay of environment-agent-language and Teacher Su's example, I briefly introduced the different layers of analysis, then the group discussion took place. There were two main issues in the fourth group discussion: Teacher Su's first SCOLT-TA teaching and other participants' preparation for the first teaching session.

The discussion began with Teacher Su playing video clips chosen from her first teaching session. The first presented clip was a moment she felt successful and impressed other teachers. It showed she guided the learner to use a complicated syntax structure in an improvised conversation. This aligned with the teaching strategy proposed in the second group discussion of using conversational activities and reducing the "trace of teaching (教学痕迹)". To other participants, this clip was an exemplar of ideal teaching in SCOLT-TA, given that the teacher embedded the target language item in a meaning-focused conversation, and did not dominate the process. And the learner showed he internalised the knowledge by producing a correct sentence.

This brought the group discussion to the next issue: how to prepare the first session. The teachers shared the information they obtained from the learners, including the perceived learning needs. Then they shared their ideas of the teaching plan of the first session, and offered suggestions for teaching and materials that they could provide to each other. The final preparatory workshop ended with teachers offering suggestions to Teacher Tan, who expressed her concern about preparing activities facilitating

learner's listening competency. For the issues that arose during the teaching stage, the discussion moved to the WeChat group.

5.6 Summary

The teacher preparatory workshops helped the teachers to gain some theoretical knowledge and new ideas of online one-to-one teaching. They provided opportunities for the teachers to revisit their existing knowledge and connect it to teaching practice to explore the pedagogical possibilities in such a teaching context. All the teachers actively drew on their previous language learning and teaching experience and shared their understandings with others, such as the notion of a "dual subject (双主体)" relationship with the learner. Some of the videos played and experience exchanged in the workshop helped teachers to form a mutual understanding of good teaching in the SCOLT context. The workshops also provided an opportunity for the teachers to reflect on their previous teaching and absorb new ideas from others' experience. The knowledge and experience that was shared in the workshops would help the teachers deepen their understanding of online teaching and be more aware that they were active agents who could draw on the affordances they perceived to facilitate teaching design and implementation.

 Through the participation in the workshops, teachers developed their understanding of agency. In the first workshop, they obtained a basic understanding of it by knowing the definition. In the following workshops, by watching the recordings and engaging in collective reflections, they deepened the understanding of agency. By imagining themselves in the situations as demonstrated in the recordings or experiences shared by peer teachers, they came up with different approaches based on their acquired knowledge through the workshops and previous teaching experience. In such activities, teachers prepared themselves to respond and react to that might happen in their own teaching.

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The preparatory workshops also laid a foundation of community in which the teachers could gain improvement collaboratively by seeking and offering help to one another. The WeChat group were used as a community to strengthen their building of rapport outside workshops. More importantly, it was an arena where teachers could gain new ideas, different understandings of a certain teaching incident, learn from each other's experience, and finally achieve the goal of developing professional learning and knowledge .

Chapter 6 Case 1-Teacher Su

6.1 Background of Teacher Su and Learner Dan

When participating in the study, Teacher Su was a lecturer teaching business Chinese at BLCU and at the same time she was a second year PhD student of Applied Linguistics. She began teaching Chinese to non-Chinese speakers in 2008, with experience in both China and overseas – half a year in the United States and one year in Thailand. When she was in Thailand, her students were mainly working in the business sector. Teacher Su has taught learners with different language levels, from beginners to advanced, and her courses varied from Chinese listening and speaking to Chinese for specific purposes. In 2016, she participated in SCOLT 1. Her student at the time was a New Zealander working in China who had learned Chinese for one year. In addition to SCOLT, another online teaching experience she had was developing and filming a series of MOOC courses teaching business Chinese and beginner-level Chinese.

The learner Dan is a Malaysian-born ethnic Chinese New Zealander, who has lived in New Zealand for over 30 years. At the time when he participated in SCOLT, he was in his fifties. Dan was CEO of a trading company, having frequent business with Chinese counterparts, and he had travelled to China several times. He was also a coach in a club teaching children taekwondo on weekends. He had been learning Chinese through Massey distance education for three and half years. As a very passionate learner, he participated in the first and second rounds of SCOLT learning in 2016 and 2017.

6.2 An Overview of Teacher Su's Teaching Sessions

After the second preparatory workshop, Teacher Su chose Dan to be her SCOLT-TA learner, considering his business background which suited her teaching expertise. She

contacted Dan by sending an email in English, introducing herself and asking what he wanted to learn in their sessions. As advocated in the group discussions, Su adopted a conversational approach. Meanwhile, in order to make sure Dan could gain improvements in his Chinese through these learning sessions, she asked me for a digital copy of the study guide Dan had learned from at Massey University. She selected several important structures and vocabulary items from the study guide and planned to embed them in the conversation.

As Dan did not answer Teacher Su's question about his learning needs in his reply, in the first session, besides self-introductions, Teacher Su intended to bring up the question again, enquiring about whether Dan had anything in particular he wanted to learn. However, she did not receive expected answers from Dan. Therefore, after this session, Teacher Su wrote an email, listing 20 topics for the future sessions. Among them, some were related to Dan's job and life; others were, according to her, the most popular topics among Chinese language learners she had taught, for instance traveling, festival and movies. She suggested Dan tell her what he wanted to talk about, or choose one topic from the list and tell her before each session, so she could prepare accordingly in advance. For the second session, Dan chose the topic "mobile payment". For the third session, both Dan and Teacher Su agreed to talk about "online shopping", as it was closely related to the topic in Session 2. However, in the middle of Session 3, Dan proposed a different topic. He wanted to know how to introduce his business model in Chinese. Teacher Su chose to respond to Dan's request instead of sticking to her teaching plan. Nevertheless, it seemed that this incident made her feel her teacher authority had been challenged. Therefore, before she ended this session, she repeatedly emphasised that Dan should tell her what he wanted to discuss before each session. From Session 4 to Session 9, Teacher Su and Dan talked about various topics, which were negotiated beforehand. After each of the first nine sessions, Teacher Su noted down the key structures or words that had arisen in their conversations, and emailed the note to Dan. In the final session, she summarised all

the key structures and words, with Pinyin, the phonetic guidance, and English translations (see Figure 6-1), to help Dan review and practise them again.

Figure 6-1

The Note Teacher Su Used in the Final Session

In each session, Teacher Su used various models to facilitate learning activities. In addition to texts and images present in Figure 6-1, in Session 4, she used a video to explain how to exchange currency in China, which was the topic of that session. The average length of these ten teaching sessions was around 30 minutes.

Table 6-1 demonstrates the topics covered in each of the ten sessions. Figure 6-2 presents the timeline of data collection during Teacher Su's teaching stage.

Table 6-1

Topic and Length of Each Su and Dan's SCOLT Session

Session	Topic of the session	Length
1	Self-introduction	33'20"
2	Mobile payment	25'05"
3	Dan's business model	33'20"
4	Money exchange	33'32"
5	Dan's favourite city	28'47"
6	Taekwondo	35'09"
7	Movies	23'16"
8	Dan's hometown	No recording
9	Festivals	32'00"
10	Revision	30'24"

Figure 6-2

Timeline of Data Collection
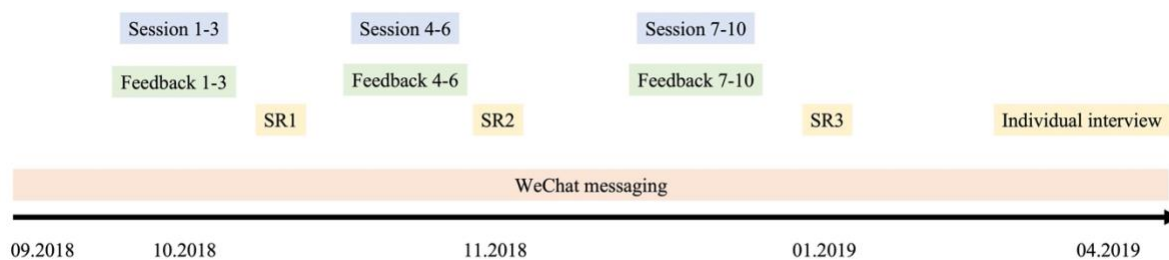
6.3 Rapport Building with the Learner

Teacher Su believed that the learner should be an equally important contributor in the learning activities who can make contributions too, and "the teacher can never play a one-man show (教师永远不可能唱独角戏)" (Su-Int-1904). Therefore, she carefully established and worked hard to maintain their relationship, even though it did not develop as well as she had hoped.

6.3.1 A Bumpy Start

Teacher Su made the first contact with Dan through, in her words, an "icebreaker email (破冰邮件)" to establish an interpersonal relationship with him. In this email, she not only introduced herself, but also asked Dan about his expectations of the teaching sessions, such as what topics he would like to talk about in the sessions. In accordance with the "dual subject (双主体)" relationship she advocated in the second preparatory workshop, she intended to implement democratic teaching and distribute power between the learner and herself equally. Teacher Su invited Dan to decide on the topics of the learning sessions, empowering him with an important role in the teaching, and encouraged him to take ownership of his learning. From her perspective, Dan, a mature learner who had learned Chinese for several years and had business cooperation with Chinese companies, might have some expectations and learning objectives from participating in SCOLT-TA.

However, Dan's reply did not correspond to Teacher Su's inquiry and socio-affective engagement. In the email, Dan did not name the topics he would like to discuss, instead suggesting she refer to the study guide for his MU course, which, from Teacher Su's perspective, could be seen as turning down her invitation. Moreover, she also mentioned that the tone and style he used in the email were very formal, making her feel the exchange was like doing business.

Teacher Su was upset about his reply. She compared Dan's email with the one she received from her learner Josh from SCOLT 1, whom she had also sent an "icebreaker email" to. However, Josh had replied to her with a long email, and not only introduced his work and Chinese learning history in great detail, but also stated his expectations for SCOLT. As Teacher Su said in the SR interview:

> Josh gave me a very good impression through his first email. ...He replied to me with a long email, and told me he was glad to know me.

He noted his name, currently work in Macau, …which to me was a very equal relationship. He was like a pen pal to you.

Josh 第一封邮件就让我对他印象很好……他也回了这么长。然后他说我很高兴认识你。他说他是 Josh，现在在澳门工作……就是很平等的一种关系。他好像在跟你交笔友的感觉。(Su-SR2-1811)

Teacher Su's words showed that Josh's first email was not only merely answering her questions, but also served the socio-affectional purpose she expected. As a starting point of the teacher-student relationship, the influence of the email lasted for a long time. Therefore, two years after she taught Josh, she still remembered many details in that email. Teacher Su used the phrases "equal relationship (很平等的一种关系)" and "pen pal (笔友)" when recalling the impression Josh left with her through the email, showing her appreciation of his response. That email exchange helped form her expectation of other students, which, in the SCOLT-TA, Dan did not meet, and thus she felt disappointed about Dan's unexpected manner in his email. Just like Josh's first email, Dan's email also left a strong impression with Teacher Su, which lasted throughout the whole series of SCOLT-TA sessions. This influenced the way she chose to interact with Dan, her interpretation of Dan's responses, and even her instructional decisions.

6.3.2 One-way and Formalised Interaction with the Learner between Sessions

At the opening stage of every session, there was some small talk to serve the socio-affective purpose. Both Teacher Su and Dan shared stories about their recent life in small talk, which lasted a few turns, then Teacher Su guided the conversation to the main topic of that session. However, the exchanges in the small talk were not enough to establish and maintain a close teacher-learner relationship. Teacher Su recalled that in her previous classroom-based teaching experience, she often mingled with her students during class break. She seized the opportunities to strengthen their relationship, and eventually she could develop a friendship with her students to join

them and share jokes with them. When teaching in Thailand, she used the class break to gain trust from the students, who, she said, were top businessmen. During the class break, she explained her purposes for designing certain tasks and that she expected the students to complete them. The students appreciated her efforts, believed she was professional and followed her instructions, which in turn helped both the teacher and the students achieved ideal learning outcomes collaboratively.

However, in SCOLT teaching settings, there is no "class break" that enables the teacher and the students to bond their relationship, foster mutual understanding and establish trust. Teacher Su tried to use WeChat messages and emails as a way to extend the interpersonal communication between sessions. However, Dan appeared to have a different interpretation of these interactions, seeing them as vehicles for delivering and receiving instructions. Dan either made no replies or replied with very short messages to her, so Teacher Su described their exchanges as "one-way (单向)" and "formalised (公事化)":

> Our interaction was basically one-way. … His responses were generally
> very short without further unnecessary explanation. …Our
> communications on WeChat were very formalised, you know, there was
> no chitchat at all.

> 我俩的交流基本上所有的都是单向的……他的回答都非常简短，
> 就是没有多余的词……我俩所有微信上交流，就是特别公事化，
> 就是完全没有那种寒暄。(Su-SR2-1811)

Dan's responses continued the impression formed from the introductory email, which impacted Teacher Su's interpretation of his reaction and her own decisions, and might have caused some misunderstandings. Excerpt 6-1 presents an example of a conversation which was problematic from Teacher Su's perspective.

Excerpt 6-1

Session 6 [00:32:32.20]

Turn	Utterance (translated)	Utterance (original)
484	Su: I had a Korean student. He had also had a black belt, but I don't know which level he was, but he was a black belt. He always wanted to teach me taekwondo, but I told him I had no time - too busy.	Su: 我有一个韩国学生，他也是黑带，但我不知道他是几级，但是他是黑带。他一直说要教我跆拳道，可是我说没有时间，太忙了。
485	Dan: *Yeah*. Because it is, when you take the test of level 3 of black belt, that you need to wait for many years for the level. So if you're going, for example to take the level 3 test, you need to wait for 3 years.	Dan: Yeah。因为是这样的，是考黑带三的时候，你一科就要等很多年的。所以你是要，比如说你要考第三，你要等三年后才可以。

When Teacher Su mentioned that she had missed a chance to learn taekwondo due to being busy at work, what Dan replied made her think he did not pay attention nor care about what she said. After playing this clip in SR2, she talked a lot about this moment, including the reason she felt that Dan's words did not respond well to her utterance:

Our conversation was totally like a chicken talking to a duck: I was talking about *A*, but he was talking about *B*, completely different *topics*. This is something I want to tell you that when I talk to Dan, or conduct practice with him, I would have to be very careful. I can sense he has his own agenda when he is talking, while he does not really care about what I said. …Unlike my current students at BLCU, when I say something about myself, their eyes open wide. You could feel they were interested in your story. However, if I tell the same story to Dan, he might not show any interest.

我们的交流完全是鸡同鸭讲：就是我在说 A，他在说 B，就是我俩说的完全是不同的 topics。这也是我要跟你说的，为什么我感觉到

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Dan 他，我跟他说话，跟他操练会比较小心。我会感觉到他自己有明确的表达目的。他对我说什么不是很关心……就是他不像我现在北语的学生。上课的时候我说自己的情况，学生眼睛睁得大大的。你能感觉到他们对你说的话题是感兴趣的。但是我跟 Dan 说这个情况的话，他可能对我的这种不感兴趣。(Su-SR2-1811)

This account shows that Teacher Su was very aware of the interaction with her students. She expected responses not only in the teaching and learning dimension, but in a personal dimension as well. Dan might have responded to Teacher Su based on his understanding of the prior utterance. However, Teacher Su perceived Dan's response as not understanding her intention. Therefore, she experienced constrained agency as she felt Dan did not engage in their conversation in the way she expected. In the SR interview, she explained the reason why she did not self-clarify or suggest the learner make a more appropriate response. It was because she worried the explanation might imply he had failed to understand correctly, which would make him feel frustrated.

Due to the short duration of small talk in the sessions, and the absence of any other context to establish their relationship, sometimes Teacher Su seemed to feel insecure and have negative interpretations of Dan's responses. She recalled that she once introduced her MOOC course on business Chinese to Dan in WeChat, because she thought it would benefit him in his work. However, he replied that he had forwarded it to his peer students at MU. Teacher Su regretted this, because she was worried her good intention might be misunderstood as an attempt to promote her course, which was actually free and available for everyone. All in all, she had hoped she would be able to develop more of a friendship-like relationship with Dan just as she did with her previous students, but she was disappointed that the relationship with him did not develop from the business-like to the personal at any point.

6.3.3 The Learner as a Knowledge Resource

Despite Teacher Su experiencing some less satisfying moments in the interaction with Dan, at other times she enjoyed the communication with him. She deployed a strategy to help Dan obtain a sense of achievement and thus to improve the teacher-learner relationship. She reflected on one such moment where Dan taught her something, which made her feel satisfied.

The topic of Session 6 was taekwondo, which was Dan's area of expertise. Dan sent several photos of himself practising taekwondo before the session; thus Teacher Su was able to prepare accordingly. She searched the moves depicted and labelled one of them "hand strike (手刺击)" (see Figure 6-3). During the session, Dan told her this move should be called "one-inch punch (一寸拳)", which was new knowledge for her (presented in Excerpt 6-2).

Figure 6-3

Teacher Su's Preparation of the Theme "Taekwondo" 1
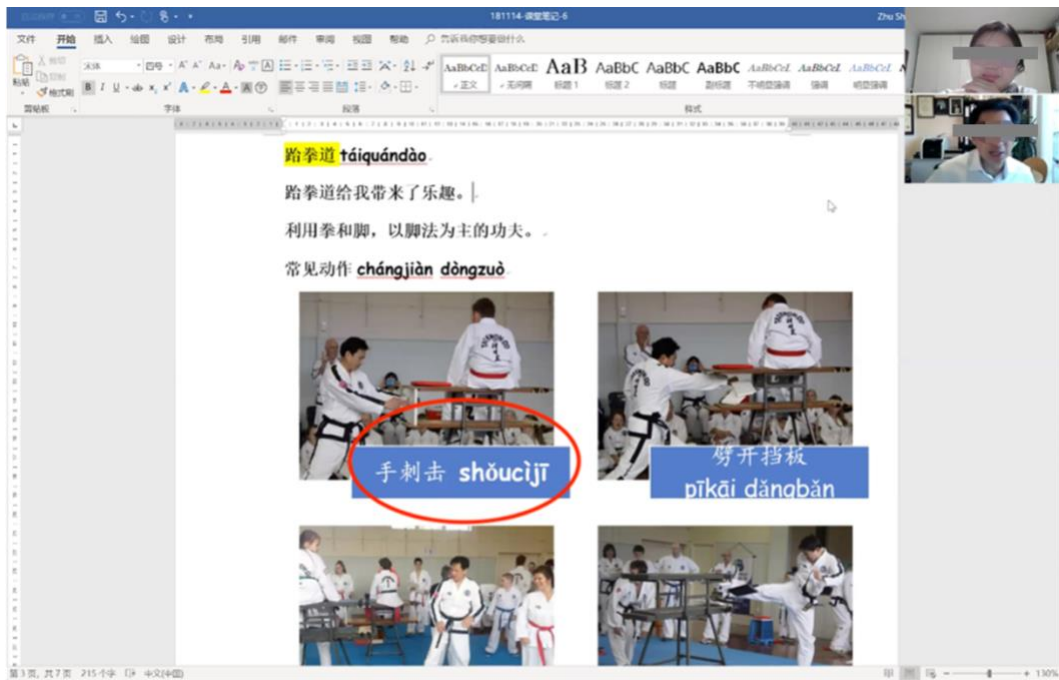
Excerpt 6-2

Session 6 [00:05:35.07]

Turn	Utterance (translated)	Utterance (original)
101	Dan: Look at this photo, one-inch, one-inch, one-inch punch.	Dan: 你看这个照片，一寸，一寸，一寸拳。
102	Su: What punch?	Su: 什么拳？
103	Dan: One-inch, one-inch punch, *one-inch*.	Dan: 一寸，一寸拳，One-inch.
104	Su: Oh::*One* (0.8)	Su: 哦::One (0.8)
105	Dan: *One inch*. One inch, two inches, one inch, *inches*.	Dan: One inch. 一寸，两寸，一寸，inches。
106	Su: *Inches* (0.5) *Oh*.	Su: Inches (0.5) Oh.
107	Dan: *Inch*. Pretty long.	Dan: Inch.挺长的。
108	Su: Oh, I see, but we-	Su: 哦，我明白了，但是我们-
109	Dan: One-inch, one-inch.	Dan: 一寸，一寸
110	Su: Oh, this is called, I know *inch* means inch. Why, [why is it called *inch*]? ((Su puts her hands under the chin and leans forward))	Su: 哦，这个叫，我知道 inch 是英寸。为什么，[为什么叫 inch 呢]？((手托着下巴，向前倾))
111	Dan: [One inch]. I don't know. Because, because there erm, there was a very, very famous, erm, person named *Bruce Lee*.	Dan: [一寸]。不知道。因为，因为有呃，有一个，很，很出名的，呃，人叫做 Bruce Lee。
112	Su: Hmm, I see.	Su: 嗯，我知道。
113	Dan: He is famous for this one-inch punch. Because when you practise it, your hand, your fingers cannot leave the board. Like this, must break, burst the punch, the board.	Dan: 他最出名的就是打这个一寸拳。因为你打的时候，你的手，你的手指不可以离开那个白色的板。就这样，一定要打破，打爆那个拳，那个板。
114	Su: Break.	Su: 打破。
115	Dan: Break, break the board.	Dan: 打破，打破那个板。
116	Su: Break the taekwondo board, the taekwondo board. [I got it].	Su: 打破挡板，挡板。[我知道了]。
117	Dan: [Taekwondo board]. Your hand cannot leave it, until, until reaching that that white board.	Dan: [挡板]。你的手不可以离开，一直要弄到，那个那个白色的板。

| 118 | Su: Oh, thank you for telling me. I don't know it before. | Su: 哦，谢谢你告诉我。我以前不知道。 |

At the beginning of the presented conversation, Dan taught Teacher Su a different term for "hand strike (手刺击)", which was "one-inch punch (一寸拳)". He resorted to English to clarify the term in turns 103, 105 and 107. In turn 110, Teacher Su raised a further question about the term. At this moment, she put her hands under her chin and leaned forward (see Figure 6-3), inviting and encouraging Dan to contribute to the conversation by answering her question. In the following turns, Dan explained the origin of the move (turns 111 and 113) and the requirement for practising the punch (turns 113 and 117). The conversation ended with Teacher Su explicitly showing her appreciation.

In this excerpt, Teacher Su empowered Dan to share his professional knowledge of taekwondo. Both the learner and the teacher played the role of experts and negotiated their knowledge in different fields: Dan taught Teacher Su a technical term, in which she perceived learner agency and believed it to be beneficial to his language learning; and Teacher Su used the third turn position (Lee, 2007) to navigate the conversation (turn 110) and to offer corrective feedback (turns 114 and 116).

The one-to-one teaching context makes it possible for both parties to enjoy a more equal relationship at times. The teacher is not the only source of knowledge in such a context but can also be a receiver of knowledge from the learner. At the end of the conversation, Teacher Su made it clear that she was grateful for Dan's contribution, by which she hoped Dan could gain a sense of achievement as "I [the learner] can also teach the teacher something, rather than only me [the teacher] instilling something in him (我也能教给老师东西，并不是说我单纯地灌输给他一些东西)" (Su-SR2-1811). At this kind of moment, Teacher Su experienced a sense of relational agency and reciprocity with her learner, seeing him as a resource from whom she could learn and expand her knowledge.

An additional reason why Teacher Su experienced this moment as satisfying was she maintained a balance, exerting some authority and meanwhile sharing power with the learner, to avoid portraying herself in a superior role in her teaching:

> Why I was so glad [about this moment] was because I didn't want to give him an impression of my authority. Because of his [CEO] identity, these issues have subtle influences.
>
> 我为什么觉得很高兴，是因为我不想给 Dan 造成一种总是我在，以上压下。毕竟他的身份，这些东西，它有一些潜在的影响。(Su-SR2-1811)

In Teacher Su's SCOLT-TA sessions, in addition to establishing a strong relationship with the learner, another major challenge for her was maintaining her teacher identity, which will be further discussed in the following section.

6.4 Teacher Identity

When invited to reflect on her teaching experience prior to SCOLT-TA, Teacher Su recalled her teaching in Thailand and in SCOLT 1, which were important sources for her to construct her professional identity at the beginning of teaching in the present study. As mentioned in Section 6.3.2, she gained trust from her Thai students who shared similar socioeconomic status with Dan and commented on her teaching as "professional" and "effective", and she also used the word "professional" to refer to the way she handled her teacher-student relationship with Josh in SCOLT 1, which made her confident about herself until she taught Dan. In Teacher Su's teaching sessions with Dan, she felt her identity as teacher with authority was challenged in several ways.

6.4.1 Traditional Chinese Beliefs about Teacher Roles and Social Hierarchies in Teaching

When Teacher Su sent out the "icebreaker email", she not only wanted to establish the relationship with Dan, but also wanted to present an image of a responsible and professional teacher, as she explained, "to make the learner feel the teacher's sincerity that I really want to help you improve your Chinese (让学生感觉到你这个老师的真心，就是我很想帮助你把汉语提高)" (Su-Int-1904). However, the online teaching environment, her relationship with Dan, and Dan's responses challenged Teacher Su's perception of her professionalism several times during the whole series of teaching sessions.

As Kozar (2018) argues, in online classrooms teachers cannot physically dominate the classroom, and the students tend to participate in lessons from physical spaces where they may feel more in control, so the power dynamics may be different. Unlike students in physical classroom-based learning, where their learner identity is more prominent than their other identities, in Teacher Su's case, the visible physical environment in Dan's background highlighted his professional identity as a CEO. In most sessions, Teacher Su could observe that Dan sat in front of a bookshelf, which was filled with document folders. There was a printer in the room and some diplomas or certificates hanging on the back wall. She was aware of how Dan's background environment impacted her perception of the learner's identity, which further influenced her teaching:

> It's a gut feeling, when you talk to him, he was sitting in his office, he was the boss with that kind of aura.
>
> 我觉得这是一种直觉，你跟他交流的时候会有那种，坐在办公室里面给人一种感觉，他就是老板，有那种气势。(Su-SR2-1811)
>
> I have told you that he is a boss. … Sometimes it feels like he was the one giving orders. …I am very confident in the physical classroom,

because I know I can *control* it. But when I teach him, I have to consider his social status.

我一直跟你说的，就是说他是老板嘛……所以有的时候会觉得，他是老板就是发号施令的那个人……我在课堂上我是很有自信的，我知道我是可以 control 的。但是我对着他呢，我就要考虑到他的身份地位。(Su-SR2-1811)

You need to consider [his social status], his identity as a boss doesn't affect my teaching preparation, but I know he is not used to some practical approaches in the activities, and I wouldn't be very tough or persistent, [I mean] the *power* in the teaching interaction. … I think the teaching method has changed due to his [expressive] professional identity. I consider more about his needs or learning style with respect, as he is strong-willed and difficult to be swayed.

你会考虑，他老板的身份对我备课内容不会有太大影响，就是知道他不太习惯一些操练的方式，就不会说特别强硬，就是在教学中那个 power……因为身份带来教学方式的变化。我会更尊重他的这个需求，或者习惯。因为他主见很强，你是很难去左右他的。(Su-SR3-1901)

Drawing on Confucian social hierarchy (Qiang Li, 2019), a CEO in the social field, just like a teacher in the academic field, is empowered by the society and culture with authority and stronger power. Traditionally, teachers in Chinese culture are expected to play a leading role as specifically identified in one of the five relationships constructing the social hierarchy in principle. This impacted Teacher Su's perception of her responsibility in SCOLT-TA sessions, as she believed she needed to control the process of learning activities in the designed direction in order to help the learner achieve an ideal learning outcome. However, in the one-to-one teaching context, there were two hierarchies intertwined together: the social hierarchies outside the class and

the institutional one where the teacher may take control. In Teacher Su's case, she felt that the learner's professional identity as a CEO became a challenge to her teacher authority. She pointed out that Dan's status impacted her because she could not conduct the teaching in the way she was used to in classrooms and had to consider more about Dan's preference. Besides, she worried that she could not control the teaching procedures and was quite sensitive to the contingent power, which, in this teaching context, was in a state of flux and could flow from the teacher to the learner. Thus, compared to classroom teaching, Teacher Su was less confident in teaching Dan.

Dan's identity not only impacted Teacher Su during sessions, but also their interaction between sessions, where Teacher Su was still influenced by her perception of Dan's social status. In the interviews, Teacher Su frequently indicated her relationship with Dan was like "a boss and an employee (老板和员工)".

In the second SR interview, Teacher Su brought up an incident that illustrated their relationship. One day when they had agreed to have a session, she was unable to deliver it due to a network malfunction. She wrote a message in Chinese to Dan to reschedule the time. She read the message during the interview:

> I texted him saying "My Internet broke down today, so today the session has to be cancelled", and I sent a crying emoji, I said "after it is fixed, I will send you the study material from last week to review via email so you can study it in advance. Do you have time at 7:30 on Thursday? Or do you think next Wednesday is better?" He replied, "I am free next Wednesday" and nothing else. I said "OK, thank you for your understanding", but he did not reply to me, that's it. If you were me, you would feel upset too, wouldn't you?
>
> 我说的是"今天我家的网络坏了，所以今天的课要取消"，我发了一个哭脸，我说"等网络正常后，我会给你发上个星期的复习材料，

你可以先自己看看。你星期四晚上 7:30 有时间吗？还是你觉得下周三更方便？"结果他回了一个"下周三我有空。"没了。然后我说"好的，谢谢你的理解。"没啦，他也没回。如果你这样做的话，你会有点失落对不对？(Su-SR2-1811)

In her words, it seemed for Teacher Su, at this point, that the teacher-student relationship was imbued with an interpersonal aspect. By sending a crying emoji, she tried to convey her apology in a personal way; and she mentioned the study material, trying to make up for the fact that she could not deliver the session as planned. However, from Teacher Su's perspective, Dan's responses indicated that he did not seem to accept her apology nor respond to the learning material she proposed, and he only responded to the re-negotiation of time. She explained in the interview that, for Dan's language level, he was fully capable of understanding the message and responding to it in a more appropriate manner; moreover, it was also about maintaining a good interpersonal relationship. However, Dan did not reply in the way she expected, which upset her, made her think he lacked empathy, and she sensed an inequality in their communication:

> It was like a boss and an employee. I was the employee who was making apology to the boss.
>
> 就特别像老板跟员工。我是一个员工，我在跟老板道歉。(Su-SR2-1811)

Teacher Su might have interpreted Dan's reply differently in a different setting. If Dan were merely one of the students in a classroom, where his CEO identity was not prominent, Teacher Su might have just regarded his message as not very polite. Furthermore, it could possibly be due to sociocultural influences, that people from different cultures would have different expectations and understandings of expressing apology and accepting it. Nevertheless, in the SCOLT-TA context, the learner's professional identity came into play and impacted the teacher's perception and

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interpretation, which made her feel the power was distributed asymmetrically between her and the learner, or at least not the way she had expected.

6.4.2 Undermined Sense of Efficiency

As White (2007) suggests, the established teaching practices in the classroom context are well known to teachers. However, in the one-to-one online context, teachers have to explore the best way of teaching that satisfies the learner needs and suits the teaching context as well. In this process, feedback from the learner is of great importance.

From Teacher Su's perspective, one challenging issue in SCOLT-TA practice came from the lack of sufficient feedback from the learner. After each session, she emailed Dan a note with the words and language structures that Dan had had trouble with. This was a strategy she had also used in SCOLT 1, where the learner Josh always replied to her notes with gratitude and appreciated those materials. However, Dan seldom replied to her emails, and during the 10 teaching sessions, he rarely told Teacher Su whether he was benefiting from the sessions. This made Teacher Su feel very frustrated and unconfident about her work:

> When I read Josh's comment, I was very touched, because he really understood my good intentions and felt grateful. I am not sure what Dan would comment on me. While for Josh, I have confidence. ...If the students like you, you will know. But this time, I am not sure. In fact, I think receiving positive feedback from the students definitely has influences on teacher's agency.
>
> 当我看到 Josh 的评价，我很感动，因为他能 get 到我的点。他也会感恩。但是我不确定 Dan 会给我什么样的评价。但是跟 Josh 的话，我就比较有信心……如果学生喜欢你，你会有感觉。但是这次我不知道。其实我觉得学生对老师的积极反馈对老师的能动性肯定有影响。(Su-SR2-1811)

Teacher Su devoted lots of effort to teaching before and after each session. According to her, for each 20 to 30-minute session, it took her at least two hours to prepare and quite a long time to summarise the knowledge covered in the session afterwards. It was an investment she made in order to be a responsible teacher. However, from her perspective, the lack of acknowledgement or evident engagement from Dan made her uncertain about whether Dan was satisfied with the way she taught. It seemed she felt that she was teaching in a vacuum as there was no follow-up from Dan, and she did not know whether her efforts were worthwhile. Teacher Su tried to convince herself that Dan might be too busy with his work to contact her after receiving her emails, or because of Dan's personality that he would let her know if he was unsatisfied. These explanations might help her to feel better, but the lack of feedback undermined her sense of self-efficiency and discouraged her from devoting more energy to the teaching sessions:

> I conscientiously completed the teaching as a responsible teacher. … I think lack of feedback has impacts on teacher's agency. Although I think, it's my own feeling, because of my teaching experience and my expertise, surely I would plan the session as I early decided, but I would not *do more*. Do you know what I mean? Since what I do currently can meet his needs, and he doesn't say he is unsatisfied, there is no necessity for me to do more. And I really don't have time to do more.
>
> 我尽职尽责地当老师……我觉得缺乏反馈对教师能动性是有影响的。虽然我觉得，这是我自己的感觉，因为有教学经验，也算是专业吧，我肯定会按照我既定的去准备，但是我也不会 do more。你懂我的意思吗？就是我觉得既然我这么做也能满足他的要求，他也没有说不满意，我也没有必要做得更多了。而且确实我也没有时间做得更多了。(Su-SR2-1811)

6.4.3 Protecting Professional Identity

Teacher Su's professional identity was undermined not only from the aspects analysed above, but also during the sessions, she sometimes felt her professionalism was challenged as will be shown below. Nevertheless, there were some strategies she applied to protect her identity.

Before Session 6, Teacher Su checked the technical terms of some taekwondo moves, among which one move had two terms: "side kick (横踢)" and "spin kick (回旋踢)". As Figure 6-4 shows, she noted them down in her teaching plan.

Figure 6-4

Teacher Su's Preparation of the Theme "Taekwondo" 2

However, during the teaching, Dan showed disagreement, saying that only "spin kick (回旋踢)" was the correct term. Teacher Su accepted his opinion, but felt her effort was not being respected and her knowledge was challenged. In the interview, she said:

> I did lots of pre-teaching research and learned the basic moves in
> taekwondo on the Internet. The search results say that both "side kick"
> and "spin kick" refer to the move. He said "spin kick" was better. The

search results on the Internet say both terms have similar meanings, but he, you see, he had his own opinion, which I respected. I had searched on Baidu search engine [Chinese most commonly used search engine, equivalent to Google] that they are the same, but I wouldn't be stubborn about it.

我提前上网做了好多功课，就是一些关于跆拳道的基本动作呀。网上说横踢、回旋踢都可以。他自己跟我说觉得回旋踢更好。网上的意思是这两个词意思差不多，就是都可以表示这个动作，但是他自己，你看他自己有主见所以我就会很尊重他的意见。百度上人家说了两个是一样的意思，但我不会去固执于这个东西。(Su-SR2-1811)

According to her reflection, Teacher Su prepared herself in advance, and through the self-investment in time, she wanted to make sure she was capable of conducting the teaching in an area of Dan's expertise. In this moment, she acknowledged Dan had more knowledge in this field, which was the reason she accepted Dan's opinion. However, she was not fully convinced, as she insisted that the Internet told her differently. In the end, she chose not to struggle with the terms, even though she had different ideas. Dan's behaviour here did not merely claim his professionalism, but also could be interpreted as a gesture to deny Teacher Su's investment when she was preparing for the session. It could be the reason that she had totally opposite attitudes towards the two moments where Dan told her about "one-inch punch (一寸拳)" (in Excerpt 6-2) and "spin kick (回旋踢)".

Moreover, it could indicate a moment where Teacher Su felt Dan was holding more power as he became the only knowledgeable authority and controlled most of the discursive interactions in the session. Therefore, she brought up the story that she had missed an opportunity to learn taekwondo from a Korean student who had a black belt (see Excerpt 6-1 in Section 6.3.2). In the SR interview, Teacher Su explained the reason:

Maybe this session was mainly about taekwondo, which he has more knowledge of than I do, so it was an information exchange about taekwondo, implying that I did not know nothing about it. That student of mine was also a black belt, so at least I knew people use colours to differentiate taekwondo levels.

可能这节课跆拳道他懂的比较多，所以有可能就是有一种信息上的交流，就是暗示他我不是全都不懂。因为我那个学生也是黑带嘛，所以我至少知道跆拳道是用腰带的颜色来区分这个等级呀。(Su-SR2-1811)

In her explanation, it is obvious that Teacher Su realised that she was at a disadvantage when discussing a topic so familiar to Dan. Rooted in the Confucian ideology, the teacher is in a higher position in the institutional hierarchy, and the students should show respect and not challenge the teacher. However, in this session, the conversation topic of taekwondo was beyond the teacher's expertise, which made her feel her teacher identity was challenged.

Teacher Su's different responses to the two corrections Dan made indicate how she enacted agency in different ways. To the first correction, where Dan corrected "hand strike (手刺击)" to "one-inch punch (一寸拳)", she saw it as a learning opportunity and responded positively. However, when it was followed closely by the second correction, where Dan suggested "spin kick (回旋踢)" was more appropriate than "side kick (横踢)", she felt he was threatening her teacher identity, and made a specific move to assert that identity and her professionalism by indicating that she had some knowledge about taekwondo. The brief passage of time between the two events had given her a chance to reflect-in-action on the learner's action and resolve her agency in a different way.

6.5 Pedagogical Agency

In addition to inviting the learner to contribute to the learning sessions by choosing the topics of his interest, Teacher Su's pedagogical agency was also demonstrated by the use of the multimodal platform and making contingent decisions during unfolding interactions.

6.5.1 Making Use of the Multimodal Affordances in the Teaching Environment

The videoconferencing platform has the potential to exhibit the private space of the participants, showing a personal dimension in the virtual setting, which can be used to establish a relationship, or to create an opportunity to talk about things familiar to the learner or the teacher.

In the first teaching session, Teacher Su did not want to make it like a formal learning session, as it might make Dan feel pressurised. Therefore, she intentionally initiated small talk showing her curiosity about the place where the learner was sitting (see Excerpt 6-3).

Excerpt 6-3

Session 1 [00:00:13.23]

Turn	Utterance (translated)	Utterance (original)
8	Su: Is this your office?	Su:这是你的办公室吗？
9	Dan: Erm, this is also, this is also my office, also my home. ((nods))	Dan: 呃, 也是，也是我办公室，也是我的家。((点头))
10	Su: Oh, [that's it].	Su: 哦，[是这样]。
11	Dan: [It is my office] that is in my home.	Dan: [我的办公室]是在家里的。
12	Su: Oh, your home looks very big.	Su: 哦，你的家看起来很大。

17	Dan: Living room, eating hall, erm, and what else ((looks to his right side)), and erm, drama, drama, a place for watching drama/theatre performance ((looks to his left side)), is thea…, theatre ((looks to Su)), is it correct, is it correct? (0.8) Ah, *theatre, home theatre*.(1.0)Watch, a place for watching movies.	Dan: 客厅，吃饭厅，呃，还有什么((向右看))，还有呃，戏，戏，看戏的地方((看向左侧))，是戏，戏院((看向 Su 的画面))，对不对，对不对？(0.8) 啊，theatre，home theatre(1.0)看，看电影的地方。
18	Su: Oh, a place for watching movies.	Su: 哦，看电影的地方。

After a brief greeting at the beginning of the session, the space Dan was in made Teacher Su curious. As analysed in Section 6.3.1, Su was a bit disappointed about Dan's reply to her "icebreaker email", which failed to establish an ideal relationship to her standard. Therefore, at this moment, the teacher seized this opportunity to build rapport by showing her interest in Dan's life. Based on what she could observe from Dan's background, she guessed he was in his office. In the following sequences, Dan confirmed her guess and provided additional information by saying "also my office, also my home (也是我办公室，也是我的家)", which indicated Dan did not object to Teacher Su's question; on the contrary he was willing to share more about his private life. Dan's reply laid a foundation for the following several turns.

In turn 17, Dan tried to tell the teacher that there was a home theatre in his house, but he couldn't recall the word for "home theatre". At this point, gaze became an important way for Dan to convey subtle meanings and a possible hint for the listener to understand Dan's intention. During the word searching, he moved his gaze to the left and right indicating he was trying to recall the word. When he came up with the word "theatre", he returned his gaze to Teacher Su and stared at her suggesting that he expected her to tell him whether he had said the correct word. Then he asked "is it correct, is it correct (对不对，对不对)", explicitly seeking Teacher Su's confirmation. He paused, waiting for her reply. Then he used an English equivalent, saying "home theatre" and paused again, but still did not receive any feedback. Next, he used an explanation phrase, "a place for watching movies (看电影的地方)". According to Teacher Su, she noticed Dan's gaze and understood that he needed

support. However, unfortunately she failed to understand the phrase "home theatre", so she did not provide the answer Dan looked for. The conversation carried on after Teacher Su repeated Dan's last sentence. However, she did not neglect this small incident. In her written reflection, she explained that after this session, she checked the meaning of "home theatre", wrote down the equivalent Chinese phrase in the summary note and emailed it to Dan.

This example shows that as a strategy to break the ice and build the rapport, Teacher Su used the existing environment as a resource to start the conversation. It also shows the challenges for the teacher in terms of understand the contexts of the learner, not only cultural contexts, but also the specific settings in which SCOLT takes place. However, despite that Teacher Su did not recall the word of "home theatre", she still perceived this interaction as satisfying. It was because the main goal of this session was to gauge Dan's Chinese proficiency, and this exchange offered an opportunity for Dan to exhibit his Chinese language competency, such as his fluency, pronunciation, the ability to self-correct and the pragmatic strategies he used to convey his ideas, which allowed Teacher Su to "touch the top and the bottom (触顶和探底)" of his language level.

6.5.2 Contingent Decision-Making

In classroom teaching, where there are some shared common understandings about norms that both the teacher and students are familiar with, the teacher is more or less able to make predictions about what will happen next. On the other hand, there are few established rules in one-to-one contexts telling what the learner should and should not do. Moreover, this teaching context empowers the students with much greater freedom to assert themselves whenever they want, which brings challenges to the teacher as there will be lots of contingent decisions to be made. In Session 3, Teacher Su encountered one such moment. As negotiated and agreed by both the teacher and the student, the session was designed to focus on the topic of "online shopping".

When Teacher Su was trying to introduce the topic, Dan interrupted and brought up another topic he wanted to talk about (see Excerpt 6-4).

Excerpt 6-4

Session 3 [00:09:38.12]

Turn	Utterance (translated)	Utterance (original)
155	Su: Have you heard of "four new inventions"?	Su: 听过"四大发明"这个说法吗？
156	Dan: Erm, I have, erm, I think I have heard of. But there is a thing. Today, I want to discuss with you about, how to say, erm, because we are now doing a new method, erm ((Su smiles))	Dan: 呃，我也，呃，我觉得我听过。不过是一件事。今天我要跟你讨论的是，怎么说，呃，因为我们现在做一个方式是比较新一点，就是，呃 ((Su 微笑))
157	Su: We don't say "do a new method". What are you trying to say? ((Su leans forward))	Su: 我们不说"做一个方式"。你想说什么？((Su 靠向屏幕))
158	Dan: We have got a, a new metho... a new way of selling.	Dan: We have got a, a new metho... a new way of selling.
159	Su: Then we say "try a new sales method" ((Su begins typing))	Su: 那我们说"尝试一种新的销售方式"。((打字))

In turn 155, Teacher Su was trying to identify whether Dan had heard about an expression of "four new inventions (新四大发明)", in which "online shopping" was included, as a way to introduce the negotiated topic. In the next turn, Dan responded to that question, but showed little interest in what Teacher Su had prepared, rather he brought up a new topic in an imperious way, saying "I want to discuss with you (今天我要跟你讨论)". When Dan had difficulty expressing his intention and made a mistake, Teacher Su tried to correct him and invited him to finish his turn; meanwhile she leaned closer to the screen, showing she was paying careful attention to what Dan was going to say.

It is interesting to see how Teacher Su reacted to the unexpected change of the conversation course. Even though Dan hesitated a bit at the beginning of turn 156, he

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was quite insistent on his agenda. From Teacher Su's facial expressions, she appeared calm and remained smiling when Dan talked about things that did not relate to her plan. However, she reported that in fact she felt nervous at this moment, as she could not predict what Dan was about to say. In 159, she came up with an expression that Dan might intend to express, where she was in her comfort zone as a language teacher. This reaction might have provided a break from the sudden topic change, where she could adjust to the situation and quickly make a choice that it would be better to solve Dan's emerging needs first than to stick to her original plan. She reflected on this moment in the first stimulated recall：

> He had a strong will to talk about what he wanted to say. You can see he was leading the conversation. So it would be better to respect his decision. If I dragged him back to the "four new inventions" and he was not interested in it, our conversation wouldn't have been very pleasant.

> 他自我的意愿非常强。就是你可以看到他在主导这个话轮。所以这个地方就是我觉得还尊重他比较好。因为如果我强行地拉回到这个"新四大发明"，他又不感兴趣，我觉得我们的谈话不会很愉快。 (Su-SR1-1810)

Her reflection shows she was closely observing Dan when he was talking, and she used the phrase "a strong will (意愿非常强)" to describe her perception of Dan's attitude, based on which she quickly enacted a creative process (White, 2016), imagining what would happen if she had switched the topic back to her plan. She was weighing up the outcome according to the learner's behaviour, and she believed it would be unpleasant if she insisted on her original plan. Her ongoing analysis during the conversation helped her make the decision to follow Dan's lead. In addition, as analysed earlier, Teacher Su had invited Dan to nominate his areas of interests, thus Dan might feel that it was legitimate to bring it up at any time if he wanted, while for Teacher Su, she had the responsibility to respond to this kind of emergent need to support him when he was taking the initiative.

What came next was that Dan found it difficult to express his thoughts in Chinese, so he resorted to using English (shown in Excerpt 6-5).

Excerpt 6-5

Session 3 [00:12:28.04]

Turn	Utterance (translated)	Utterance (original)
180	Dan: What I want to say is. I am going to speak in English. So it is using big data, to integrate erm, online and offline sales. So it means that when we study the behaviour of the consumers, so they would know their pattern of shopping, and we will try to link up their, the way to purchase products either from offline to online, or online to offline-	Dan: 我想说的是。I am going to speak in English. So it is using big data, to integrate erm, online and offline sales. So it means that when we study the behaviour of the consumers, so they would know their pattern of shopping, and we will try to link up their, the way to purchase products either from offline to online, or online to offline-
181	Su: [Perhaps, OK, OK.] ((Su smiles and nods))	Su: [大概，好好。] ((Su 微笑点头))
182	Dan: *[So they have] an opportunity to, especially when we introduce a new product.* ((Dan continued with an uninterrupted introduction of his business entirely in English, which lasts 127 words)) [(unclear voice)]	Dan: [So they have]an opportunity to, especially when we introduce a new product…((Dan 用英语介绍他的生意，在此省略 127 字)) [(听不清)]
183	Su: [OK OK OK, I see. You've said a lot]. Let's talk bits by bits, OK? Let's do it one step a time. I see, I see.	Su: [好好好，我明白了。你说了很多]。我们一点一点儿来说好吗？我们一步一步地来说。我明白了，我明白了。

Dan told Teacher Su that his company was trying a new retail method. In turn 180, he went straight to using English to explain what he intended to say and disregarded the teacher's attempt to stop him in turn 181. Dan said a lot in English, and Teacher Su was overloaded as it conveyed too much information in a foreign language and left little time for her to interpret and to think how she should respond. There was an overlap at the beginning of turn 183 indicating that Teacher Su was trying to cut him

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off again, but there was a struggle for control of the discourse as Dan was trying to continue. Teacher Su offered a proposal to separate what Dan wanted to say into smaller sections. At the end of the turn, she said "I understand (我明白了)" repeatedly, trying to reassure Dan that she was clear about his intention.

Similarly, she remained smiling while listening to Dan's long remarks, but she showed her discontent in the SR interview：

He *threw* English at me for five or more minutes, totally in English. …You can see here I was trying to stop him. It doesn't mean I didn't understand what he said, I understood most of it. But it contained lots of information, I didn't have time to switch to Chinese, so I thought maybe a bit by bit. You can talk to me in English, but don't come with such a long and complex paragraph. Maybe I would miss something or misunderstand it, as my English is limited. So I thought to stop him and teach him the first part, then he can continue. As a result, I couldn't stop him, he was so insistent, and totally ignored my hint. It was not only to think about how to translate, you need to come up with expressions suitable for his level, which was the most difficult.

他后来给我甩了 5 分钟还是几分钟的英文，完全在用英文说……所以你可以看到这个地方我是尝试制止他。也不是说他之前说的这一大段我听不懂，我大概明白了。但是呢，我觉得它的信息量很大，我来不及把它转换，可能我就想一段一段的。可以跟我说英语，但是你别一下子来那么一长段很复杂的话。可能我就会漏掉某些信息，或者理解得不准，因为我的英语所限嘛。所以我想，我制止以后，我先把前面这一段把它给教完了，再你想说什么再说。结果我制止不了，人家那个很坚持。就完全不管我的提示。你不光去想到要怎么翻译，你必须找到一个适合他语言水平的表达。(Su-SR1-1810)

In the first sentence, Teacher Su used the word "*threw*", implying dumping without being considerate, to describe her discomfort when she was forced to unexpectedly hear a long paragraph of English. It also implied that she had experienced emotion labour (Hochschild, 1983) at that moment by hiding her true feelings while keeping a smiling face. Next, she indicated that she attempted to enact some agency as she was "trying to stop him". Then she explained from the perspective of a non-English L1 speaker that she had some English competency to understand Dan's words, but the immediate and overloaded English input put lots of pressure on her, and it might undermine the teaching quality. Therefore, she made the attempt to stop Dan in turn 181. However, Dan seemed not to realise it, and he did not follow the teacher's instruction. Here emerged a conflict, as mentioned earlier, Teacher Su advocated a "dual subject (双主体)" relationship. However, this conversation, especially Dan's reaction in turn 182 where he ignored Teacher Su's instruction and continued with a big chunk of spoken English, made the teacher feel her teacher authority was challenged. The challenge could be interpreted from two dimensions. Firstly, the challenge to Teacher Su's power to direct teaching activities, as Dan clearly did not follow her direction at this moment and did not follow their mutual agreement on the topic of this session. Secondly, it challenged her sense of having the knowledge that the learner needed to acquire (Buzzelli & Johnston, 2001). In Dan's turns, he spoke at length in English and left little time for Teacher Su to interpret, translate and come up with Chinese expressions suitable for his language level and to turn this conversation into a teachable moment.

Teacher Su chose to give up her original plan and respond to Dan's request. This moment became a critical episode in this session, which made her reflect on and rethink her responsibilities in this teaching practice:

> I am not sure which is more important: to finish the teaching tasks or meet the learner's needs. I haven't found the answer yet. The solution I think about is to ask the learner to send to me what he wants to say beforehand.

我不太确定到底是完成教学任务重要还是满足学生的需求重要。
这个问题我现在还是没有答案。我想到的解决方案是学生提前把
他想说的内容发给我。(Su-TFB3-1810)

This moment put her in a dilemma about how to ensure both parties could benefit most from the session: the teacher invested in the session through her preparation and had hoped the learner could acquire knowledge from the well prepared and organised activities. At the same time, she could experience some job satisfaction or get ideas so that she could refine her approach in the subsequent sessions. However, she felt these opportunities denied her. Also, Teacher Su felt that she had the obligation to support Dan as he knew better about what he really needed, even if it meant that the teacher had to change her teaching plan accordingly. She compared it to her experience of classroom teaching, where there was a syllabus that she had to follow as it was imposed institutionally. It was clear in that situation she needed to make the teaching plan the priority. If there were some students with emergent questions or needs, just as Dan had, she would solve these problems after class. However, from the excerpt, it is clear that Dan was quite insistent. Hence, answering learner's agency also became important. From her account, the solution for the future was asking the learner to tell her what he wanted to say ahead. By doing that, she believed she would avoid unexpected issues emerging again, and all the problems could be solved as long as she was fully prepared.

Excerpt 6-6 presents the moment where before Teacher Su ended the session, she made a requirement for the future sessions and reclaimed her authority.

At the beginning, Teacher Su briefly summarised the event. Then she suggested that he should use email to communicate with her, so that she could prepare in advance. The discursive strategy deployed in the conversation helped Teacher Su to reframe and emphasise her expectation as the teacher. Both Chinese and English were used when she was offering the suggestion, indicating she was not satisfied with what happened earlier and making sure Dan could understand her requirements. She also

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employed imperative sentences, such as "you use email", to emphasise the requirements. At the same time, she added a suggestion "let's try it this way, OK? (我们尝试这样的方式，好不好)" to make her sound less authoritative as she was considering Dan's social status at that particular moment.

Excerpt 6-6

Session 3 [00:23:40.29]

Turn	Utterance (translated)	Utterance (original)
311	Su: You used English. Because today you said a lot during the session, you said I wanted to learn this, I wanted to talk about this, correct?	Su: 你用英语。因为你今天上课的时候说了很多，你说我想学这个，我想说这个，对不对？
312	Dan: Yeah, yeah, yeah.	Dan: Yeah, yeah, yeah.
313	Su: Next time, you don't need to tell me during the session. You can tell me by *email*. Let's try it this way, OK?	Su: 下一次你不用上课的时候说，你用 email 告诉我。我们尝试这样的方式，好不好？
314	Dan: OK, OK.	Dan: 好的，好的。
315	Su: You use email, you can use English. [It's OK]	Su: 你用 email，you can use English. [It's OK]
316	Dan: [*Yes.*]	Dan: [Yes]
317	Su: Using English tell me what you want to learn, what topic, what content you want to learn. And then I can translate, can prepare.	Su: Using English tell me what you want to learn, what topic, what content you want to learn. And then I can translate, can prepare.
318	Dan: *Yeah.*	Dan: Yeah.

It is worth noting that after she set her requirement, Teacher Su briefly mentioned the "four new inventions" and "online shopping" and suggested that if Dan was interested in it, he could look it up after class. This time, Dan acted cooperatively as he repeated some phrases that the teacher had said. Teacher Su showed her answerability to herself and gained a feeling of efficacy by bringing up the topic in the end and managing to introduce it successfully. In order to prevent a similar incident occurring

again, in addition to the email exchange Teacher Su suggested in the excerpt, she asked Dan to select photos that related to the pre-negotiated topic and share them during the session. By doing so, the learner would be aware of the topic of that session and might rehearse useful language in advance. The photos of Dan practising taekwondo were the examples showing he took Teacher Su's advice in the following sessions.

6.6 Engagement in the Teacher Community

Although Teacher Su did not establish a close relationship with her learner, she maintained a good relationship with other teacher participants in SCOLT-TA. In both the group discussions and in the WeChat group, Teacher Su has been actively engaged in the discussions with other teachers. In the group discussions, she shared lots of her previous teaching experience and suggestions for online teaching, including establishing a "dual subject (双主体)" relationship with the learner (see Section 5.3.2.3 in Chapter 5). When Teacher Su began teaching, as the teacher who has the widest teaching experience, she showed great care for the other teachers. For example, when she was preparing her session, she would notice whether there might be useful materials for other teachers as well. The conversation in Figure 6-5 presents an example.

In this WeChat excerpt, Teacher Su shared what she believed to be useful to other teachers. When she recommended Teacher Tan to check the study guide, she further offered suggestions of how she could tailor the practices in the study guide to a form more suitable for the HSK test preparation that Teacher Tan's learner needed. Later on, she recommended a website that might be useful for everyone. In addition to the pedagogical advice, Teacher Su offered many tips to enhance the teaching quality: for instance, preparing a piece of paper to write down the errors the learner made, so the teacher could offer corrective feedback later on without disturbing the flow of learner's utterance. Despite Teacher Su providing lots of help to other teachers, she also showed her need of support from them (see an example in Figure 6-6).

Figure 6-5

Teacher Su Offered Suggestions to Other Teachers in WeChat Group
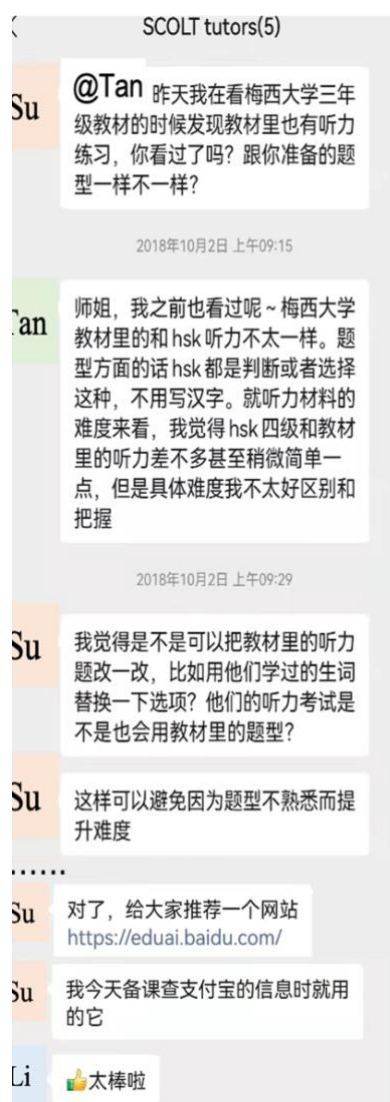
Translation:

Su: @Tan I read the study guide used by Year three students at Massey University and noticed there were listening exercises, have you checked them? Are those exercise in the same form with what you have prepared?

Tan: Su, I noticed them~they are not the same as in the HSK test. In HSK, there are only true-false tasks or multiple choices, and the examinees do not need to write Chinese characters in the test. In terms of the difficulty level, I think HSK4 is about the same level as those in the study guide, maybe easier, but I'm not very sure about it.

Su: I think maybe you can change those listening exercise in the study guide, for example changing them to multiple choice and using the vocabulary they have learned? Is the listening test designed by their Massey teacher in the same form as in the study guide?

Su: Therefore, you can avoid increasing the difficulty level of the listening practice due to unfamiliarisation with the task.

…

Su: By the way, I'd like to recommend this website https://eduai.baidu.com.

Su: I used it today when preparing my session on Alipay.

Li: Wonderful! (thumbs up)

Note: HSK 4 refers to Level 4 in Chinese Proficiency Test, and its counterpart is the B1 Level of the Common European Framework of Reference.

Therefore, in the teacher community, Teacher Su experienced great relational agency. She did not take the implementation of learning sessions as her only task in participating in SCOLT-TA. She saw designing and implementing high quality learning activities as a shared goal for all teacher participants. As a teacher with richer teaching experience, she showed her commitment to and responsibility for facilitating

other teachers - as long as she found anything helpful, she shared it with peers immediately. Meanwhile, she showed her need of support from other teachers as well. Her efforts strengthened the reciprocity within the teacher community and benefited all the teacher participants.

Figure 6-6

Teacher Su Seeking Help in the WeChat Group
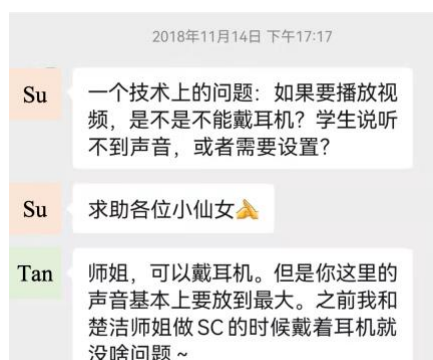
Translation:

Su: A technical problem: if I want to play a video in the session, I cannot wear my headphone, right? The learner said he couldn't hear the sound. Or do I need to change the setting?

Su: Please help me.

Tan: Su, you can play the video with your headphone on. But you need to maximise the volume. I did the SR with Chujie with my headphone on, it was fine.

6.7 Summary

Teacher Su's agency was exhibited well in the development of the teacher-learner relationship, the negotiation of teacher identity across time, and engagement in the teacher community.

Teacher Su's case shows how her successful teaching experience gained in the past had huge impacts on her in SCOLT-TA. At the beginning, Teacher Su wanted to create more of a friendship-like relationship with Dan as she had with previous students, and she made efforts through emails, messages and small talk in sessions. However, she felt disappointed as their interactions remained formal and did not develop to a personal level. In terms of teacher identity, Teacher Su was acknowledged by her previous students as a very professional teacher. She tried to present herself as professional and responsible, making sure the teaching activities satisfied the learner needs through ongoing negotiations. Even when the learner broke

their agreement, she enacted agency to remain calm and hid her negative emotions from him.

The analysis of interactions at a micro-level can also reflect the sociocultural influences in the teaching activities. The first aspect comes from the learner's professional identity as a CEO, which was reinforced by the physical background of his learning environment. Dan's identity impacted Teacher Su's interpretation of his behaviour and pedagogical decision-making. The second aspect derives from the teacher's authority empowered by the traditional Chinese educational culture. Teachers legitimately hold more power and possess higher status in the teaching context, and the learners should show respect to them. When Teacher Su was teaching and interacting with the learner, she was very sensitive to her teacher authority and paid close attention to how the power was distributed and exhibited. She struggled with the moments where she felt her authority was challenged. The third aspect emerges from the interpersonal dimension. For Teacher Su, the learner's acknowledgement and appreciation became an important indication of the teacher's work, and lack of them made her doubt her efficacy and constrain her agency, even though she was confident about her teaching skills at the beginning. In the teacher community, Teacher Su showed her commitment to peers, while helping foster a mutually supportive climate in the community.

Chapter 7 Case 2-Teacher Song

7.1 Background of Teacher Song and Learner Felix

When Teacher Song participated in the SCOLT-TA study, she was in her late twenties and was a fourth-year PhD student at BLCU. She had obtained an undergraduate degree in Teaching Chinese as a Foreign Language (TCFL). In 2013, she had started teaching part-time when she was pursuing a master's degree in Applied Linguistics at BLCU. Because of her high proficiency in English, she was employed by one of the biggest private language education providers in China, and worked there for three years. In this company, she taught English writing and grammar in both classroom and one-to-one settings to students who wanted to pass the TOEFL and IELTS tests. In her words, she had more experience in teaching English than teaching Chinese, even though she was educated and trained to be a Chinese language teacher in her teacher education programme. She had, though, tutored a few Chinese language learners one-to-one in face-to-face and online formats to help them with Chinese tests. Although Teacher Song did not participate in SCOLT 1 or SCOLT 2 as a teacher, her PhD research was focused on course structures in SCOLT. This means that she was able to access SCOLT 1 and 2 recordings and structures for her own doctoral research. I had known her for seven years when I invited her to join the study. She has a great sense of humour, and she has always been willing to share some of her interesting stories with her friends, no matter whether these stories happened in her life or in her teaching. Maybe because of our long-established personal relationship, she was frank and straightforward when sharing her feelings with me.

The learner, Felix, is a New Zealander, who had lived in China, working as a teacher in a kindergarten for three and half years before he returned to New Zealand to work for the New Zealand government. He started to learn Chinese when he was in China.

In 2016 and 2017, Felix participated in SCOLT 1 and 2. When he participated in SCOLT-TA, he was a third-year distance learner at Massey University.

7.2 An Overview of Teacher Song's Teaching Preparation and Implementation

Teacher Song had established contact with Felix through email and WeChat messaging and had a video chat on Zoom before the implementation of the third preparatory workshop. Through this video chat, Teacher Song was able to get an overall impression of Felix's Chinese language competency and to familiarise herself with this platform, as she had not used it before.

In the third group discussion, Teacher Song recounted her conversation with Felix in that video chat, in which he told her that he began learning Chinese when he was working for a kindergarten in a Chinese city, and he enjoyed the life there. After returning to New Zealand, he missed the flea market in China the most, especially the bargain vintage items he found as he wandered around. Felix expressed his ambition to work as a diplomat, so he might have an opportunity to work and live in China again. This reasoning in relation to career development had motivated him to improve his Chinese competency through learning some formal words, or, to quote him, "advanced vocabulary (高级词语)". After finding out about his needs, Teacher Song intentionally began introducing some formal vocabulary as they continued their conversation, for example, "antique (古董)". However, Felix did not seem to be eager to learn these words. His reaction seemed to contradict his expressed learning goal - learning advanced vocabulary - which confused Teacher Song. Therefore, she sought advice in the third group discussion, and she was recommended by peer teachers to use New Zealand-oriented or diplomatic-related news to design learning activities to satisfy Felix's needs.

The first two sessions were designed to have conversations on negotiated topics, in which Teacher Song embedded some advanced vocabulary to help stretch Felix's

language. She prepared slides encompassing images and Chinese characters to facilitate language learning (see an example in Figure 7-1).

Figure 7-1

An Exemplar Slide Song Prepared for Session 2

1.驴打滚，是北京小吃中的古老品种之一，它的原料是用黄米熟，另将黄豆炒熟后，轧成粉面。制作时将黄米面外面沾上黄成片，然后抹上赤豆沙馅（也可用红糖）卷起来，切成小块，就成了。

A brief translation of the slide: Lüdagun, one of traditional snacks of Beijing. Its ingredients include yellow soybean flour and red bean paste.

However, these two sessions did not go well as she expected. For the third session, she selected a piece of news from the Internet and guided Felix to read and talk about the news. After this session, Felix suggested that for the remaining sessions, he wanted to learn some words he noted down when watching Chinese dramas. Therefore, the following five sessions mainly focused on learning new words. After Session 8, Felix asked Teacher Song about the HSK test and expressed his intention to sit a test to increase his leverage in applying for his desired job. Thus, in the final two sessions, Teacher Song helped him practise HSK exercises.

The total of 10 teaching sessions covered different topics and employed a variety of learning activities, which very well demonstrates the suitability of SCOLT teaching for various purposes. All the learning content was more or less the outcome of the

negotiation between Teacher Song and Felix. Even though the length of each session was suggested to be about 20 minutes so that learners would not get overloaded, the average length of Song and Felix's sessions was about 50 minutes. The first one was the longest, lasting about one and a half hours. Table 7-1 provides detailed information of each session in terms of the topic and length. Figure 7-2 presents the timeline of data collection during Teacher Song's teaching stage. Due to personal reasons, she did not participate in the individual interview at the end of the study.

Table 7-1

Topic and length of each Song and Felix's SCOLT Session

Session	Topic of the session	Length
1	Online shopping platforms	85'33"
2	History and tradition food of Beijing	55'19"
3	News reading and discussion: New Zealand and China relationship	37'19"
4	Learning new vocabulary	41'56"
5	Learning new vocabulary	58'58"
6	Learning new vocabulary	41'14"
7	Learning new vocabulary	51'25"
8	Learning new vocabulary	61'37"
9	HSK 4 mock test	43'45"
10	HSK 6 mock test	No recording

Note: HSK 6 refers to Level 6 in Chinese Proficiency Test, and its counterpart is the B2 or C1 Level of the Common European Framework of Reference.

Figure 7-2

Timeline of Data Collection
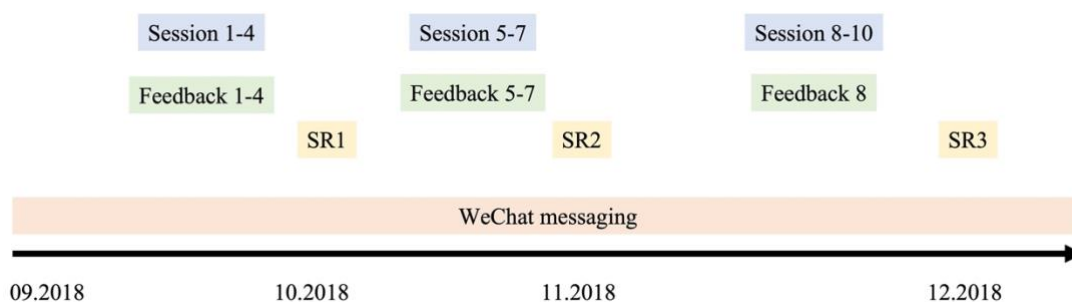
7.3 The Design and Implementation of Learning Activities

7.3.1 The Design of Learning Activities

As mentioned above, Teacher Song did not have very rich experience of teaching Chinese and she was quite aware of her limitation as a novice teacher. Thus, she tried to learn how to be a good SCOLT teacher from her observations of the previously selected recorded SCOLT 1 and 2 sessions in the preparatory workshops as well as the other SCOLT 1 and 2 recordings she had selected for her PhD research. Moreover, her eagerness for suggestions from peers also indicated her strong sense of answerability to her learner.

In terms of planning for the first two sessions, Song reported that her design was inspired by a teacher in an exemplar video provided in the preparatory workshop:

> At the beginning, I really wanted to teach similarly to what that teacher did to adapt the existing structures introduced in the study guide he uses for his university programme to design my teaching. Before the teaching session, I reviewed all the expressions in the textbooks I found and selected and gathered the structures that could be useful for learning a specific topic [as part of my teaching plan].

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就是刚开始的时候我就特别想像那位老师那样吧，就是他课本里面的句型啊，引入到我这个教学内容中。所以我在上课之前，我把搜到的教材里所有的句型我都过了一遍，然后把能放进这个内容里面的句型我都放到了相应的那个就是话题下面。 (Song-WCP-1809-S1)

Her narratives showed her acceptance of and belief in the way of teaching modelled in one other teacher's class and her attempt to apply this strategy in her own planning at the beginning of her practice of SCOLT-TA. In order to achieve the desired outcome, she made a lot of effort in her preparation: (1) reviewing the available learning materials, including the study guide Felix used in the university programme, (2) selecting some words and structures thought to be worth learning or consolidating, and (3) incorporating the useful language items in the learning topics planned for the SCOLT-TA sessions. Learning from other SCOLT teachers' experience had helped her get ready for her teaching and laid the foundation for her agentive actions as a SCOLT teacher. This also demonstrated that Teacher Song had clear goals and expectations of her teaching, one of which was helping Felix to master the language items she selected.

Through the negotiation with Felix, the topics of Sessions 1 and 2 were: online shopping platforms, and history and traditional foods of Beijing. As peer teachers suggested in the group discussion, Teacher Song adopted a conversational approach, and tried to make the conversations as natural as possible. She expected through the conversations on the topics, the learner could learn the meaning of the selected language items and know how to express complex ideas or produce extended utterances with these items. However, in these two sessions, Teacher Song perceived that Felix did not pay enough attention to many of those selected language items, and instead came up with lots of questions that were either loosely related to the topic or might not be helpful to stretch his language ability.

In order to achieve better learning outcomes, she decided to change learning activities to guide Felix to read news, learning advanced vocabulary used in it, and then

discussing the content. She found two pieces of recent news at the time related to New Zealand in which the language used was suitable to improve Felix's Chinese level. One item was about the bilateral relations between New Zealand and China, the other one was about bushfires in New Zealand. She finally chose the first one, as she believed the second one was "not making positive impact (不是很正能量)" (Song-SR1-1810) and might create negative emotions for her learner. She selected some words from the item, assuming Felix might have trouble to understand them and prepared explanations of these words.

Although both Teacher Song and Felix enjoyed the third session, Felix brought up his wish to focus on the words he selected in the following sessions. Thus, Teacher Song needed to consider how to explain the meaning and usage of these words. She remained flexible when explaining these words during the session, and in addition to prepared explanations, she could use the life stories Felix had shared with her at the opening stage to further elaborate the words. Excerpt 7-1 presents an example of their interactions in Session 4.

Excerpt 7-1

Session 4 [00:18:53.08]

Turn	Utterance (translated)	Utterance (original)
224	Felix: I heard from, I watched a drama, the characters were saying "things can't go so far" and so on.	Felix: 我听了，我在看一个电视剧，他们在说"这些事情至于吗"什么什么。
225	Song: This phrase has multiple meanings.	Song: 这个词其实很多意思。
226	Felix: So you can say "things can't go so far, can they?".	Felix: 就是你可以说"这个事情搞得不至于，这至于吗"。
227	Song: Yes, it means there is no need, no need to be extreme to this extent.	Song: 对，它就是没必要，没必要达到这个样子
228	Felix: Oh oh.	Felix: 哦哦。
229	Song: For example, like you've told me that you broke a dish when cleaning it, if your wife was very	Song: 比如你说的你洗碗的时候摔烂了一个碗，如果太太非

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	angry over it and fought with you for a whole night, you can say "just a dish, things can't go so far", to mean no need to be like this.	常生气然后就和你吵了一个晚上。你就可以说"至于吗？不就是一个碗，至于吗"。意思就是没有必要。
230	Felix: Aha, I see. For example, if you overspeed, and a police officer is going to arrest you, then you can say "things can't go so far" right?	Felix: 啊哈，明白。比如说你开车太快了，然后，这个警察要把你逮捕了，就"不至于"吧？

In this exchange, Teacher Song prepared the explanation of the phrase "things can't go so far (不至于)". During the session, what Felix shared with her became a resource to further elaborate the meaning and the usage of the phrase. As a result, Felix showed his understanding by coming up with a scenario where people could use it.

The final two sessions were designed to familiarise Felix with the HSK test at his request. Teacher Song asked other SCOLT-TA teachers for suggestions of how to prepare the learning activities. Teacher Tan, who was also preparing sessions helping her learner with the test, shared the mock test materials with Teacher Song. Thus, Teacher Song prepared possible explanations of the tasks in the mock tests according to her perception of Felix's language level.

7.3.2 The Challenge of Identifying Learner Needs

As mentioned in the previous section, Teacher Song's series of SCOLT-TA sessions encompassed various activities to respond to Felix's emergent learning desires. Teacher Song reported that one of the biggest challenges for her was identifying what areas Felix wanted to improve through attending the SCOLT-TA sessions, especially in the first two sessions.

In some language classroom-based settings, where there are textbooks or study guides available, through reading the learning materials, the learners can be aware of the key points of each lesson and thus learn purposefully. In the SCOLT-TA settings, however, the teachers relied on learners' responses to make sure they did not miss any important knowledge during the sessions. For instance, some teachers could

successfully lead the learners to repeat the items or use them in a later conversation, therefore, the teachers could be sure that the learners had understood and internalised the new items. Through observing this approach in the recordings played in the preparatory workshops, Teacher Song expressed her anticipation of similar responses from her learner when she introduced new or important language items: "other teachers could stimulate learners to repeat along, to produce new vocabulary and structures, why wouldn't I (别人上课的时候都能让学生跟着重复，都能从学生嘴里面掏出来生词句型，我也想" (Song-WCP-1809-S1)".

Additionally, in order to make sure the learner could grasp the key language items, when she used them in her utterances, she presented them through a shared Word document as well. Excerpt 7-2 and Figure 7-3 present such an example.

Excerpt 7-2

Session 1 [00:22:02.00]

Turn	Utterance (translated)	Utterance (original)
333	Song: Online shopping on the one hand leads to a dying retail industry, on the other hand, on the other hand, it promotes consumer culture.	Song: 网购一方面造成的问题就是实体经济凋零，另外一方面，另外一方面它促进了消费文化。
334	Felix: Hmm.	Felix: 嗯。
335	Song: Consumers would rather, would rather regret in the future, if they insist on buying a lot now.	Song: 消费者就是宁愿，宁愿以后后悔，现在也要买很多东西。
336	Felix: Hmm.	Felix: 嗯。

In this excerpt, Teacher Song embedded two important phrases, "on the one hand…on the other hand (一方面……另外一方面)"and "would rather (宁愿……也要)", in the conversation. She emphasised them by stressing and repeating. Meanwhile, she exhibited the phrases on the screen and highlighted them. However, from Felix's response, he seemed not to realise these phrases were the focal language items in this exchange, nor be aware that the teacher was expecting him to show some indications

of understanding. The lack of these clues made Teacher Song feel confused and uncertain, as all the language items were carefully selected and met Felix's criteria of advanced vocabulary and phrases. However, she felt that Felix seemed not to appreciate it. She began questioning her ability to identify learner's needs and select the language items that could facilitate his learning. Thus, she perceived these moments as a great challenge in SCOLT-TA teaching and suffered great pressure from them.

Figure 7-3

A Screenshot of Presenting Key Words
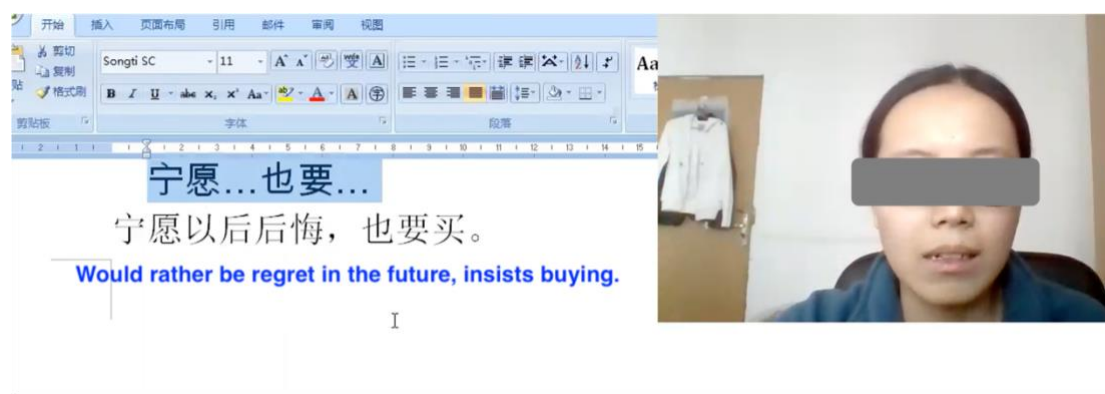
One possible reason that caused this challenging situation was that Teacher Song did not negotiate her expectations of teaching with Felix beforehand. In addition, Teacher Song was influenced by the notion of reducing the "trace of teaching(教学痕迹)" mentioned by peers in the group discussion. The notion suggested the teacher need to reduce the use of direct and explicit instructions. Thus, she did not provide clear instructions during learning activities to tell Felix how he could engage with the tasks presented. Hence, in the first two sessions, it seemed that Teacher Song and Felix had different understandings of the purpose of having the conversations on the topics which they negotiated and agreed to. For the teacher, the main focus in these two sessions was on the language items. She hoped that through engaging in the conversations on topics Felix had selected, he could learn and internalise the words and structures she prepared. For Felix, despite that there were words typed out on the

screen by the teacher, he seemed to perceive the sessions as opportunities to update and gain knowledge about lifestyle, history, and culture in China. Therefore, his focus was mainly on the content the teacher was sharing. Consequently, when Teacher Song was introducing the online shopping platforms or culture of Beijing, Felix was inclined to be an audience rather than engaging actively in the conversation. From Teacher Song's perspective, what made the situation worse, was that Felix often came up with some questions that were merely loosely related to the topic of that session. For example, when Teacher Song was introducing snacks of Beijing, Felix asked her what type of cooking oil she used at home; or when she was introducing Beijing, he asked about the inter-city trains connected Beijing to other cities.

Due to the lack of joint attention (O'Rourke & Stickler, 2017) to the pedagogical meaning of the conversation, Teacher Song found herself unable to focus on the topics and the language items she had prepared. On the one hand, Felix did not realise these were the focal items he was supposed to learn and practise, and on the other hand, Teacher Song had to respond to Felix's emerging questions.

In SCOLT, the learner's response comes to the fore, which often brings huge impacts on the teacher. Firstly, it is because of the one-to-one nature, meaning that the way the learner responds to the teacher can influence the trajectory of the conversation. Second, due to the use of the webcam, the teacher is seeing and facing the learner's moment by moment responses all the time. At the same time, the teacher has to interpretate those responses carefully. In this example, Felix's reactions led Teacher Song to believe that he was not very interested in the learning activities. After the first session, Song sent me a WeChat message, telling me Felix's responses made her "quite panic, and I just wanted very much, to change the topic, or to do something to make him feel interested/engaged (比较慌，我就很想很想，就是换一个话题，或者说做一些事情让他那样子)" (Song-WCP-1809-S1). In order to keep Felix engaged in the activities, rather than stick to her designed learning activities that focused on language learning, Teacher Song chose to follow the drift of the

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conversation and to respond to Felix's every single request, including exhibiting her online shopping order list when Felix showed curiosity.

In the first SR interview, when recalling the first two sessions, Teacher Song used a phrase, "aimless conversation (漫天胡扯)", to describe her feeling of lacking a sense of accountability about these two sessions, which indicated three points. First, the sessions were not implemented according to her planning, because the focus drifted away as she had to respond to Felix's emerging questions or requests, and she failed to exert control over the instructional activities. Thus, she did not help Felix practise the target language items she had intentionally selected and embedded in the activities. Second, Felix did not exhibit any obvious learning behaviours. By observing his behaviour, Teacher Song felt that Felix did not learn as much language as she expected, especially some formal and advanced words, and thus he might not get what he wanted from the sessions. Third, Teacher Song lacked the experience to see how she could draw learning from the new directions these conversations moved in to make a teachable moment. These teaching moments caused Teacher Song to generate negative emotions and eventually led to a reconstruction of her teacher identity.

7.4 Emotion and Professional Identity

The classroom culture in China features "formal collectivism and substantive individualism" which emphasises discipline and obedience (Zhu & Li, 2020). Teachers cultivated and educated in such culture might carry it into their own teaching context. In this study, Teacher Song reported that she had hoped to exert a certain amount of control over the learning process and the learner was expected to follow her lead. Her expectation indicated that she was influenced by this kind of classroom culture and wanted to bring it into her SCOLT-TA sessions. It also indicated that she was not fully prepared or did not feel secure in dealing with unexpected incidents during the teaching and interaction in such a new environment.

She illustrated her expectation by showing her unwillingness to adjust her teaching according to the learner's request:

> If we were in the middle of the session, and the learner said, "what we just talked about was very interesting, we should go back to that topic". No, I don't want this to happen.

> 如说我这课堂在行进的过程中，学生说"刚才那个点儿挺有意思，咱们再回去一下"。不，我不希望出现这种情况。(Song- WCP-1809-S1)

However, in her actual teaching, she did not act as decisively as she hoped, as she followed Felix's lead quite often and she even skipped some of the activities that she designed because she felt the need to respond to Felix's initiatives. The conflict between her expectations of teaching and the real situations led to her experience of some negative emotions.

7.4.1 Experiencing Emotional Fluctuation

It was during the initial learning sessions that Teacher Song suffered from some difficult teaching moments. For example, the moments where Felix did not repeat the new or important words after Teacher Song became dilemmas for her, as she wanted Felix to show obvious learning behaviours, but meanwhile she did not want to force him to do so. Teacher Song sent me a message on WeChat, reflecting on this situation and explaining why she did not bring up requirements asking Felix to follow, in which the learner's feeling and willingness played important roles:

> He did not say [the words]. If I said to him "repeat after me" and he did not do so, this would have a huge impact on me, I think. I would start to wonder whether I had upset him, or whether he was unwilling to repeat. The thing is that despite his being willing or unwilling [to follow my instruction], such a way of reacting to my instruction would have a big impact on me.

他没有说。然后如果我说"来你说一遍"，然后他如果没有说的话，那这个事情我觉得会对我造成很大的影响。我觉得我就会觉得是不是我让他不高兴啦，或者说是不是人家不愿意说呀？就是他愿不愿意，他的这个意愿对我会有很大的影响。 (Song-WCP-1809-S1)

In this message, Teacher Song shared her imagined situation, and she was worried not only about the learner's willingness or unwillingness, but also how the subtle quietness could potentially impact her teaching. She was sensitive to Felix's responses and imagined the possible outcomes of her choice based on her observation.

At that time, she and Felix were not familiar with each other's personality and learning/teaching style. From the initial contact with Felix, she realised that Felix had begun learning Chinese through communication with the children he taught in a Chinese kindergarten and with local people when he lived in China. She was aware that he would inevitably bring his learning experience and histories into the unfolding learning activities (Scarino, 2021). Thus, she showed understanding that, "Felix learned Chinese through his life experience [before learning at Massey], instead of by rigorous and dull study (他学习汉语不是那种很严格很枯燥的学习，他本身学的时候就是从生活中学习)" (Song- WCP-1809-S1). This could partly explain why Teacher Song projected a negative scenario, in which Felix refused to follow her explicit requirement of rigorous repetition of the new words. Teacher Song worried the potential refusal could further indicate: (1) her teaching did not meet Felix's expectation and had upset him; (2) he was unwilling to engage in the teaching activity. The potential refusal to engage in the pre-planned learning activity could be seen as a challenge to her. In this early stage of teaching Felix, Teacher Song realised the personal impact he might have on her and she judged herself as not ready to cope with it. This explained why she did not emphasise the importance of repetition in learning nor require him to do so, as she was trying to avoid the possible negative outcome. Choosing a passive response of not confronting the possibilities which would leave her in a vulnerable affective situation could be taken as a self-protection strategy (Jenkins, 2020).

Another possible reason that she found giving instructions was difficult was that it might damage the harmonious teacher-learner relationship. She worried her instructions might cause negative feelings for the learner, and thus tried to avoid using them. Exhibiting her empathy with the learner, Teacher Song's enacted strong agency in teaching-as-caring (Miller & Gkonou, 2018).

However, she could not find a balance between implementing the sessions as she hoped and avoiding making the learner unhappy. Thus, she exerted limited or no control in the sessions, which turned out to be, as she described in her second SR interview, "aimless", which she provided further explanation:

> Those sessions were aimless. I felt very miserable and didn't want to conduct the sessions at all. I didn't know what he would say in the session, didn't know how to control the process, didn't know how long the session would last, didn't know how to integrate key learning content into the session. At that time, I really did not want to carry out the sessions, I felt miserable.
>
> 那上课漫无边界的。然后我就很痛苦，我就特别不想上课。我不知道今天这节课他会说什么，不知道怎么去控制它，今天这节课能讲到多长时间，就我不知道怎么样给它插入知识点。我就特别不想上课那个时候，就特别痛苦。(Song-SR2-1811)

As analysed in Section 7.3.2, the sense of aimlessness led Teacher Song to doubt her ability to identify Felix's learning needs and design learning activities to meet those needs. In this excerpt of Teacher Song's reflection, she further revealed that she felt powerless, demotivated, miserable, and even worse, as she reported in another WeChat message to me, she lost sleep over it. These negative emotions, and to some extent, mental stress, constrained her agency, making her reluctant to continue teaching.

However, Teacher Song strived and did not wallow in those unpleasant feelings. Rather, they inspired her to explore more suitable learning activities by which she

could gain some sense of control and meet the learner's needs at the same time. Therefore, she decided to take the suggestion from peer teachers, to guide Felix to read a piece of news in the third session. This session turned out to be very satisfying. She expressed her enjoyment in her written reflection:

> I think I have made an enormous improvement, now I've gained the sense of teaching as I have found a right teaching approach. The learner and I are both quite satisfied with this teaching approach. The learner was interested in the content, and he could read most of the words, and was interested in some words mainly used in written genres. ... To be honest, I really believe I improved a lot in this session. The learner repeated words after me, and I taught lots of new knowledge he needed, which he made some notes about. After the session, he texted me on WeChat telling me he liked this approach. I immersed myself in the enjoyment of improvement, and felt that nothing is difficult o(*￣￣)￣ *)o. Since the learner told me that he liked this approach, I would keep using this one in the future, maybe I would find something new and not limited to the news (as the main source) … I understood that apart from hoping to use the language freely, the learner would also need something to benefit his career development, and for his personal interests. And perhaps, such change would motivate him to learn and that would potentially as a result for him adjust his learning strategies, (for instance), actively taking notes and reading along with me in the session.

> 我感觉有很大进步，找到了正确的方式和教课的感觉。教课的形式学生和教师都比较满意。内容比较能够引发学生的兴趣，里面大部分的词语，学生能够阅读，个别比较正式书面的词，学生也很感兴趣。说实话，我觉得这次课我进步好多。让学生跟读了，真的教了很多他需要的新知识，而且他还记了笔记。下课后还给

我发微信，说很喜欢这种方式。我深深沉浸在自我的进步中无法
自拔，感觉没啥挑战 o(*￣)￣*)o。学生表示喜欢这种授课方式，
我以后也会采用这种方式，可能不一定是新闻，可能找点别的内
容。我明白了，学生也会有除了表达之外的需求，给他一些有助
于事业的内容，他可能会非常感兴趣，可能会很有动力，改变自
己的学习习惯，主动的记笔记，主动的跟读。(Song-TFB3-1810)

Teacher Song's reflection on Session 3 shows that she felt satisfied with her teaching in this session, which can be analysed from several aspects: firstly, she defined her change to the teaching approach as an improvement, implying there was a difference between this session and her previous ones, which were mainly "aimless conversation (满天胡扯)". In this session, she seemed to enjoy more control of the teaching process; as she said, she had "gained the sense of teaching (找到了教课的感觉)". This shows that she conducted this session in a way that accorded with her expectations of good teaching. Then she reflected on the learner's responses. Felix gave her positive feedback during and after the session. In addition, Felix's action in notetaking and repeating words after Song indicated that what she had prepared was what he wanted to learn, and he was internalising new knowledge in her expected way. Moreover, Felix explicit appreciation of the session afterwards boosted Song's confidence. Finally, based on the learner's reaction, Song became clearer about how she should prepare for the following sessions. It is worth noticing that Song used a phrase "immersed myself in the enjoyment of improvement (沉浸在自我的进步中无法自拔)", which was combined with an emoticon in her reflection, conveying her strong feelings: joyful and proud.

However, unfortunately, she soon felt her agency in further exploring learning activities was constrained again. When Felix came up with the requirement of learning new words, she felt that she had an obligation to respond to his learning agency and to respect his ownership of learning:

I would like to prepare something new. … but he sent me a Word document containing four to five pages [of words]. I have to deal with them, right?

我会想弄点新的……但是他给我弄了四五页的 Word 文档。你说不得不解决，对不对？(Song-SR2-1811)

7.4.2 Self-positioning in SCOLT-TA

In Teacher Song's previous teaching experience as an English language teacher, she tutored learners who were younger than her to pass TOEFL and IELTS tests, mostly for pursuing overseas study. As reported by her, her English was much better than her learners, therefore, it was easy to form a sense of authority in that teaching context. However, in SCOLT-TA, her sense of authority was undermined by the vacillation between wanting to follow the perceived learner's needs and her desire to maintain some sense of control. Her sense of authority was itself somewhat compromised as she explained:

On the one hand, he is older than me; on the other hand, his Chinese is very good. These give me some pressure. … I was worried that he would critique my teaching.

一方面他比我大，另外一方面他汉语很好，这件事情对我造成一定的压力……我担心他会评判我的教学。(Song-WCP-1809-S1)

Therefore, the age barrier and Felix's Chinese level had also become a challenge, making it more difficult for her to establish her teacher identity with some authority. This could potentially lead Teacher Song to find it difficult to give the learner instructions as well.

Despite Teacher Song's expectation of performing as a teacher who could control the implementation of the learning activities at the beginning, she later reconciled herself to a role of facilitator. This change was demonstrated in her reflection. She reported

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on her initial anticipation of teaching, which was to teach in the same way as those teachers in the demonstrated videos. When she finished the first learning session, she described herself as a "novice Chinese language teacher who is experiencing enormous confusion and struggling (充满困惑，充满了挣扎的汉语新手教师)" (Song-WCP-1809-S1). After the fourth session, she changed her perceived role to:

> I just want to play a role in facilitating him.

> 就是我比较希望我是一个帮助他的角色。(Song-SR1-1810)

The reconstruction of her identity made Teacher Song become more comfortable with some teaching decisions. When she found out that Felix seemed to be not interested in reviewing language items from previous sessions, she decided not to provide scaffolding to him for a revision. It might be helpful to consolidate the knowledge through revision, but from her perspective, this approach might not suit Felix and she did not want to force him to do it.

Teacher Song's previous teaching experience helped her make such a decision as well. She recalled that there was a sleepy student who showed up in her one-to-one English session but asked for permission to take a nap. Even though she knew it was inappropriate, she approved it, which did not cause any unpleasant outcomes. This experience prompted her to make a similar decision when Felix showed no interest in revision.

Teacher Song once joked about herself as in a "late-stage of a pleaser personality (讨好型人格晚期)" (Song-SR1-1810), as she was worried about others' opinions and feelings too much, which might not be a good quality for a professional teacher. However, authoring herself as a facilitator made her more at ease and that allowed her to develop a friendly relationship with her learner.

Thus, ceasing to feel anxious about some struggling decisions, she began enjoying the sessions. Despite that, occasionally, there were moments she found difficult to handle,

for instance, to explain some uncommon words and phrases like "longing (憧憬)". In the written reflection on Session 4, where this had arisen, she expressed her concern that her explanation might not be perfect. However, she quickly turned this into a reflective moment, accepting her imperfection and showing the willingness to make further improvement:

> I did not expect the learner to ask me such a difficult question. I think I should bone up on some linguistic knowledge now. …This made me realise that one discovers one's deficiency through teaching. The question a learner asks might be difficult, [teachers] should keep learning, enrich their subject knowledge.

> 我没想到学生会问这么难的问题，我觉得我需要恶补一下专业知识了……让我明白了"教然后知不足"。学生问出的问题，可能很难回答，要不断学习，不断完善自己的知识储备，增加专业知识储备量。(Song-TFB4-1810)

In the first group discussion, Teacher Song had been worried about the difficult questions asked by the learner which might undermine her professional identity. Here, her reflection shows an opposite attitude. She used the phrase "one discovers one's deficiency through teaching (教然后知不足)", which was adapted from a famous quotation "one discovers one's deficiency through learning; one discovers puzzles through teaching (学，然后知不足；教，然后知困)" from the *Book of Rites*, which is one the Confucian classics, to express her humbleness and indicate that she was willing to embrace the challenges and wanted to consolidate professional knowledge and sharpen teaching skills. Her reflection also showed a traditional Chinese philosophy underlying her understanding: "to teach is to learn (教学相长)", which has been treated as one of the principles of teacher development (Li & Bo, 2012).

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7.5 Friendly Relationship with the Learner

In the interviews, Teacher Song often mentioned that she and Felix had frequent contacts on WeChat. Besides some chitchat, more importantly, Felix had provided positive feedback to her after each session on WeChat. In her words, his messages relieved her pressure tremendously. For example, she reported in the SR2: "I felt it was quite a boring session yesterday, but he texted me after the session, telling me I was hilarious (我觉得昨天上得好没劲，课后他给我发条微信说我今天上课好搞笑)" (Song-SR2-1811). Clearly, Teacher Song appreciated Felix for sending these messages, which had helped her to ease the burden she was feeling at the time. This supportive behaviour contributed to Song's agency development, as it helped increase her confidence. She often referred to Felix as "Brother Fe (菲哥)", showing their good relationship.

Teacher Song often enthusiastically shared interesting stories about her interaction with Felix with me and other teachers. Their communication was not limited to learning or relevant topics towards learning. Both of them were willing to talk about their daily life with each other, and sometimes their interactions were purely for fun, for example, a competition to see who had more funny stickers/emoticons. It is evident that they both enjoyed the mutual communication and used asynchronous affordances to supplement synchronous interaction in both pedagogical and socio-affective senses. Teacher Song once commented on it as "a new type of teacher-learner relationship (新的师生关系)" and "a friendship built through stickers/emoticons (表情包之上的友谊)" (Song-WCG-1810).

Their good relationship also contributed to the teaching. In the sessions, both Teacher Song and Felix were willing to bring their life identities into their teaching activities. In the first session, by exhibiting her mail order shopping list, Teacher Song brought her life identity as the mother of a young child in the

learning conversation. In Excerpt 7-3, she introduced a pair of children's sunglasses, and this elicited Felix's empathy as the father of a young child.

Excerpt 7-3

Session 1 [01:13:54.27]

Turn	Utterance (translated)	Utterance (original)
1123	Song: Kids' sunglasses.	Song: 小孩子的墨镜。
1124	Felix: Oh, right.	Felix: 哦，对
1125	Song: This one is rather expensive. Very expensive, this type of sunglasses.	Song: 这个很贵呀。这个好贵呀，这种墨镜。
1126	Felix: These are for protecting kids' eyes, you cannot scrimp on that.	Felix: 这种墨镜你不能瞎买的，保护小孩子的眼睛的呀。
1127	Song: Right.	Song: 对对。
1128	Felix: So you need to buy them in high quality.	Felix: 所以你要买好一点的。
1129	Song: Right, and there are no cheap ones.	Song: 对，然后，这个没有便宜的。

When mentioning the sunglasses, Teacher Song was playing the role of a mother, complaining about the price of sunglasses. Felix took the floor and drew on his life experience to enrich the conversation also from a parent's point of view. This was the moment where Felix brought his identity as a father into this exchange. Then Felix suggested that high quality glasses should be chosen. Teacher Song continued this topic and responded in a slightly defensive way implying she was a responsible mother as what she bought was of good quality which was shown by the price.

This is an exchange that demonstrates the interplay among agent-language-environment. This is a point where both parties chose to exhibit their similar life identities by selecting the way to respond to each other's utterances. This exchange was much more than practising Chinese language, as it had gone much

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deeper. This conversation became a site where they exchanged parenting experience and shared some values. In addition, this type of conversation resembled the conversation in daily life, which Felix could engage in with the Chinese community in his local area. Furthermore, the relationship between Teacher Song and Felix developed in an interpersonal dimension, which influenced their later interaction.

In one of the later sessions, Felix warmly introduced his family members to Teacher Song. In the middle of Session 3, his daughter ran into his room and interrupted the teaching, Felix held her up and encouraged her to greet Teacher Song (see Figure 7-4). This move further helped them develop and strengthen their relationship.

Figure 7-4

Felix is Introducing His Daughter

This harmonious relationship later on became an affordance for Teacher Song in her teaching, making it possible for her to use the stories related to Felix's personal life to explain the meanings and pragmatic usages of some words that were too abstract to explain. Excerpt 7-1 presented one example of such occasions. She explained the reason for using this strategy:

> The exemplar sentences that related to him are easier to understand, for example, to talk about his daughter and his wife. This time we had a phrase "having a good sense of judgement", I said "have a good sense of judgement"

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but he did not show understanding. Later I said "Felix's wife is very beautiful; his friends say he is farsighted/visionary [in finding a beautiful partner]", and he then laughed and understood. Another example is "in spite". I used the fact that his daughter was not allowed to eat sweets. I made a sentence that Felix gave his daughter sweets, in spite of his wife having forbidden it, then he understood. These all related to Felix. If you use a hypothetical figure, he would not respond so well.

他有关的句子理解得比较好，比如说你说他女儿，他老婆。就这一次我跟他讲"眼光好"，然后我说"有眼光"他没什么反应。然后我说"Felix 老婆特别漂亮，朋友们都说他眼光特别好"。他"哈哈哈"就明白了。你比如说"不管"这种，就举他女儿不能吃糖，他不管他老婆说不能吃糖，他还要给糖，他就明白了。这都是跟 Felix 有关的。如果你是虚拟出来的一个人，他的反应不是很好。(Song-SR2-1811)

The information Felix shared with her during the brief chat at the beginning of the sessions or in their WeChat communication became one of the available resources to create example sentences relevant to Felix's real life. Meanwhile, Teacher Song did not worry about being inappropriate by intruding on his private life, as Felix had already opened up that domain in their mutual communication. It became a successful teaching strategy that she was proud of. On the one hand, it was a strategy to stimulate his interest by making Felix feel he was contributing to the teaching and learning process, as what he offered was carefully attended to by the teacher and was helpful in the activities. On the other hand, creating a context using his life story could increase the relevance of the target language items, which helped Felix to understand the meanings of the new words or structures and the pragmatic usage of them, and to be able to use them by himself.

7.6 Engagement in the Teacher Community

In the teacher community, Teacher Song actively responded to peers' needs. When there was a teacher asking for suggestions, she could always offer support as soon as she noticed the message. Figure 7-5 provides an example.

Figure 7-5

Teacher Song Offers Suggestion in the Chat Group
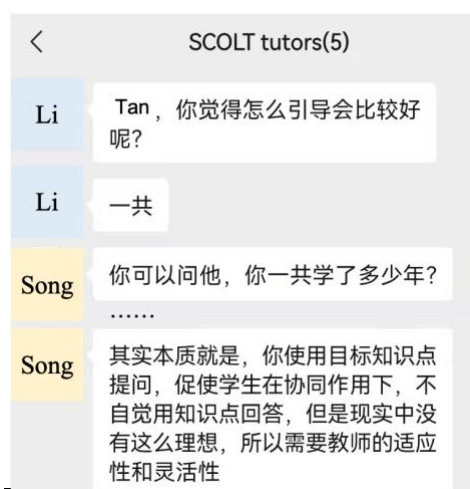
Translation:

Li: Tan, do you have good ideas to lead the learner to produce

Li: "In total".

Song: You can ask him "how many years have you been learning something in total?"

…

Song: In fact, you can use the target language items to initiate questions, facilitate learner's "synergy", namely answering questions with these items unconsciously. The real situation will not be so idealised, so teachers need to be adaptive and flexible.

In this conversation, Teacher Li wanted to ask Teacher Tan a question about how to guide the learner to produce the target language items. However, Teacher Tan did not respond immediately, but Teacher Song came out and suggested she should use the target items in questions. She mentioned a concept of "synergy (协同)", which was used in her PhD study. Therefore, she engaged her knowledge obtained from research in real teaching situations helping others make better teaching design.

During the teaching stage, Teacher Song frequently shared her teaching stories with peers. However, compared to her self-revealing reflection shared with me, she was cautious and avoided expressing her negative feelings. For example, after Session 2, Song recounted that Felix kept asking her questions that were off the topic and she

could not end a conversation. The screenshot in Figure 7-6 presents how some peer teachers reacted to this situation.

Figure 7-6

The Teachers' WeChat Conversation on Song's Session
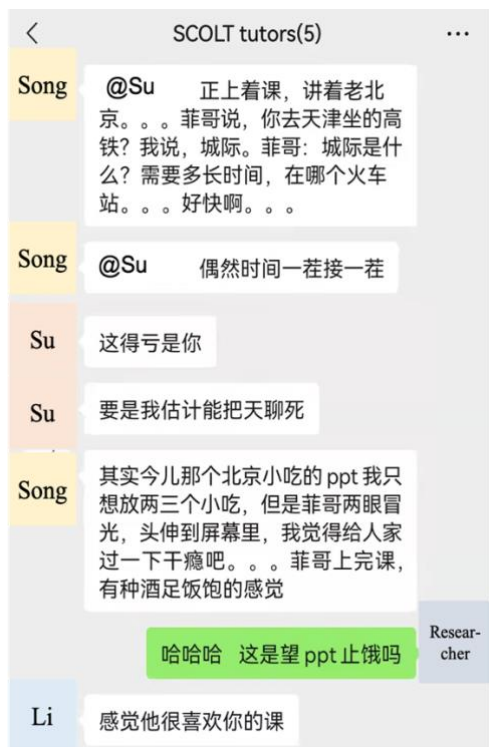
Translation:

Song: @Su while I was teaching, talking about old Beijing. …then brother Fe asked me whether I took the high speed train to Tianjin. I told him it was an inter-city train. Brother Fe asked what the inter-city train was, how long it took to the destination, and at which station could he take it…and the train seems fast…

Song: @Su there were a lot of unexpected incidents.

Su: Luckily it was you to teach him.

Su: If I were you, I would probably make it a boring conversation.

Song: Actually, in the slide on Beijing snacks, I only wanted to introduce two or three kinds of snacks, but brother Fe's eyes lighted up, and he almost put his head in the screen, I thought I need to satisfy him (as he seemed very excited about it)…After the session, Felix seemed to be very satisfied.

Researcher: Hahaha, did he satisfy his hunger by looking at the PPT

Li: It seems he really enjoyed your session.

When Teacher Song reflected on such incidents in the interview with me, she used words like "aimless" and "miserable" to describe her perception and feeling. However, in the group chat, she used a light tone. This made the peers believe her session with Felix was full of joy. Sharing the teaching moment half-jokingly could be seen as Teacher Song's method to protect herself and the learner from potential judgement about her teaching competency and the learner's behaviour from others. It could also be because she did not want to make complaints and cause a negative climate in the teacher community. In this conversation, Teachers Su and Li both

responded positively to her teaching, which at some level might provide a different interpretation of the interaction between Teacher Song and the learner and might have encouraged her.

7.7 Summary

Teacher Song's case highlights how emotions could impact teacher agency and teacher's professional development. In the early sessions, she was motivated by the "ideal self" constructed through observing and discussing exemplar teaching recordings, and wanted to teach in a way she learned from those recordings. She struggled with maintaining her control of teaching activities, meanwhile she wanted to respond to and to satisfy the learner's needs. Failing to achieve the balance made her feel frustrated. Sometimes Teacher Song resorted to her previous teaching experience, responding in a passive way and trying to avoid a negative outcome that might undermine her sense of professionalism or the relationship with the learner. She then no longer authored herself as teacher but as a facilitator instead, which meant she was willing to compromise her own desire and prioritise the learner's needs and satisfaction. She experienced satisfying teaching in Session 3 as a result of adopting new learning activities. Teacher Song's teaching beliefs changed as she realised teaching itself was also a learning process, an idea rooted in Chinese Confucius philosophy. In terms of relationship, Teacher Song exhibited great care to the learner and peer teachers. She hoped the learner would enjoy the learning experience, and thus was very responsive to the learner's learning agency. Her effort to establish and maintain a strong relationship in return facilitated learning. Among the teachers on WeChat, she shared knowledge and experience, and brought joy into the teacher community, which implies providing socio-affective support for one another.

Chapter 8 Case 3-Teacher Tan

8.1 Background of Teacher Tan and Learner Cary

Teacher Tan was in her mid-twenties and was a first-year PhD student at BLCU when participating in the SCOLT-TA study. She reported in the interview that she had a major in Chinese Literature in undergraduate study, but she studied Applied Linguistics at BLCU for her master's degree because she wanted to become a Chinese language teacher. During her postgraduate study at BLCU, she worked as a substitute teacher as her part-time job for half a year, teaching short-term Chinese language courses to students with various learning motivations. She mainly taught beginner-level Chinese and basic daily conversation to help the students to ease into their life in China. In 2016, Teacher Tan joined SCOLT 1, which became her first-ever online teaching experience before conducting SCOLT-TA in this study. Her PhD research focuses on teaching and learning of listening in Chinese, which helped her conduct teaching sessions in the SCOLT-TA.

The learner, Cary, worked as an IT engineer in Auckland and was an older adult in his forties when he joined this study. In the first teaching session, he described himself as "a mature Chinese learner". Similar to Teacher Tan, he also participated in SCOLT 1 but was taught by another teacher.

8.2 An Overview of Teacher Tan's Teaching Sessions

After the second preparatory workshop, where every teacher chose her potential learner, Teacher Tan chose Cary and started establishing her connection with him. She wrote him an email in English briefly introducing herself. In the reply, Cary told her that he had joined the study in order to get some help with the upcoming tests: HSK 4 and a Chinese oral final examination in the course he was taking at university, and he emphasised that he needed to practise listening and speaking. In the final

group discussion, Teacher Tan sought suggestions from peer teachers about how to prepare test-oriented sessions, especially on listening. Although she had read plenty of research articles on the teaching and learning of listening skills and watched many teaching recordings, she had little hands-on experience of this particular type of one-to-one synchronous online teaching. Various suggestions were offered, such as making her own recordings targeting specific content, for instance, expressions about time. However, before the first learning session, Cary emailed her a set of sample questions from HSK 4 that he wanted to practise in the session. In this set, there were listening exercises as well as a few grammar exercises. Therefore, Teacher Tan felt that she had to prepare and conduct the teaching based on this material. Before each of the subsequent three teaching sessions, she would receive a set of sample tests from the learner. From the fifth session onwards, Cary's learning focus switched to oral practice. On his request after the tenth session, they had an additional session focusing on speaking practice. Before each of the sessions, Cary emailed Teacher Tan the learning materials that he wished to focus on. These included a short passage about a specific topic that he had written to prepare his oral presentation in the examination, and/or a piece of text from his study guide as he wanted to read it out loud and expected to be corrected in the teaching session. Teacher Tan would correct the mistakes in his written passage in advance, and explain them during the session. In addition, she would also prepare grammar and vocabulary explanations in case Cary was unable to understand the texts in the study guide that he emailed to her.

To sum up, the total of 11 learning sessions focused on two different learning goals: preparing for the HSK 4 test (Sessions 1-4), and preparing for the final oral examination (Sessions 5-11). Table 8-1 provides details of the sessions. After each session, Teacher Tan would send the teaching notes to Cary through email, which was a strategy she learned from Teacher Su to help with the revision. To meet the learner's needs, both parties agreed to have all sessions completed before the oral examination in November, thus, as shown in Figure 8-1, they had quite frequent sessions, sometimes twice a week. All the eleven sessions were completed within two months.

Figure 8-1 presents the timeline of data collection during Teacher Tan's teaching stage.

Table 8-1

Topic and Length of Each Tan and Cary's SCOLT Session

Session	Main activity	Length
1	Mock test of HSK 4 (1)	45'06"
2	Mock test of HSK 4 (2)	41'00"
3	Mock test of HSK 4 (3)	39'55"
4	Mock test of HSK 4 (4)	82'27"
5	Oral test preparation-film, family members	34'27"
6	Text reading	34'01"
7	1. Text reading; 2. Oral test preparation-losing weight	32'12"
8	1. Text reading; 2. Oral test preparation-job	37'38"
9	1. Text reading; 2. Oral test preparation-hometown	36'18"
10	1. Text reading; 2. Oral test preparation- family members	36'52"
11	Oral test preparation-Chinese learning experience, movies	38'26"

Figure 8-1

Timeline of Data Collection
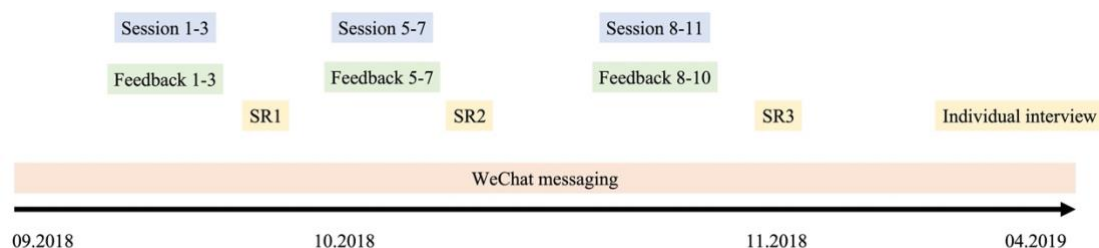
8.3 Teacher Identity

This section mainly explains the process by which Teacher Tan formed and shaped her beliefs about being a SCOLT teacher and language teaching in the SCOLT

setting. In addition, how she negotiated her professional identity from personal, interpersonal and sociocultural perspectives will be discussed as well.

8.3.1 An Idealised View of Teaching

As a novice teacher, at the beginning Teacher Tan did not know how she should teach and manage the session in the SCOLT context. However, she found that the exemplar video recordings provided in the preparatory workshops had set good models of teaching and learner-teacher interactions. For her, the teacher should be amiable but also professional. She described two video clips she watched in the workshop, which had become an ideal style of teaching, as she explained below:

> She [the teacher in the video] was a guide, taking a lead from the
> learner. In her scaffolding, the learner would activate his agency to start
> to speak.

> 她就是一个主导，她会领着学生走。那学生会在她搭的框架下面
> 发挥主观能动性开口说话。(Tan-Int-1904)

> I watched Teacher Su's recorded sessions, which I think was an ideal
> style of teaching. First of all, the atmosphere seemed relaxing. It seems
> [to me] that Su was having a conversation with [the learner], while
> being able to cover key language points. … I recall that Su said… the
> learner… had learned a lot without noticing it. Such a way of teaching
> is ideal and that is what I really want to achieve.

> 我是看过 Su 上课的录像，我觉得那个就是比较理想的状态。首先
> 课堂氛围比较地轻松，感觉是很轻松，就是感觉 Su 在跟他对话，
> 但是在对话的时候又不知不觉把语言点讲到了…我记得 Su 说…学
> 生…不知不觉地学了很多。这个是我特别想要达到的理想的状
> 态。(Tan-Int-1904)

As Teacher Tan was not an experienced teacher, the video clips she watched became the main source that helped her to shape her beliefs about good teaching in the SCOLT context. In these accounts, the teacher could exhibit professional agency from different aspects. Pedagogically, the teacher could maintain a balance between the teacher's and the learner's power. The teacher could keep control over the teaching process and be capable of helping the learner gain knowledge from the teaching session, while the control would not hinder learner agency. Teacher Tan's preference for Teacher Su's style may have been influenced by the group discussion in the preparatory workshop, where the teacher participants unanimously agreed that the conversational approach was the best teaching method in the SCOLT setting, and the teacher should reduce the "trace of teaching (教学痕迹)". In terms of class management, the teacher could maintain active interactions, which was also a lesson she learned from her online English learning experience, which she described as having "almost no interactions [but lecturing] (基本上没有互动)" (Tan-Int-1904). Therefore, she believed the ability to engage the class was an important skill for teachers. When it comes to the relationship, Tan expected the teacher and the student "should be like friends (像朋友一样)" (Tan-Int-1904).

Before Teacher Tan started the sessions in the SCOLT-TA, she had already formed her belief about how she should teach and interact with the student. The collective process of the preliminary discussion with peer teachers and the observation of exemplar videos in the preparatory workshop had contributed to the process of forming such beliefs. Her accounts expressed her strong will to learn from the exemplars and the anticipation to teach the way she thought was suitable in SCOLT-TA.

8.3.2 Negotiation of Teacher Identity

Although Teacher Tan wanted to act like the teachers presented in the video examples, she found it was not easy for her to establish a teacher identity especially at the beginning of the sessions. Age, social status and inexperience of teaching

challenged her sense of professionalism. The following sections unfold each factor in detail.

8.3.2.1 Sociocultural Influence

In the first session, after greetings, Teacher Tan saluted the learner as "mister". It is quite rare for teachers to address the learners with an honorific form such as "mister" or "miss" in Chinese culture, while using the learners' names is more common. In the interview, she reflected that she intentionally addressed Cary in this courteous manner, because Cary was almost 20 years older than her, and outside the class there was an evident social difference between them: an engineer and a PhD student. Therefore, she said that she "should pay attention when addressing him (应该在称呼上注意一下)" (Tan-SR3-1812) to show respect and humbleness. At this moment, their social status outside the SCOLT setting came into play. The way Teacher Tan chose to address Cary indicated that she perceived the social hierarchy of an engineer and a student wielded greater influence in the teaching setting than the "teacher-learner" relationship. In addition, this could indicate that, due to the one-to-one style, she differentiated SCOLT teaching from teaching in traditional ways, which could potentially impact her sense of professional identity and the way she enacted agency.

Another reason for this was it happened at the beginning of the first session. When invited to reflect on the beginning of their sessions, Teacher Tan mentioned "the formal teacher-learner relationship was about to begin, which made me feel uncomfortable (就要开始正式的师生关系，这个让我感觉有点不自在)" (Tan-Int-1904). There were several reasons that might have caused the feeling of discomfort. The first reason was related to the Confucius-rooted social construction, in which the younger should always respect people who are older, and the students should respect the teacher because teachers are perceived "senior" and "knowledgeable", and potentially "older" (Ho & Ho, 2008). Teacher Tan reflected that when she taught Chinese at BLCU, the class was mixed with students from different age groups; even though there were several students who were older than her, the younger students

were the majority. Therefore, the age factor "has never entered my mind (我没想过这个问题)" (Tan-SR3-1812), she said. However, in the one-to-one setting, the factors of learner's age and social status became more influential than in the classroom. Therefore, at this moment, Teacher Tan was not prioritising her teacher identity nor enacting agency in establishing the teacher-learner relationship, rather she chose to act according to the norm of respecting older people, using "mister" to address Cary. Another reason could be that, because she did not have much experience of teaching, thus building a teacher-learner relationship in such a unique and contingent circumstance and setting was unfamiliar to her. Even though she wanted to learn from the teachers modelled in the video, the real teaching situation for her was quite different: both teachers in the video clips had richer teaching experience, and their students at that time were of similar age to the teachers. Therefore, when encountering a learner who was older, and being influenced by the Confucius ideology, Teacher Tan found it difficult to take agentive action in establishing authority and entering into the role of teacher.

8.3.2.2 Self-evaluation

In the interviews, Teacher Tan showed a tendency of self-criticism. She frequently recalled the less successful incidents in her teaching, especially when she tried to explain grammar rules:

> I don't have grammar teaching experience, my spirit indeed is willing, but the flesh is weak. I feel disappointed about myself when my explanation of grammar is problematic that causes learners' confusion of understanding.
>
> 我没有语法教学的经验，心有余而力不足。因为我讲解有问题导致学生不太明白，这一点让我感到很挫败。(Tan-TFB1-1810)
>
> The learner had trouble understanding my explanation. One of the main reasons was I lacked the face-to-face teaching experience.

学生听我的讲解很费劲。很大一部分原因我缺乏面授教学经验。(Tan-TFB4-1810)

Because I have very little experience, I am not very sensitive to some events [which happened in the sessions].

因为没有经验嘛，所以我对一些现象也不是很敏感。(Tan-SR2-1810)

Sometimes I don't know how I could explain [the language knowledge] to help him understand. In this case, for example, if I wasn't able to explain one point, I couldn't continue [explaining], and had to let him work on it after class.

我有时候也不知道该用什么样的方式给他讲明白。所以这样子的话，就比如说某一点比较失败，就没办法继续了，可能只能靠他课后。(Tan-SR 3-1812)

In both traditional and distance settings, I am a novice teacher, so I haven't acquired the expected capabilities of being a [professional] Chinese language teacher yet.

我来说对传统还是远程，我都是新手，所以我还没有达到汉语教师的这样一个素质。 (Tan-Int-1904)

These narratives show the moments when Teacher Tan was struggling in her teaching. She reported many times that she was not able to make good and clear explanations in Chinese grammar. Teacher Tan showed her willingness to make an improvement, but she had not found a good strategy to cope with the problems, and even in one instance, she hoped the learner could find a way to completely understand the grammar point by himself as she was unable to help him in the session. She inferred that the learner did not get the expected knowledge or a pleasant learning experience from her sessions. In addition, she felt disappointed about herself and attributed limited answerability to herself: unable to achieve desired outcomes due to lacking teaching experience. This undermined her sense of professionalism and made her feel

insecure. However, teaching experience is a stable attribute, which is not under individuals' control and cannot be increased in a short time (Weiner, 1972). Her emotional frustration came from two aspects: unsuccessful teaching moments, and her inability to gain teaching experience immediately to enhance her teaching competency. Therefore, in the final account presented, she described herself as not being equipped with professional qualities. It shows her sense of professional identity was severely undermined by her perception of lack of pedagogical competency to translate the linguistic knowledge she had to the expressions that the learner could understand.

There was another reason that may have caused these difficult teaching situations for her. Teacher Tan had not majored in TCFL in undergraduate study, as other teachers in SCOLT-TA had. In addition, university-based initial teacher education has been reported as lacking opportunities for postgraduate students to learn pedagogical knowledge and pedagogical content knowledge, nor offer enough opportunities for the students to practise teaching (Wang et al., 2013). Therefore, Teacher Tan's educational experience might have caused her low confidence and her sense of inability in teaching grammar knowledge.

8.3.2.3 A Role of Facilitator

Before teaching in SCOLT-TA, Teacher Tan expected that she could play a dominant role in the teaching, as she explained:

> The teacher is dominant, taking a lead from the student…[so] the teaching will be on the right track.
>
> 教师是占主导地位，教师会带着学生走……整个教学是不会跑偏的。(Tan-Int-1904)

She wanted to establish and maintain her authority at some point where she could hold some control over the sessions, to design and conduct the learning activities, and

to monitor the learning procedures and quality. For Teacher Tan, the SCOLT teaching was expected to be an opportunity for her to practise her teaching skills, and she was excited about designing and implementing various activities after listening to peer teachers' suggestions in the final teacher preparatory workshop. However, the reality contradicted her expectation. Since Cary prepared all the learning materials: the sample questions, his own passages for presentation, and texts he needed to read, the activities that could be employed in the sessions were restricted. At the same time, influenced by her understanding of the notion of learner-centredness, she believed she had the obligation to prioritise the learner's own ideas of what to learn and how to learn over her own desire. Therefore, she felt her sense of teacher identity was constrained as there were fewer opportunities for her to exhibit her teacher agency in designing activities and implementing them. In addition, in several sessions, it seemed that Cary held more control. For example, he decided when and how to do the practice: in the middle of Session 9, Cary said to Teacher Tan, "I'll do conversation [first], then I'll read my textbook, because we did not finish it in the last session". Normally these instructions are given by the teacher, whereas in this case, the learner was the one who decided the procedures of learning activities.

Teacher Tan realised her teaching was challenged when she had to fit in with what Cary might have been expecting from her, and she did not perform in the way she had hoped. She commented: "I might have put myself in a far too low status (我可能把自己的身份放得过于低)" (Tan-SR3-1812). However, in her later sessions this situation changed, and she no longer struggled with the power and control in the class nor attempting to deliver new knowledge. She had made the decision to author herself as a "facilitator (辅导者)":

> I think my role is helping him correct mistakes, and I am not going to teach much.

> 我是觉得因为我的角色是帮助他纠错一下，然后讲的内容不会很多。(Tan-SR2-1810)

I am a facilitator. As long as I can meet the learner's needs, give him the support he desires, that's enough.

我是一个辅导者。把学生的需求满足了，提供给他需要的帮助，就可以了。 (Tan-Int-1904)

Teacher Tan's expectation of herself had changed from an agentive teacher playing a dominant role to a facilitator who acted responsively according to the learner's performance and exhibited less agency than she had wished.

As part of this new self-positioning, she limited her provision of learning suggestions to the learner. Cary wanted to prepare his oral presentation by writing some short passages, learning them by heart and reciting them during the test. Teacher Tan guessed some sentences in his passages were copied from the Internet or elsewhere, as they were beyond Cary's language level. In the interview, she reported that she thought it was not the best preparation for an oral exanimation, and disapproved of the way he wrote the passages, but she "did not dare to tell him (不敢跟他说)" (Tan-SR3-1812). There were several reasons that could lead to this choice. First, she could not claim herself to be an expert in learning and teaching speaking in Chinese due to her limited teaching experience and knowledge of teaching Chinese. Therefore, she was not sure that her suggestion would be more effective. Besides, it was also about how she defined the role of facilitator that Tan did not see she should interfere and influence Cary's learning unless he asked for help, even if it meant she had to hold back different opinions and ethical disagreements. Therefore, Teacher Tan changed her teaching goal and beliefs about how she should act in this teaching practice. She explained her main task was "following his rhythm [or plan], and giving him what he wants (按照他的节奏，把他想要的给他)" (Tan-SR3-1812). This illustrates that the level of agency Tan employed in her teaching was also constrained by her self-positioning.

8.3.3 Unsuccessful Friendship

As mentioned in the previous section, from Teacher Tan's perspective, the ideal teacher in SCOLT should be amiable and able to develop a good relationship with the learner. However, her expectation of building a friendship-like relationship with the learner was impeded in reality. She reported that Cary always began his emails with "Hi" and had never addressed her by name. In Chinese etiquette, salutation is important in a letter or an email. Consequently, from Teacher Tan's point of view, Cary's gesture was a way of avoiding personal relationship with her and keeping distance. Although she was willing to bond their relationship, it was challenged by her interpretation of Cary's intention, as she stated: "I didn't dare to treat him as a friend of mine (我没有太敢把他当成我的朋友)" (Tan-SR3-1812).

The perception of Cary's attitude was a reason that Teacher Tan used the honorific form of "you (您)" to address Cary even in the final session, which could be a corresponding response to the distance that she thought the learner wanted to keep. This also indicated that she was continually negotiating the relationship between her learner identity and teacher identity, and between her identities and Cary's identities as a learner and an engineer during all the sessions. Till the end, she was not able to fully establish her teacher identity with the authority she had hoped due to the reasons analysed above, nor did she successfully establish a friendship-like personal relationship with the learner.

8.4 Reflective and Reflexive Practice

8.4.1 A Strong Will to Learn and Improve

Teacher Tan was very clear that compared to her peer teachers in SCOLT-TA, she lacked wide teaching experience. She shaped her ideal teaching according to the videos she observed, showing she was eager to learn from and maybe imitate the way the other teachers taught. In the first group discussion, Teacher Su mentioned she

used backchannels, such as repeating the learner's utterances, as a strategy to show the teacher's attentiveness and to encourage the learner to practise the target language. Teacher Tan remembered this and paid careful attention to giving ongoing feedback during Cary's speaking turns. At the beginning, repetition was dominant in her responses. For example, in Excerpt 8-1, Cary was sharing his personal information with Teacher Tan, but she mainly used repetitions as her feedback.

Excerpt 8-1

Session 1 [00:00:41.20]

Turn	Utterance (translated)	Utterance (original)
16	Cary: I'm a, erm, erm, computer engineer.	Cary: 我是个，呃，呃，电脑工程师。
17	Tan: Hmm ((smiles)) computer engineer ((nods head))	Tan: 嗯 ((微笑)) 电脑工程师 ((点头))。
18	Cary: Computer engineer. I'm also a mature Chinese learner.	Cary: 电脑工程师，我也是个成熟的中文学生。
19	Tan: Chinese learner, correct. [You speak very good Chinese (very low voice)]	Tan: 中文学生。对。[你那个中文说得很棒 (声音很小)]
20	Cary: [Mature, *mature*.] I don't don't don't understand, *again*.	Cary: [成熟，mature。]我听听听不懂，again。
21	Tan: Erm, your Chinese is good ((gives a thumbs-up sign))	Tan: 呃，你汉语很棒 ((举大拇指))
22	Cary: Erm, no no. Erm, this is my house.	Cary: 呃，不是不是。呃，这个我的房子。
23	Tan: Wow ((nods head))	Tan: 哇哦。((点头))
24	Cary: This is my bedroom.	Cary: 这是我的卧室。
25	Tan: Hmm. ((nods head))	Tan: 嗯。((点头))
26	Cary: Very messy, messy, messy, very messy.	Cary: 很乱，乱，乱，很乱。
27	Tan: Messy. Hehe ((chuckles)), not messy.	Tan: 乱。嘿嘿 ((笑))，不乱。

In turns 17, 19 and 27, Teacher Tan partially repeated Cary's remarks in the previous turns as a way to acknowledge Cary's utterances. However, using repetition as a backchannel sometimes caused problems. Although she used body language, such as nods and gestures to help express her meanings, Cary still misunderstood her intention occasionally. For example, in turn 17, the repetition with nodding was intended to show Tan was listening to and understood what Cary had said, and Cary had said it correctly, but Cary interpreted it as a correction of his pronunciation, therefore he repeated the phrase "computer engineer (电脑工程师)" in turn 18. In the same turn, he used the phrase "mature Chinese learner (成熟的中文学生)" to describe his learner background, but Teacher Tan only repeated part of the phrase "Chinese learner (中文学生)" in turn 19. From Cary's response in the next turn, he seemed to be expecting Tan to check whether he had used the word "mature (成熟)" correctly as he said it in both Chinese and English. Unfortunately, Cary's remark overlapped with Teacher Tan's speech, therefore the teacher missed it and did not make a response to it.

As giving a backchannel was a strategy that Teacher Tan had recently learned, she had to keep reminding herself to provide it, which absorbed lots of her attention, and made it more difficult for her to notice the learner's subtle intentions in his remarks. She reflected:

> When I am teaching, I pay lots of attention to the backchannel. I would repeat what the learner has said. On the one hand it is to provide positive feedback and boost his confidence; on the other hand, it helps him notice his mispronunciations or errors in expressions and make corrections after my perfective repetition.
>
> 我在课上的时候很注意这一点。我会重复学生说过的话，一方面给学生积极反馈增强他的信信心；另一方面，对于不太标准的发音或表述，我重复后学生注意到，并且改正过来。(Tan-TFB3-1810)

The reflection indicates that Teacher Tan was willing to learn what she heard in the group discussion and intentionally used repetition as her way of providing backchannel and corrective feedback to serve both affective and pedagogical purposes. However, the over-used repetition did not achieve ideal outcomes, and it revealed that she did not have a wide repertoire which she could draw on to enrich her responses and to create more teachable moments in the ongoing interaction.

Besides the backchannel, there are two more points worth noticing in this excerpt. First, in turn 19, Teacher Tan provided a compliment. From Cary's performance, the compliment was more like an encouragement. She took this move, indicating she was highlighting her teacher role in the immediate context, which was an effort to establish her professional identity.

Secondly, it is interesting to see that Teacher Tan treated the small talk in a more pedagogical rather than socio-affective way. She did not show much engagement in what Cary had told her, therefore she did not expand the conversation; nor did she talk about herself, as if she did not want to bring her student identity, which might undermine her teacher identity, into the teaching session. This could have been a strategy on her part to remain professional. In the first SR interview, she defined the warm-up as an oral practice, which partly explains why she responded in that way:

> The warm-up activity is also regarded as speaking practice. … As to the mistakes, I just correct them by recasting his words.
>
> 前半部分的这种热身也相当于是口语训练了……然后对于他的一些错误我可能就是，他说完之后我重复纠正。 (Tan-SR1-1810)

There was a conflict emerging. On the one hand, Teacher Tan expressed her anticipation of developing a personal relationship with the learner. On the other hand, she did not realise the affective value of the small talk at the opening stage of each session, through which she could have built rapport with the learner to achieve the

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socio-affective goal. However, she merely treated it as oral practice waiting for her correction.

With increasing teaching experience and interacting with Cary, her understanding about the warm-up activity changed. In the third SR interview, she reported that she had realised that Cary sharing the small stories with her was not just because he wanted to be corrected. It was his effort to maintain a relationship in the personal dimension as well. After realising this, Teacher Tan engaged more in the small talk, but due to the limited time of each session, she could not spend too much time on it but had to rush to the main learning activities.

Tan also developed her strategies as she gained more experience and became familiar with the learner. In a later session, Tan's repetition once again caused misunderstanding, and this time she realised she had to change the way of giving feedback. Excerpt 8-2 illustrates this moment.

Excerpt 8-2

Session 8 [00:12:24.15]

Turn	Utterance (translated)	Utterance (original)
39	Cary: ((reads scripts)) I heard I should open a kind of British bank account.	Cary: ((读文章))我听说我应该开一种英国的银行账户
40	Tan: Bank account.	Tan: 银行账户。
41	Cary: Bank, bank account.	Cary: 银行，银行账户
42	Tan: Correct, correct, good, good.	Tan: 对对，很好。
43	Cary: Erm. A New Zealand bank clerk told me… ((continues reading))	Cary: 呃。新西兰银行的职员告诉我 ((继续读))

In turn 39, Cary was reading his passage. Teacher Tan responded to it with a partial repetition, which was intended to show she was listening. However, Cary perceived it as corrective feedback, thus he repeated the phrase. This was the moment where

Teacher Tan realised Cary had misinterpreted her intention, and she changed to use affirmative feedback in the next turn. Cary understood and continued reading the passage. After the session, she reflected on this moment:

> Sometimes I used repetition as positive feedback, which might have made Cary think I was correcting his pronunciation, as he would repeat after me. I was worried that my repetition might confuse him. On the contrary, sometimes I used "good" or so forth to provide feedback, and then he would move on to the next task. I think the possible reason could be that he is preparing for the oral examination, therefore, he pays more attention to my demonstration or repetition.

> 有时候我用重复反馈作为一种积极的，正面的肯定，可能会让 Cary 觉得我是在纠正他的读音。这样他会跟着我再重复一遍。我比较担心的是我的重复反馈会给他造成一种混乱或困惑。反而有时候我用"好，不错" 等方式进行反馈，他会直接继续下面的内容。我觉得可能的原因是 Cary 现在的主要目的是准备口语考试，所以对于我的示范或重复格外注意。(Tan-TFB8-1810)

The accounts show Tan's reflection on her repetition strategy, through which her intention was to show her acknowledgement of Cary's utterance. However, after observing Cary's reaction and taking account of his learning goals, she understood the reason for the misunderstanding. Therefore, she made her feedback more direct and explicit. This moment illustrated when Teacher Tan gained an improvement in her teaching. She no longer stuck to what she had learned from others' experience and began to explore a more suitable strategy in her own case. It demonstrated a moment where she enacted greater agency in making a pedagogical decision.

Besides the verbal feedback, she also used multimodal visual clues to support her teaching in the later sessions. Teacher Tan reported one example in Session 9. During the session, when Cary read an incorrect sentence, Tan provided an explicit correction

in both written and verbal forms, which made her feel satisfied with herself (see Excerpt 8-3 below).

Excerpt 8-3

Session 9 [00:17:59.19]

Turn	Utterance (translated)	Utterance (original)
140	Cary: Erm, the population in Auckland is much greater than that in Dunedin.	Cary: 呃，奥克兰的人口比达尼丁的人口更多了。
141	Tan: We shall say "the population in Auckland is much greater than that in Dunedin", without "le". ((types both correct and incorrect forms on the shared screen, shown in Figure 8-2)	Tan: 我们要说"奥克兰的人口比达尼丁的人口更多"，没有"了"。((共屏上展示正确和错误的句子))
142	Cary: Without "le". *OK, OK*.	Cary: 没有"了"。 OK, OK.

In turn 140, Cary made a mistake in the comparative sentence, in which he added an auxiliary indicating completion of an action (le, 了) at the end. In the next turn, Teacher Tan made an explicit correction. She first recast the sentence in the correct form, then explained there should not be an auxiliary placed at the end of the sentence. At the same time, she typed both the incorrect and correct forms on the shared screen. She used green to highlight the auxiliary with a cross line. She assumed that it would highlight the mistake Cary had made and clearly indicate that the word should be removed (see Figure 8-2). Cary's image showed him leaning forwards and reading the words on the screen carefully. His response in turn 142 demonstrated that his attention focused on the language form and he comprehended the teacher's correction.

Figure 8-2

The Screenshot of Correction in Session 9
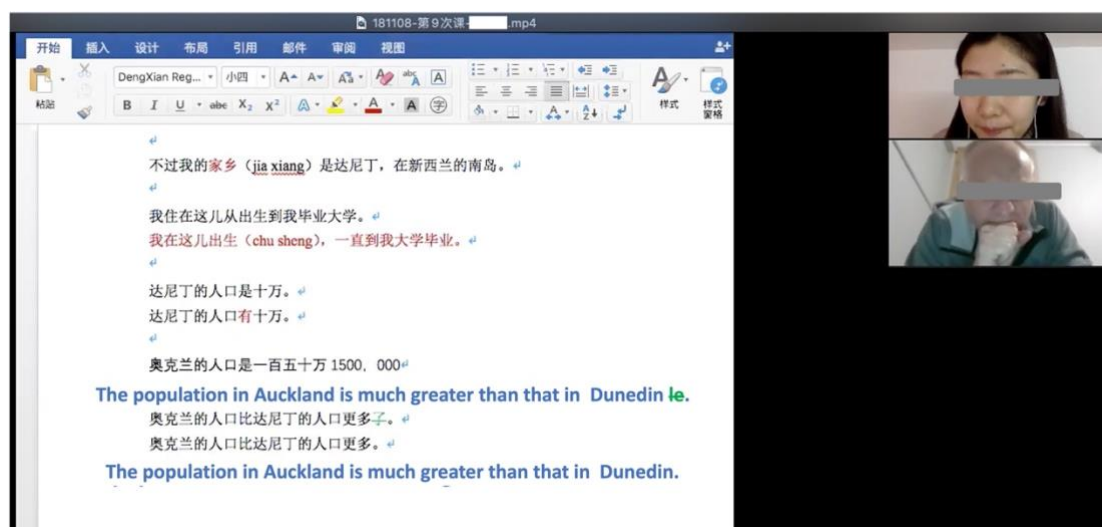
After the session, Tan reported why this moment made her feel satisfied with her teaching:

> Because the correct form does not have "le" at the end. I felt that he might not be able to realise what went wrong for him, so I explained "without 'le'". He repeated it and noted his understanding. I think sometimes approaches to providing corrective feedback should accord with situations. This certainly is related to the teacher's understanding of learners' proficiency level and learning styles. I don't see myself having such capacity, thus my correction or other forms of feedback have not been very successful. This case makes me feel satisfied because [I realised that] I was not aware of such issues previously, and in the future, I will pay more attention to them.

> 因为正确的句子只是在末尾少了"了"，我感觉他可能不理解他的错误在哪里，所以随后我解释了一下"没有'了'"。Cary 重复我的话"没有'了'"后，说他明白了。我觉得纠错方式有时也要根据具体的情况进行选择和调整，当然这与教师准确把握学生水平和风格有

很大关系。我自己很缺乏这种能力，所以很多时候纠错或其他反馈是失败的。这件事让我觉得有成就感是因为我在之前并没有意识到这一点，在今后的教学中会更加注意这一方面。 (Tan-TFB9-1811)

She explained why she said "without 'le'" after her recasting, as she was worried that Cary might not understand it. Her effort indeed paid off as Cary noticed the difference between the incorrect and correct forms. Teacher Tan felt successful because she realised merely recasting the answer was not enough, and she had to point out the difference obviously to make Cary notice it, which she did. This was an improvement for her, as she was making the correction based on the immediate context, which was, in this case, the slight difference in the two forms and Cary's language capacity to notice or understand it. This reflection demonstrates an improvement in her teaching, which contrasts with her frustration when she was self-criticising and unable to find solutions when explaining grammar rules in the initial sessions. At this moment, job satisfaction emerged when she realised the reason for the unsuccessful feedback and knew how to make improvement.

Excerpt 8-2 from Session 8 and Excerpt 8-3 from Session 9 provide examples of Teacher Tan's endeavour to make her sessions fit the learner's characteristics and the task's characteristics (Wang, 2007). At first, she applied what she had learnt from others. With increasing teaching experience and during the time she taught Cary, she developed her own strategy in real practice, which helped her achieve a more ideal outcome. In her previous classroom teaching, where there was more teacher-centred practice, it was difficult for the teacher to accommodate her feedback and corrections to each student's characteristics. However, it became possible and more important in the one-to-one setting.

As Teacher Tan finished more sessions, she increased her confidence bit by bit. Apart from the improvements she gained from her teaching, positive appraisal from Cary also boosted her confidence. For instance, in the final session, Cary presented his

passage on his Chinese learning, in which he commented on her as "a very good Chinese teacher, very patient and intelligent." Also, when Teacher Tan emailed him the teaching notes, Cary always expressed his gratitude. It made her feel the efforts she made were worthwhile. Over the period of the sessions, this motivated her to work better to live up to the learner's expectation. The reciprocity also helped her teacher development to some extent.

8.4.2 Getting Familiar with the Teaching Environment

At the beginning of SCOLT-TA teaching, Teacher Tan reported that she felt uncomfortable and constrained in this teaching context. In the first SR interview, she shared an example with me, in which she presented some phrases on a shared screen, and guided Cary to reorder them to make a sentence. She tried to lead Cary to identify conjunctions in the phrases by highlighting them in a red circle. By doing so, she assumed that Cary would know which phrase should come first and which should be put at the end. However, Cary did not understand her and turned to his study material, trying to find the answer and an explanation. This made Teacher Tan quite frustrated about her teaching, but she attributed it to the technological environment：

> I feel it might be easier to explain in a face-to-face situation, and I think that, to teach behind a screen, I am constrained in the distance [teaching context]. I cannot tell why, but I just feel this way.

> 我感觉面对面的这种讲解可能更清楚一点吧，然后我觉得隔着这种屏幕，然后远程的这种感觉总是有一点限制。我也说不上来，但是就是能感觉到。(Tan-SR1-1810)

She further explained that in classroom teaching, she could emphasise the key words by circling or drawing lines under them with a piece of chalk, and, if needed, she could even knock on the blackboard to draw learners' attention, to emphasise what she said, and to express her emotions. However, in the SCOLT context, she had to

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rely on a mouse, which was less flexible than hand drawing, and could not convey the subtle meanings.

However, in the interview after she finished all the sessions, she reported that she got more familiar with the platform at the late stage of teaching. She became able to use the technical affordances to convey her thoughts more accurately and deliver sessions more effectively, as can be seen in Excerpt 8-3 and Figure 8-2 presented in the above section, where Tan adopted the multimedia tools that enabled her to find a better way to scaffold and provide effective feedback on the use of the auxiliary.

8.4.3 Implementing Theory in Practice

As mentioned in Section 8.1, Teacher Tan's PhD research focused on the teaching and learning of listening in Chinese. In SCOLT-TA, she often connected her sessions with her research. In her written reflections and in the interviews, she reported several times how her research had helped her understand the learner's responses, and the teaching experience also increased her research interest.

Teacher Tan reflected on one moment in the first session, where she was about to conduct a listening exercise. This exercise provided a list of statements, and the learner needed to listen to the recording and decide whether these statements were true or false. When practising this type of exercise, before the recording was played, learners would read the statements carefully, so they could predict what they would hear and make better judgments about the statements. However, Teacher Tan said that she forgot to leave time for Cary to "pre-read (审题)" the statements. Cary's reaction reminded her of the previewing time needed. Excerpt 8-4 presents the negotiation of the pre-reading activity.

Excerpt 8-4

Session 1 [00:16:54.14]

Turn	Utterance (translated)	Utterance (original)
94	Cary: *OK, this question*, this question, you should read.	Cary: OK, this question，这个问题，你应该阅读。
95	Tan: Hmm.	Tan: 嗯
96	Cary: Ah, let me listen ((points to his ear)), *and* am I correct or not?	Cary: 啊，我听一下 ((指着耳朵))，and 我对不对？
97	Tan: Correct, correct.	Tan: 对，对。
98	Cary: *So*, it is that "It is a good day". ((reads the script shown in Figure 8-3))	Cary: So，一个是"今天天气不错" ((读题))
99	Tan: Hmm, let me play the recording, *record*, and you listen, OK?	Tan: 嗯，那我来放一段录音，record，然后你听，好吗？
100	Cary: *OK*, good, good, good.	Cary: OK, 好好好。
101	Tan: Hmm. Are you ready?	Tan: 嗯。准备好了吗？
102	Cary: Aha. Yep, yep. I can see your recording.	Cary: Aha. Yep, yep. I can see your recording.
103	Tan: Good, good.	Tan: 好，好。
104	Cary: *So* you read *or* I read?	Cary: So 你阅读 or 我阅读？
105	Tan: Hmm, I'll play the recording, the recording.	Tan: 嗯，我放录音，录音。

In the beginning of this exchange, Cary asked whether Teacher Tan would read the statements presented on the screen, and he would see whether he could understand them correctly. After receiving positive feedback from Teacher Tan in turn 97, Cary began to read what was shown on the screen (see Figure 8-3). However, in turn 99, Teacher Tan suggested playing the recording. In turn 104, Cary asked who should read the sentence. The teacher responded to this question, but said she was going to play the recording. In her feedback, Teacher Tan reflected on this moment:

I was going to play the recording directly, but he started to read the sentence. It reminded me that "pre-reading" was a necessary step in teaching listening comprehension. When he was listening to the recording, I was trying to recall the important steps of practising listening skills I learned from the research that I undertook focusing on teaching listening skills. When he was doing the following exercises, I was aware that I should help him by leading him to read the statements, and explain any difficult expressions; after listening to the recording, I needed to ask "why" questions and to guide him to paraphrase what he has heard. … It is pleasing that I could actually implement some of my research in teaching practice. Meanwhile, such practice contributes more thoughts to my research in this area.

其实这一部分我打算一上来直接放录音，结果学生首先开始读题，这一点提醒了我。"审题"我做听力训练前必经的教学环节。于是在他听录音的过程中，我努力回忆自己在做听力教学研究时一些很重要的步骤。在训练后面几道题时，我注意到在听前环节要帮助学生读题，解释重难点词语。听后环节用询问"为什么"的方式做听后复述……感觉自己做听力教学研究的一些成果真正得到了利用，很开心。同时，也为我接下来的听力研究提供了很多值得思考和深究的问题。(Tan-TFB1-1810)

Teacher Tan's account unveils the cognitive activity that was in her mind while she was teaching. It shows that it did not cross her mind before the session that there should be a "pre-reading" activity at first. However, Cary's response reminded her of this important step, despite not being aware until later on. It was a turning point, where Cary's behaviour activated Teacher Tan's researcher role, and she engaged the professional knowledge obtained from her research in the teaching process. It helped her improve her strategies in the later learning activities. After the session, Teacher Tan reported that she felt glad about this experience, as she found her research could be useful in her own teaching. "Praxis shock" has been reported in many studies

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(Kelchtermans & Ballet, 2002; Wideen et al., 1998), revealing that when novice teachers begin their teaching career, they find a gap between the reality and what they have learned and been trained to do before. In Teacher Tan's case, this moment provided an opportunity for her to connect the theoretical knowledge she learned and her teaching practice.

Figure 8-3

The Screenshot of Listening Practice

In addition, the teaching practice was also helpful for Teacher Tan's dissertation research. She shared a moment where she was conducting a listening exercise drawn from the HSK test material. There was a comparative sentence "shopping is more tiring than working (逛街比上班还辛苦)" in the listening recording. From Cary's reaction, she noticed that he did not completely understand the sentence, but he was still able to choose the right answer, as it contained the word "tiring". She enthusiastically shared her thoughts in the SR interview after playing the recorded video:

> The listening tests are supposed to evaluate learners' listening
> competence levels. Some learners may not have reached the associated
> level of competence, but they might have some strategies, for example,

I know one word, "tiring". Even though I don't understand the meaning of the sentence, I can still choose the correct answer because the only word I understand appears. Sometimes the learner just gets the luck. This has to some extent inspired my current research on listening comprehension in language teaching.

其实我们说这些听力练习是测学生的水平。但是学生的水平达不到这样子，他听的时候其实是有策略的：有时候我就抓一个点，比如我抓到了"辛苦"这个词。我可能不明白句子是什么意思，我听到了"辛苦"，这道题我选对了。他有的时候真的只是幸运碰到了。这个对我听力教学的研究还是有一定的启发。 (Tan-SR2-1810)

In the session, Teacher Tan did not skip the explanation of the grammatic rule of comparative structure because Cary got the right answer. This moment made her question the validity of the design of the listening test and sparked her interest in investigating under-researched areas she noticed in her own teaching.

8.4.4 An Inquisitive Practitioner

Teacher learning and development is a social process. The engagement with peer teachers could create learning spaces and gain resources that could be drawn upon to increase knowledge and facilitate the teacher's own learning and professional development (Edwards & D'Arcy, 2004; Tao & Gao, 2021). In the case of Teacher Tan, after she finished one session, she would share her experience and reflections with other teachers in the WeChat group, and eagerly seek suggestions. Figure 8-4 provides an example.

In this message, she described and reflected on her session in great detail, and then asked for suggestions. Through the long message she shared, other teachers would know about the learning context, and thus offer more practical suggestions. Teacher Tan's words demonstrated that she was very humble, and at the same time she was willing and eager to gain improvement through peers' support. Other teachers

responded to her message warmly. A range of advice was offered in the subsequent exchanges. Teacher Tan's engagement in the teacher community was reciprocal; when others needed help or suggestions, she would offer her support and share her knowledge as well.

Figure 8-4

Teacher Tan's Message to Ask for Suggestions
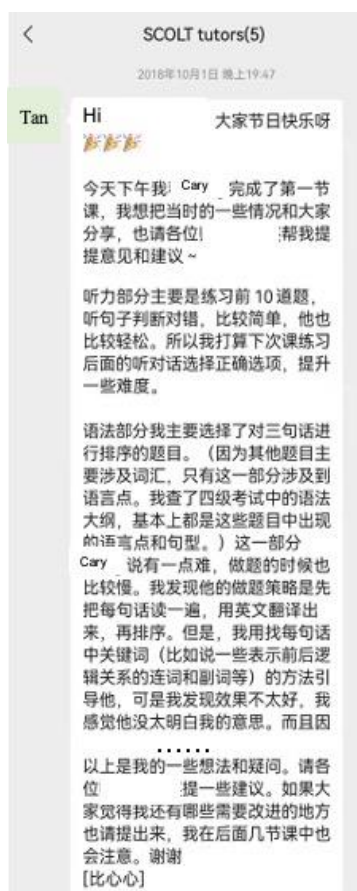
Translation:

Tan: Hi, happy holiday everyone.

I finished the first session with Cary this afternoon. I want to share some moments in the session with you and hope you could offer some comments and suggestions~

The listening part we focused on the first 10 exercises. Listening to statements and making judgements, both are relatively easy. He felt they were easy too. Hence, I plan to practise listening multiple choice questions in the next session. This would increase the difficulty level.

For the grammar part, I selected three reordering exercises (because other exercises focus on vocabulary, only these three are on grammar. I checked the grammar items in the Syllable of HSK 4, some of which are contained in these three exercises). Cary said this part was a bit difficult. It took him longer to complete. I noticed his strategy was reading each sentence, translating it, and then reordering to make meaning. I tried to guide him to identify the key words (for example some conjunctions and adverbs indicating the sequence of the sentences), but it did not work well. I guess he did not understand my intention…

These are my thoughts and doubts. Please feel free to give me suggestions. If you think there are some areas I need to improve, please let me know. I will pay attention in the following sessions. Thank you. [with love emoji]

8.5 Summary

In Teacher Tan's case, there was a clear trajectory of teacher agency and teaching development over the period of 11 teaching sessions, during which professional

identity and teaching practice were established and evolved in the interplay of peer influence, sociocultural norms, her perception of her teaching competency and the interaction with her learner.

At first, she had a strong will to learn how to teach in the way she observed from the exemplar videos. However, she could not merely copy others' approaches as the learner's background and learning goals were different. Bounded in Confucian culture, Teacher Tan was unable to establish her teacher authority, as there was a gap between her and Cary's age and social status. Moreover, sometimes the learner held more control over the teaching activities, which further limited her opportunities to exercise her teacher agency. In addition, the lack of teaching experience and TCFL training became an obstacle for her to build up confidence. Therefore, Teacher Tan authored herself as a "facilitator" which she could reconcile herself to.

After several unsuccessful teaching incidents, which made her question her teaching competency and experience emotional frustration, she realised that she had to develop her own strategy to adapt to the immediate learning context and to better meet the learner's needs. Meanwhile, the technical context, which constrained her agency at the beginning, became a valuable resource to enable her to facilitate the learner's learning more effectively and to achieve a more ideal outcome. Besides, within the sessions, she activated her role as a researcher, and used her professional knowledge to help her analyse and improve her teaching. Teacher Tan, having initially felt upset about her teaching, gained confidence through the development. Positive feedback from the learner also boosted her self-efficacy. The teacher community played an important part in facilitating her professional development throughout as she clearly had a sense of belonging there.

Chapter 9 Case 4-Teacher Li

9.1 Background of Teacher Li and Learner Josh

When participating in the study, Teacher Li was a first year PhD student in Applied Linguistics and was in her early twenties. She had obtained a master's degree in the same discipline. During her MA study, she stood out among dozens of candidates and was selected by Confucius Institute Headquarters to teach Chinese in a university in Spain for 10 months. After she returned to China, she occasionally conducted some private tutorials for international students at BLCU, mainly focused on conversational practice in Chinese. In 2016, when she was a third year MA student, she took part in SCOLT 1, conducting five one-to-one teaching sessions. When I contacted her asking whether she would like to participate in the SCOLT-TA study, she agreed without any hesitation and showed a strong intention to sharpen her teaching skills through the participation.

The learner Josh was a distance Chinese language learner at Massey, who had lived in Hong Kong and Macau in recent years. He was in his mid-thirties and had learned Chinese for more than three years when he participated in this study. In 2016, he took part in SCOLT 1, and Teacher Su was his teacher at that time as discussed in Chapter 6. Josh was described as a shy but very cooperative learner by Teacher Su. In the questionnaire, he indicated that he used to be a table tennis player, and later on he worked in Macau. One of the main factors that had driven him to participate in SCOLT was that he had a Chinese wife. When I invited him to join the study, he was in his wife's hometown. He agreed to join this study because he wanted to improve his Chinese communication skills, so that he could interact with his wife's relatives.

9.2 An Overview of Teacher Li's Teaching Sessions

Before Teacher Li started teaching, she contacted Josh via email, through which she asked him in English about his learning goals. In the email correspondence, Josh told her that he was visiting his parents-in-law, and he expressed his hope to practise some topics related to Chinese society, for instance, house prices and transportation, so he would be able to chat with the family members from his wife's clan. Josh also shared his career plan to work as a table tennis coach in the future. Therefore, he wanted to learn some technical table tennis terms in Chinese as well, in order to communicate with his learners from Chinese-speaking communities. After learning Josh's desires, Teacher Li made a general teaching plan for the forthcoming learning sessions, covering all the topics that Josh expected to discuss (See Appendix K).

For the first session, Teacher Li made a very detailed teaching plan (see Appendix L). For this session, she prepared maps of New Zealand and China, and photos of some famous table tennis players from New Zealand as well as China, as multimodal materials to enrich the discussion. In the first session, besides talking about Josh's background, such as his life and working experience, they focused on table tennis in the remaining time, where Josh shared his training experience and talked about his favourite table tennis player. After the first session, Teacher Li shared her teaching plan and reflection on the session in the WeChat group, inviting suggestions from peer teachers. Other teachers all offered advice, especially Teacher Tan, who took a perspective from the learner and pointed out the issues Teacher Li could further work on. In the second session, Teacher Li employed a role-play activity to help Josh prepare for his job as a table tennis coach. In the activity, Josh was assigned to play the role of table tennis coach, and he needed to answer questions from Teacher Li, who assigned herself a role as a table tennis learner. Josh once shared his wish with Teacher Li that he wanted to "sound professional in Chinese". Through the role-play activity, Josh could practise using Chinese to introduce some professional knowledge of and techniques in table tennis.

For the third session, in order to get better Internet connection, Teacher Li went to a friend's home which was quite far from her dormitory. However, when she had everything prepared and was waiting for Josh to join the session, she received a message from him, telling her that he could not attend that session due to personal reasons. When recalling this incident in the interview, Teacher Li reported that she felt quite upset because her effort was in vain. What was even more unfortunate was that Josh found it very difficult to find time to attend sessions and eventually quit without participating in any further sessions.

Nevertheless, there were several intriguing moments which exhibit the way Teacher Li exerted her teacher agency, therefore, I believe her case is valuable for the SCOLT-TA study and worth presenting. Figure 9-1 illustrates the timeline of data collection of Teacher Li's case.

Figure 9-1

Timeline of Data Collection
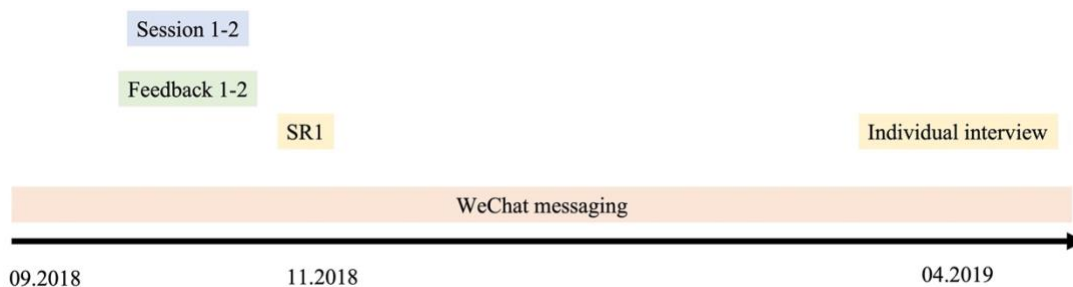
9.3 From Teacher-centred to Learner-centred Teaching

9.3.1 Seeking a Better Teaching Approach

Teacher Li had shown a strong sense of agency from the moment I had contacted her inviting her to join the study. She decided to join as an extra opportunity to further improve her teaching skills. Teacher Li revealed that she was confident about her teaching in SCOLT 1, but she encountered a setback in the second preparatory

workshop, in which, several recorded teaching clips were played, including hers and other teachers. Through observing other's recording, she was exposed to other ways of teaching in the SCOLT context, some of which she felt were better than the approach she had taken.

In her clip, she used slides with pictures to present some drills, and provided uncompleted sentences inviting the learner to complete them with target phrases to describe the pictures in the slides. I sought her permission before this workshop to show it, and she agreed as she was satisfied with her teaching as demonstrated in the clip. However, in the group discussion, her teaching approach stimulated a heated discussion. After playing her video, she reflected on her teaching, comparing it with the teaching presented in other demonstrated videos and pointing out that the activity she designed had controlled the learner's language output. The other teachers responded to her reflection by suggesting she could have taught in a different way and offered her some advice (see Chapter 5 Section 5.3.2.2).

The discussion made her frustrated and anxious. What she had believed was good teaching was rejected, and she had to develop and familiarise herself with a different teaching approach in a short time for the coming SCOLT-TA sessions. However, she did not indulge in the negative emotions. She reported in her reflection that after that workshop, she actively sought suggestions from two of the teachers who had wider teaching experience. The peers became an available resource for her to make improvement. Teacher Li did not passively accept others' opinions immediately; instead she further analysed her own teaching afterwards and wrote her conclusions down in her written reflection:

> I found there were many problems in my teaching: I almost directly
> transferred the entire offline teaching model to online [without a proper
> design for or consideration of online teaching]. The traces of ways of
> teaching in the traditional classroom were too obvious [due to too many
> instructions and the conversations not being natural and smooth]; I did

not sufficiently consider that teaching needs to be tailor-made for the learner as well as other factors such as the online environment; some sentences I used were not quite natural and unlikely to be used in everyday contexts.

我发现自己的教学方式有很多问题：我几乎是把线下教学的整个模式搬到线上，教学痕迹太明显；对学生个性化特点、线上教学环境考虑得不够；部分句子不够自然，在日常生活中很少那样表达。(Li-PFB2-1809)

She further reflected on how the videos of other teachers demonstrated in the workshop helped her to rethink her teaching:

I learned from their recorded videos how to conduct one-to-one sessions, how one session proceeded, how they designed the activities, and how to focus on meaning instead of language forms. This made me take a fresh look at my role, re-construct my teaching beliefs and establish new teaching approaches.

我从他们的录像中知道远程一对一的课应该怎么上，大概的流程是怎么样的，活动设计是怎么样的，还有如何关注意义，而不是语言形式。这些都让我重新审视自己的角色，重新建立新的教学理念和教学方法。(Li- TFB1-1810)

Apart from the videos she observed in the workshop, Teacher Li actively searched for more resources and exemplary online teaching on the Internet:

I looked for some online teaching exemplars. I searched on YouTube, I just wanted to know how I should teach exactly, what is the correct way to teach. Whether there is a model we can learn from. I wanted to find one, but later I gave up. I watched many videos lecturing on how to teach online, but I did not find a good teaching example.

我就去查了一些远程教学需要怎样教的材料。我就在 YouTube 上
查了找了一下，当时就特别想搞清楚这到底是一个什么样的东
西，怎样做才是对的。就有没有一个优秀的模板或者是案例我们
可以去模仿的。我当时就是去找这一个，但是后来就放弃了没有
去找。中间看了很多在远程教学应该怎样，应该怎样，却又没有
找到一个很好的教学案例。(Li-Int-1904)

In her narratives, she showed strong desire to widen her repertoire and great initiative in exploring what good teaching in an online context should be like, even though she did not really find an answer. It is worth mentioning that, Teacher Li's initial understanding of online one-to-one teaching was that there was one correct way, or an advocated way of teaching, and tried to find a model to learn from it. It seemed that she was not fully aware of the complexity of the interactions in the language-agent-environment interface at the beginning. She emphasised that she had used YouTube which she needed to purchase VPN service to get access to, and this implied that she was willing to invest her time and money in her professional development. It seemed that she believed she would be more likely to find teaching exemplars that targeted students sharing similar background with her SCOLT learner on YouTube than other video websites. Her accounts also show she was aware that her problem lay in putting theoretical knowledge into practice, which could be the reason she needed more concrete demonstrations rather than lectures about teaching principles.

After failing to find ideal models on the website, Teacher Li retrieved her past experience of being a language learner, and she was inspired by the activities she had enjoyed most at that time. This will be analysed in the next section.

9.3.2 Putting Herself in a Learner's Shoes

After analysing her teaching in SCOLT 1, Teacher Li reported in her writing reflection that she had failed to consider the authenticity and relevance of the sentences she expected the learner to practise. In the interview, comparing other

teaching exemplars demonstrated in the workshop, she further reflected on her previous teaching. In SCOLT 1, she had used a teacher-centred approach, while now she had realised the importance of learner-centredness, which was the essence of personalised teaching from her point of view:

> To teach in a personalised way means to think what the learner wants to learn, to think from his perspective, instead of mine. I used to think about what I could teach, how I should teach, what problems I might encounter, how I could teach better. However, I did not think about whether the learner could understand, absorb, and accept [the content I prepared or the way I facilitated].

> 最大的就是个性化教学。这个个性化教学就是要考虑学生他想学什么，就是很多都是从他的角度来想，而不是从我的角度来想。之前我更多想到的是我可以教什么，可以怎样教，然后在当时的情况下可能遇到什么问题，我要怎样教才能教得更好。并没有说从学生角度反过来想他们能不能听懂，能不能吸收，能不能接受这样。 (Li-Int-1904)

In order to better identify the learner's needs, she searched for relevant materials from his email correspondence, message exchanges, and learner's responses to the questionnaire. She felt answerable to her learner, and she attempted to put herself in Josh's social and familial contexts, to imagine what topics might be of interest to him:

> If I were him, in his position, what would I like to talk about [in SCOLT sessions]? … Josh mentioned several times in his emails, WeChat messages and the questionnaire, that he likes table tennis, and he wants to be able to communicate with the family members and relatives from his wife's side. I would imagine if I were a foreigner and married to a Chinese wife, then what kind of topics would her relatives like to talk with me about? And what is Josh able to talk about according to his current language level?

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如果是我的话，如果我是在他那个位置的话，我可能会想说什么东西……因为 Josh 他好几次，就是在邮件微信里面吧还有在问卷里面他都说他很喜欢乒乓球，然后呢，他希望就是能够跟他妻子的亲戚能够交流。我就在想如果我是外国人，娶了一个中国老婆，那她的亲戚会跟我聊什么内容。我就想一想大概会聊什么内容。然后呢，他的水平能聊到哪个程度上。(Li-Int-1904)

Apart from several topics on social life, Teacher Li showed a strong sense of agency in preparing table tennis-related knowledge. Although she had learned to play table tennis for a short time when she was an undergraduate, in her teaching preparation, she taught herself several professional techniques by watching related videos. She shared a word list with me, which was full of professional terms, such as "backswing (引拍)" and "forehand attack (正手攻球)". According to her, she even learned how to practise several techniques, for example different gripping skills. By preparing in this way, she wanted to have sufficient knowledge to help Josh with his learning.

In addition to teaching content, by drawing on her foreign language learning experience, Teacher Li considered her pedagogical approach from the learner's perspective. In the interview, she recounted her experience of learning Spanish before she went to Spain. Two learning activities she engaged in were vividly carved in her memories. One of them was a role-play activity, which was about visiting a Spanish family; another one was writing an email to introduce a tour to the hotel Burj Al Arab after watching a video about the hotel. She compared these two activities, and explained how they had helped her realise the importance of authenticity and relevance:

When the role-play began, all students were into their assigned roles, so you were immersed in the context too. I was imagining if I was going to pay a visit to a Spanish friend, I must say the sentence [I practised in the activity], complimenting their good taste in decoration. Being able to combine [the language practised] with real situations, that is what

authenticity is about. The conversation practised was not exaggerated. It could happen in real life, and you might use it one day. Thus, at this time, you would learn it earnestly. This one provides a positive teaching example. Then here is a negative example, … about Burj Al Arab in Dubai. …I found it very difficult to write that email [as it had few connections with my life]. Then I decided I should use the name of a real friend of mine as my correspondent to immerse myself in a relatively authentic context that also increased the authenticity of the written letter, and made it a little easier for me to slide into the writing practice.

大家就开始说了，这个时候因为学生们都开始很入戏了，所以你也可以带入那个情境，并且我当时还在想下一次我去我西班牙朋友家吃饭的时候，他开门我一定要说这一句，他门的旁边放的装饰很漂亮，我可以夸一下。就是跟自己的真实情况联系在一起，就是我觉得这是真实性的一个体现。而且因为这一个交际任务它没有很浮夸，它的情节都是在现实生活中都能出现的，你都会遇到，你能用到的，所以这个时候，你就会很认真地学里面的内容......这是一个正面的例子。然后一个反面的例子......是关于迪拜帆船饭店......我觉得极其难写那封信，我觉得写不出来。后来我就把写信人，我找了一个真实朋友写进去，然后这样子的话还好一点，因为有点真实性的话，还可以带入进去。(Li-Int-1904)

In the two examples Teacher Li reflected on, neither visiting a Spanish family nor introducing Burj Al Arab were connected to her immediate life. However, since she was going to work in Spain in the near future, visiting a local family would be rather likely to happen, while visiting Burj Al Arab would not. Therefore, she explained that the role-play activity was more helpful, and she was more willing to engage in it. She then mentioned that the learners' feedback collected from previous SCOLT practice, which showed that role-play activity was preferred in this learning context as well.

Therefore, she adopted a role-play activity in a scenario that, based on her own experience with her fitness trainer, Josh might encounter in his workplace when he worked as a table tennis coach. In this task, Josh was expected to answer questions raised by a potential table tennis learner.

9.3.3 Teaching Preparation and Implementation

Teacher Li shared the teaching plan of her first tutorial session in the chat group, which enabled me to compare her original design and what had actually happened. What I noticed was that the plan was well structured with lots of details (see Appendix L, and the excerpt included in Figure 9-2). For example, she had written down the questions she planned to ask and potential answers she might get from Josh, possible technical issues and the actions she should take (for example, "adjusting the volume"), the multimodal resources she should prepare (for example, a map of China), and the important language structures she intended to embed in the conversations with Josh.

Figure 9-2

Part of Teacher Li's Teaching Plan of Session 1

一、进入 **Zoom** 之后相互问好
1. Josh ，你好！（可能的回答：你好！）
2. 能听清楚我说话吗？（可能的回答：……→调整音量）
3. 我是 Li 老师，很高兴认识你！（可能的回答：我也很高兴认识你！）
4. 你的中文说得真不错！（可能的回答：哪里，哪里。）
5. 这是第一次课，我们用中文聊聊天，认识一下。

One. Greetings after entering Zoom
1. Hello Josh! (Possible reply: Hello!)
2. Can you hear me clearly? (Possible reply:…→adjusting the volume)
3. I'm Teacher Li, glad to meet you! (Possible reply: I'm glad to meet you too!)
4. Your spoken Chinese is very well! (Possible reply: Where where [a modest way to respond to the compliment])
5. This is the first session; let's chat in Chinese and get to know each other.

In the SR interview, Teacher Li reported that, in her opinion, teaching an adult learner was quite different from teaching children, as the teacher always had a wider range of knowledge than children, but that was not necessarily the case for adult learners. Therefore, teachers for the latter had less authority. However, she still authored herself as "teacher" instead of instructional facilitator, and she explained as follows:

> I positioned myself as a teacher…to be honest, it is more like a personal expectation, which means I need to complete a full cycle, including preparing, teaching, and reflecting.
>
> 我对自己的定位就是我是一个老师……就是说老实话，这个更像是我对自己的一个要求。就是我还是要备课、上课、课后反思这样，这样一个流程。(Li- SR1-1811)

Her accounts showed that her self-positioning was also self-motivation that drove her to take the initiative. One of the reasons was she wanted to be responsible for the learner; another reason could be that, after the second preparatory workshop where she had realised that her previous teaching approach was very mechanical in this teaching environment, and she wanted to demonstrate that she was able to make an improvement and teach well.

Moreover, she devoted a lot of time and energy to teaching preparation. In the SR interview, she reported that she spent two to three days to prepare the first session. In this process, the most difficult parts for her were "thinking about teaching content and language points (想教学内容和想语言点)" and "how to combine what he wanted to learn with the language points (学生想学的内容怎样跟语言点关联起来)". At this point, Teacher Li was aware that her responsibilities were twofold. For her as a teacher, she needed to select the target language items that would be suitable for Josh's current language level and could satisfy his desire to have deep conversations about Chinese society and his profession. In addition, she needed to arrange different topics in different sessions in a reasonable order. Secondly, she had to consider from

Josh's perspective, such as which kind of activities would help him enjoy the learning process. Her teaching plan showed that she adopted a conversational approach, as Josh wanted to improve his communication skills, and this approach had been advocated as the most suitable in the SCOLT context by her peer teachers. Teacher Li chose several topics that she believed to be of interest to Josh, and she listed a few questions below each topic. She used a metaphor of a "crutch" to describe the importance of the teaching plan to her:

[The teaching plan] is like a crutch. In particular, I need to pay attention to the content and linguistic forms he was saying and using, and you might forget what to do next. So, I think the teaching plan is very important to me.

这就像走路时的一根拐杖吧。特别是上课的时候你的注意力要在他的内容、语言形式上，说完你可能就忘了下一步要做什么。所以我觉得这个对我来说很重要。(Li- SR1-1811)

Figure 9-3 presents the comparison between Teacher Li's teaching design for Session 1 and how the session actually unfolded, and the length of each activity has been noted down in the figure. Overall, the first session was implemented according to her plan, for example, the topics of learner's self-introduction, his life experience and table tennis were covered. However, there were still slight changes in the sequence of these subtopics, such as the topic of "learner's life experience in China", which was the final one in the plan, but in actual teaching, it was blended with the self-introduction in the first topic; and subtopics "famous table tennis players" and "popular sports in NZ" recurred more than once (the occurrences are labelled in the figure). These changes indicated Teacher Li adjusted the conversations on these topics according to the contingent evolution in the immediate context.

Figure 9-3

A Comparison Between Teaching Plan and Implementation

Teaching planning	The Teaching Session	
Activity / (sub)topic	Activity / (sub)topic	length of the activity
1.Greeting	1. Greeting	(2'1")
2 Self-introduction (name, hometown)	2. Introduction	
2.1 Chinese learning experience	2.1 learner's name	(1'02")
3 Sports (table tennis)	2.2 life experience in China (Xiangtan)	(1'09")
3.1 favorite sports	2.3 learner's hometown	(1'02")
3.2 famous table tennis players	2.3 learner's Chinese name	(1'35")
3.3 popular sports in NZ	2.4 learner's job	(1'08")
4 Life experience in China	3. Sports	
4.1 Chinese cities the learner has been to	3.1 learner's table tennis training experience	(1'16")
4.2 The city of Xiangtan	3.2 famous table tennis players (1)	(1'43")
	3.3 popular sports in NZ (1)	(0'50")
	3.4 famous table tennis players (2)	(1'18")
	learner asking about the tutor's information	(0'40")
	3.5 famous table tennis players (3)	(4'17")
	3.6 table tennis grips and serving	(4'34")
	3.7 popular sports in NZ (2)	(1'57")
	4. Closing	(2'05")

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Taking the subtopic "famous table tennis players" as an example, the following section analyses its occurrences. Excerpt 9-1 presents how the teacher started this subtopic.

Excerpt 9-1

Session 1 [00:09:30.10]

Turn	Utterance (translated)	Utterance (original)
149	Li: You can play poker, professionally, you can also play table tennis professionally. Fantastic. I'd like to share a photo with you. Wait a second. ((shares screen)) Can you see it? (see Figure 9-4)	Li: 你会打扑克，是专业的，你打乒乓球也是专业的。非常厉害。我想给你看一张照片。等一下。((共屏))你能看到吗？
150	Josh: Erm, yes, I can see it.	Josh: 呃，能，能看到。
151	Li: Do you know him?	Li: 你知道他吗？
152	Josh: I know, I know.	Josh: 知道，知道。
153	Li: Oh, how is he in New Zealand? Very famous?	Li: 哦，他在新西兰怎么样？很有名吗？
154	Josh: Not very famous, because table tennis is not a popular sport.	Josh: 那个不是很有名，是因为乒乓球不是很有名的运动。

Drawing on her developing knowledge about Josh, Teacher Li slid into the subtopic "famous table tennis players". Although Josh recognised the photo she had prepared, he told her that as table tennis was not a popular sport in New Zealand, and the player in the photo was not very well known. Then, the conversation naturally moved to "popular sports in New Zealand".

In the following exchanges, Josh named several sports, such as rugby and cricket, that attracted more people in New Zealand. It was the first time that the subtopic "popular sports in NZ" emerged. This subtopic ended with Josh's "tennis is more popular than table tennis", and then the joint attention of the conversation consequently switched to table tennis again. Therefore, Teacher Li resumed the subtopic of "table tennis player". She presented the photo of Chunli, another table tennis player, and she hoped Josh could talk about her. Excerpt 9-2 presents how this conversation began.

Figure 9-4

The Photos Teacher Li Presented During Session 1
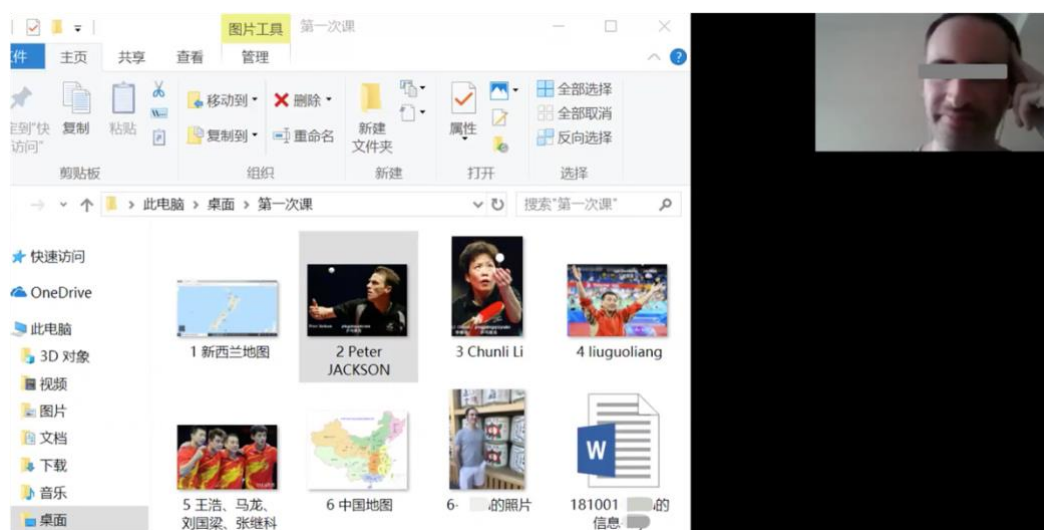
Excerpt 9-2

Session 1 [00:12:03.12]

Turn	Utterance (translated)	Utterance (original)
183	Li: Oh, tennis is more popular than table tennis. OK. I have another photo to share with you.	Li: 哦，网球比乒乓球有名。好的。我这里还有一张图片，也给你看一看。
184	Josh: Sure.	Josh: 可以。
185	Li: Another table tennis player in New Zealand. Do you know her?	Li: 这个也是新西兰的运动员，你知道她吗？
186-191	((Technical check-up, and Li restarts screen sharing))	
192	Josh: Oh, that's her.	Josh: 哦，是她。
193	Li: Is she famous in New Zealand?	Li: 她在新西兰很出，很有名吗？
194	Josh：Erm, in New Zealand, some people know about her, but she is not very famous.	Josh: 呃，她在新西兰，有人知道她，但是没有很有名。
…		
204	Josh: It should be in 1990 she came to New Zealand.	Josh: 应该是一九九零年她来新西兰。

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205	Li: Oh, already a long time.	Li: 哦，很长一段时间了。
206	Josh: Yes.	Josh: 对。
207	Li: Hmm. Good. ((3.0)) Hmm	Li: 嗯。好的。((3.0)) 嗯
208	Josh: Are you in Beijing now?	Josh: 你现在在北京吗？

The conversation only lasted around one minute, including technical check-up, and ended shortly after Josh said that Chunli came to New Zealand in 1990. It seemed that Josh did not know much about this player, and thus he could not talk more about her, while for the teacher, she did not foresee that the two photos she prepared would not elicit rich conversation that could last for many exchanges as she hoped. If Teacher Li was teaching in a face-to-face classroom, she could turn to other students to ask them or could enter into a monologue about the content. However, such strategies are not available or are less useful in SCOLT setting. Therefore, after hearing Josh's account of Chunli, she paused for about three seconds in turn 207. This pause could be because she was considering what to do next. There were two more photos she had prepared for this subtopic, and she might have wanted to talk about them, even briefly, as an answerability to her preparation which had taken her a long time. However, she might have been a little upset as the first two photos did not elicit expected language output. What Josh said about them was short and quite simple, as they were not famous players and Josh might not know them very well. Before she could continue the conversation, Josh initiated a question asking about her situation. Therefore, the subtopic of "table tennis player" was suspended again.

After Teacher Li introduced herself, she wanted to return to that subtopic. Instead of presenting the remaining two photos, she asked about Josh's favourite table tennis player (see Excerpt 9-3).

Excerpt 9-3

Session1 [00:14:09.16]

Turn	Utterance (translated)	Utterance (original)
221	Li: Hmm, those two photos presented earlier, you said they were not famous, then who is your favourite table tennis player?	Li: 嗯，刚刚给你看的两张图片，你都说他们不太有名，那你最喜欢的乒乓球员是谁呢？

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| 222 | Josh: My favourite table tennis player is, erm, erm, Jike Zhang. | Josh: 最喜欢的乒乓球人是，呃，呃，张继科。 |

As Teacher Li was not sure whether the remaining two photos would elicit her expected replies, she invited Josh to name a player as a strategy to make sure the learner had enough knowledge to carry on and develop the conversation. This question successfully inspired Josh to talk at great length, as he had met Jike in person and they had received training in the same club. Thus, Josh was able to explain why Jike was his favourite player in great detail in Chinese. This conversation lasted much longer than the previous two.

These three excerpts present how the subtopic "table tennis player" occurred in the immediate context and how the conversations evolved. As Teacher Li said, she relied on her preparation, but she also improvised based on her evaluation of previous and ongoing interactions, and thus made contingent decisions.

9.4 The Use of Multimodal Affordances of the Teaching Platform

In addition to the photos that Teacher Li used to support conversations during her sessions, multimodal affordances in Zoom helped her establish different roles in the teaching context and explain several technical terms.

9.4.1 Identity Establishment Through Webcam

In the first session, Teacher Li entered the Zoom meeting room earlier than the appointed time. While she was waiting for the learner, she looked at the screen, waved her hand, smiling and saying "hello" (see Figure 9-5). This action helped her check the sound quality and whether the webcam could capture her full image. Drawing on the webcam and screen, it seemed that she was making a small rehearsal too, to ensure she would act and look professional. By checking her image and saying the greeting out loud, it seemed that Teacher Li was trying to establish and reinforce her role as a teacher, meanwhile reminding herself how she should act once the learner entered the Zoom meeting room.

Figure 9-5

Teacher Li Waves to the Webcam

The second example happened right after turn 208 in Excerpt 9-2. When being asked whether she was in Beijing, Teacher Li felt that she needed to respond to the agency Josh demonstrated by contributing his own question. When replying, she turned around, presenting her dormitory to Josh (see Figure 9-6), and provided more information, such as that she shared this room with her roommates.

Figure 9-6

Teacher Li Presents Her Dormitory

Although she authored herself as a teacher, at this moment, she brought up her identity as student, sharing her living environment with Josh, making a private space half-public. In her written reflection, she noted that this moment had made her glad:

> One thing I gained a sense of achievement from (or I should say the happiest
> thing) was that Josh initiated questions about me (see video 13:29) … Josh

asked me two questions: are you in Beijing now? Which university do I attend? To answer these questions, I replied that I was in Beijing, and I was in a dormitory, then I pointed to my background. I also told him that four students share one room. (Because it's the beginning of this semester, I really want to tell people that four students share a dormitory at BLCU…)

一件很有成就感（应该说最开心）的事情是 Josh 主动和我聊天（见视频 13:29）……Josh 问了我两个问题：现在在北京吗？你的大学的名字是什么？关于第一个问题，我告诉他，我在北京，现在在宿舍里，然后向他指了指视频背后的环境。我还跟他说，我们宿舍是四个人住一个宿舍。（这是因为刚入学，特别想告诉别人北语的宿舍是四人寝……）(Li-TFB1-1810)

Teacher Li's description of being asked by Josh as "the happiest thing (最开心)" indicated that she wanted to get some attention from her learner. Before this session, she and Josh already knew some basic information about each other through email and message exchanges. Therefore, although there was a self-introduction section at the beginning of this session, in her words, she did not expect to obtain new information about Josh through the activity, and it was merely "a formality (走一个流程)" in the first session and an opportunity for Josh to practise speaking Chinese. She was not aware it could be a chance to establish an interpersonal relationship with the learner, nor did she introduce herself to Josh. However, it seemed that deep in her mind, she wanted to be recognised from a personal dimension. When she conducted this session, she had just begun her PhD study, and moved into a new dormitory with new roommates. She seemed to be excited about her new life and she brought this affect into her teaching. At this moment in Session 1, Teacher Li was more than willing to present and share her life with Josh.

9.4.2 Lexical Explanations Through Body Language

As noted earlier, Teacher Li had a list of table tennis terms, but according to her original plan, those terms were prepared for Sessions 2 and 3. However, in Session 1, after Josh mentioned that his favourite player was Jike Zhang, she incidentally brought up two of the terms in her response:

Li: I don't know much about Jike Zhang, as I'm not an expert of the area. I have a question, when Zhang plays table tennis, does he use shakehand grip or penhold grip?

我对张继科不太了解，因为我不是专家。我有一个问题，张继科他打球，他是横拍还是竖拍？

This was a moment where Li improvised, using these two terms to drive the conversation deeper into Josh's professional area. However, maybe because she had not prepared to talk about the grip skills, she had a little trouble explaining and connecting each of the terms in Chinese with its corresponding gripping technique. Therefore, she and Josh tried to negotiate the terms by using gestures (see Figure 9-7).

Figure 9-7

Gestures Used to Help Expressing

As Figure 9-7 presents, the gestures Josh used were different from the teacher's, which confused her. Therefore, in order to understand the terms clearly, she grasped a notebook nearby, mimicked the penhold grip (see Figure 9-8), and successfully confirmed the term with Josh.

Figure 9-8

A Notebook is Used to Mimic Penhold Grip

9.5 The Use of Discursive Strategies

9.5.1 Negotiation of Meaning

In addition to the gestures that Teacher Li used to clarify her ideas, verbal strategies were adopted. After they negotiated about the gripping techniques, she moved on, trying to initiate a discussion about the serving technique. However, she misused the word "kick off", which should be "to serve" instead. The misuse confused Josh; hence they had a further process of the negotiation of meaning (see Excerpt 9-4).

Excerpt 9-4

Session 1 [00:19:56.11]

Turn	Utterance (translated)	Utterance (original)
313	Li: I think table tennis is really difficult. After one lesson, yes, I still don't know how to kick off.	Li: 我觉得乒乓球可难了。一节课下来，对，我还不会开球。
314	Josh: Oh ((nods))	Josh: 哦 ((点头))
315	Li: Yes, I, I practised for a long time to be able to kick off.	Li: 对，我，我练习了很久，才会开球。
316	Josh: Mmm. Did you?	Josh: 嗯。是吗？
317	Li: But for you, how is the kicking off? You think.	Li: 但是对你来说，开球怎么样？你觉得。

318	Josh: Erm, you say it again.	Josh: 呃，你再说一遍。
319	Li: Mmm, for you, how is the kicking off?	Li: 嗯，对你来说，开球怎么样。
320	Josh: For me, kicking off.	Josh: 对我来说，开球
321	Li: Kicking off, do you know what is kicking off?	Li: 开球，你知道开球的意思吗？
322	Josh: Do you mean competition by saying kicking off?	Josh: 你说开球是比赛的意思吗？
323	Li: Erm, kicking off is when you start playing, throwing the ball up in the air [the action] ((simulates to serve))	Li: 呃，开球是一开始的时候，把球扔上去[那个动作] ((做发球手势))
324	Josh: [Oh] ((nods))	Josh: [哦] ((点头))
325	Li: Yes.	Li: 对
326	Josh: I know, to serve.	Josh: 知道，发球
327	Li: To serve, right, to serve. ((nods)) For you, how is serving?	Li: 发球，对，发球 ((点头))。对你来说，发球怎么样？

In the first turn of the conversation, Teacher Li drew on her life experience to keep the conversation professional for Josh, and mentioned the term "kick off (开球)". However, as the excerpt shows, Josh did not understand the meaning of the term at the beginning and tried to figure it out but failed. In the turn 323, Teacher Li verbally described how the action should be done, along with a gesture to help explain. Josh understood her intention and corrected her with the right term in his reply. At this point, Josh's role switched from a language learner to a table tennis expert. Teacher Li repeated Josh's correction with nodding. At this moment, she was in a role of table tennis learner. Then she resumed the question she had asked with the correct term. Here, she returned to her role as a language teacher by asking Josh to reply to her question in Chinese.

9.5.2 Cultural Appropriateness

In Teacher Li's teaching, she was quite cautious about cultural appropriateness, for example, she was sensitive to topics that she believed she should avoid talking about. One intriguing moment came from Session 1. At the beginning of this session, during the self-introduction activity, Josh brought up his wife. However, instead of continuing the thread of his private life, she decided to switch the focus of the conversation as shown in Excerpt 9-5.

Excerpt 9-5

Session 1 [00:02:47.17]

Turn	Utterance (translated)	Utterance (original)
37	Josh: My wife lives in, works in Hong Kong.	Josh：我的老婆，住在，在香港工作。
38	Li: Oh, your wife lives in Hong Kong ((nods))	Li: 哦，你的老婆住在香港 ((点头))
39	Josh: Right.	Josh：对。
40	Li: Oh::	Li: 哦::
41	Josh: Yes.	Josh: 是的。
42	Li: Are you from New Zealand?	Li: 你来自新西兰吗？
43	Josh: Erm, yes, New, now I'm in Xiangtan city.	Josh: 呃，对，新，现在我在湘潭。

In turn 37, Josh mentioned his wife lived in and worked in Hong Kong. In the next turn, Teacher Li acknowledged and confirmed his expression. Next, Josh made a brief response "Right (对)", without saying anything else. Then Teacher Li had to continue the conversation. She produced a prolonged "Oh (哦)", indicating she was trying to shift the orientation of the conversation, but she did not initiate a new topic in this turn, as she might still have been thinking what to say next. In turn 42, she initiated a question, which she already knew the answer to through pre-SCOLT exchanges with Josh. The hesitation at the beginning of Josh's response indicated he was a bit confused about the question as it was already established as mutual knowledge. He replied with "yes" and then clarified that he was in a Chinese city at that time.

In the SR interview, Teacher Li selected and reflected on this moment. She said she was actually quite curious about Josh and wanted to know more, but she did not ask as she worried that asking questions about his private life would be intruding. First, this conversation happened when they met each other for the first time and had only interacted for a few minutes, and she did not know whether Josh was willing to, and to what extent, engage his private life in this conversation. Second, she worried that Josh, having grown up in a western country, might not welcome questions about his personal life:

Foreigners perhaps do not like to be asked for too many questions. In fact, I would like to know more about him. If I did, it wouldn't have been appropriate, especially as he is married. I think being in this way [asking too many questions] is not quite right.

外国人可能不太喜欢我们问那么多东西。我内心有很多小八卦的。如果这样子去问他会不会不是很好。并且他已经有妻子了。我觉得这样子问他不太好。 (Li-SR1-1811)

She reported that she had learned from a class on intercultural competency that westerners have different opinions on privacy, for instance, they did not like been asked about their family, personal wealth, and job, while in Chinese culture, the questions were not taken as inappropriate. Turns 40 to 42 presented the moment when she experienced the pressure to make quick responses to keep the conversation flowing, meanwhile drawing on her intercultural understanding to make the choice of how to continue the conversation.

9.5.3 Humour and Face-saving

As the section above indicated, Teacher Li was quite aware of her own image and her usage of gestures captured by the webcam, she was also very attentive to Josh's reactions and tried to maintain a non-threatening environment, in which Josh could enjoy the learning activities. In the middle of Session 1, Josh tried to make the comparison that soccer was more popular than rugby in China. However, he could not recall the equivalent Chinese word for "soccer". The word "soccer" frequently occurs in daily conversation, and Josh might have felt anxious and embarrassed because he failed to remember it. As he searched for the word, he kept scratching his neck and then looked to the ceiling (see Figure 9-9).

In order to reduce Josh's potential anxiety, after reminding him of the word, Teacher Li made a joke, saying "Chinese soccer isn't very good (中国的足球不厉害)". Soccer has been a hot topic for a long time in China, and the Chinese national soccer team is widely known for its poor performances in international competitions. The teacher tried to use humour as a face-saving strategy to relieve Josh's embarrassment. Josh replied "Yes, I know (对，我知道)", then both of them burst into laughter (see Figure 9-10).

Figure 9-9

Josh Trying to Remember the Word "Soccer" in Chinese

Figure 9-10

Teacher Li Made a Joke
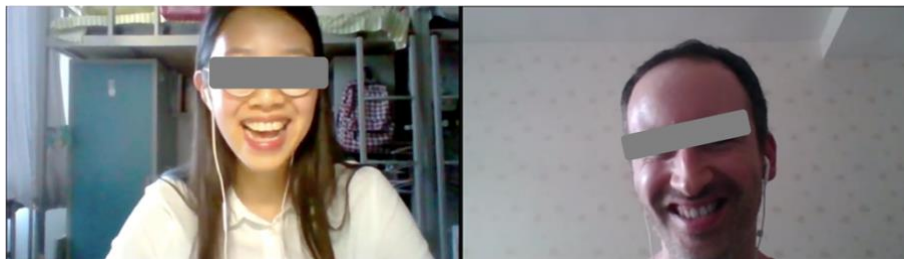
9.5.4 Assigning New Roles

In the second session, in order to prepare Josh for his future career as a table tennis coach working in a club. Teacher Li designed a role-play activity in which Josh was a coach who taught table tennis in a club and she was a potential learner who was interested in table tennis and wanted to ask Josh questions, for example, about the benefit of playing it and the equipment she needed to prepare, while Josh was expected to answer her questions from the perspective of a coach.

In an attempt to keep their conversations as natural as possible, Teacher Li tried to minimise the use of instructions. In this session, after revision activities, she asked Josh what he wanted to do in the future. It was more like a preparation for the coming role-play, as she already knew the answer through their exchanges in earlier emails. As Excerpt 9-6 shows, when Teacher Li was about to begin the activity, she did not give direct instructions, assigning a coach role to Josh, rather she used a subtle way, trying to guide Josh to realise that he needed to play a new role.

Excerpt 9-6

Session 2 [00:05:37.07]

Turn	Utterance (translated)	Utterance (original)
107	Li: My surname is Li, so my learners call me Teacher Li. Your name is *Josh Kim*, then what do your learners call you?	Li: 我姓李，我的学生教我李老师。你的名字是 Josh Kim，那你的学生叫你什么？
108	Josh: ((chuckles)) My learners call me, erm, *Coach Josh*.	Josh: ((轻声笑))我的学生叫我，呃 Coach Josh。
109	Li: *Coach Josh*. Then if, ((Josh chuckles)) if they named you in Chinese, how would they address you?	Li: Coach Josh。那如果，((J 轻声笑))如果他们用中文叫你，会叫你什么？
110	Josh: If they use Chinese, they can address me as Coach *Josh Kim*.	Josh: 如果他们用中文，他们可以说 Josh Kim 教练
111	Li:Oh, Coach *Josh Kim*, will Coach *Kim* also be appropriate?	Li: 哦，Josh Kim 教练，也可以是 Kim 教练是吗？
112	Josh: Coach *Kim*, *yea*, sure.	Josh: Kim 教练，yea，可以。
113	Li: Very good, very good. Now ((Josh chuckles)), now, I don't know how to play table tennis, I am a new learner ((Teacher Li pats her chest)).	Li: 非常好，非常好。那现在((J 轻声笑))现在，我不会乒乓球，是新来的学生((手拍前胸))。
114	Josh: Hmm.	Josh: 嗯。
115	Li: A new learner, and I want to learn to play table tennis.	Li: 新来的学生，那我想学习乒乓球。
116	Josh: Hmm.	Josh: 嗯。
117	Li: I have a few questions to ask Coach *Kim*, may I ask?	Li: 我有问题想问 Kim 教练，我想问你可以吗？
118	Josh: Sure.	Josh: 可以。

Teacher Li started this activity by using an analogy that her learners called her Teacher Li, and similarly, Josh Kim should be called Coach Kim. Being a coach was Josh's aspiration at that time, therefore, the question "what do your learners call you (你的学生叫你什么)" can be understood as Teacher Li's attempt to establish a hypothetical scenario for the role-play. In the following turns, Josh showed hesitation in his response and chuckled a few times.

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These reactions could indicate that he had not realised that he needed to play the assigned role, which was different from his current life identity. In turn 113, the teacher introduced her new role in this activity: a new table tennis learner, and by patting her chest, she was clarifying and emphasising that she was about to play her new role. In turn 117, by asking the question, Teacher Li emphasised the role each of them was supposed to play, and indicated Josh's task in this activity was answering her questions, providing opinions and suggestions from a professional perspective. Although Josh agreed to answer the questions, he did not fully understand this task, because later in this conversation, when Teacher Li asked a hypothetical question "how many learners do you have in total now (你这现在一共有多少学生)", Josh replied with his real situation "now in Hong Kong, I don't have any learners (现在在香港我没有学生)".

Perhaps the assignment of roles did not go as smoothly as Teacher Li expected. However, through this subtle way to introduce the activity, she demonstrated her attempt to reduce the "trace of teaching (教学痕迹)", which was proposed in the second group discussion as a way of conducting conversational activities.

9.6 An Abrupt Ending

As noted in the above section, Teacher Li hoped to further develop her teaching skills through participating in this study, and she had made an overall plan for all the sessions she expected to implement, but it came to an abrupt ending when she had finished the second teaching session. She reported that she felt a bit disappointed in a WeChat message to me, as, on the one hand, she did not have chance to use much of the learning content she prepared, such as the list of table tennis terms, in which she invested a lot of time and energy. On the other hand, she was not able to take her personal teaching reforms further. She wanted to develop a learner-centred teaching approach, but she only had two sessions which was not enough to put her new ideas into practice. Moreover, Teacher Li also expressed her hope to develop a good relationship with the learner, but unfortunately "it's too difficult for me, as it needs long time to establish such relationship (对我比较难达成的，需要很长时间相处才能建立这样的关系)" (Li-WCP-1905) as she said in the message.

9.7 Summary

Teacher Li's case provides an example of transition in teaching beliefs and teaching approaches, changing from a teacher-centred approach to learner-centred. Her professional agency lay in a strong desire to make the change. In the preparatory workshop, feedback on her teaching from peer teachers and teaching exemplars she observed had helped her reflect on her previous teaching. In those sessions, she adopted a teacher-centred approach and transferred the entire classroom-based teaching model online without full consideration of one-to-one online teaching features. In SCOLT-TA, Teacher Li took active actions to improve her teaching, seeking more suggestions from peers, searching online for more teaching models. Her previous language learning experience became an affordance to design learning activities. All these efforts were made to ensure her teaching activities and content could meet the learner's needs. In addition to striving to make the pedagogical activities learner-centred, she was supportive of the learner affectively: avoiding cultural taboos which might be offensive to the learner from her perspective, and using humour to ease the embarrassment the learner might suffer to keep the learning environment non-threatening.

Teacher Li's sessions also demonstrated how a teacher tried to implement teaching for a special purpose, using conversation topics that were beyond her professional expertise. It was a big challenge for the teacher, as she needed to learn lots of table tennis techniques in advance to make sure she had enough knowledge to proceed with these conversations and to drive the conversation to the level expected by the learner. In addition to some pre-planned learning activities, based on the immediate context, she was able to improvise and create as many opportunities as possible to facilitate Josh to talk about his profession using technical terms in Chinese.

Chapter 10 Discussion

The previous four chapters, Chapters 6-9, have revealed the complexity and dynamics of the driving forces behind each teacher's actions and decisions in SCOLT-TA. Teachers' narrative accounts and excerpts from teaching recordings were combined to present some critical moments, which not only displayed what the teacher said or did, but also reflected how sociocultural factors, personal experience, the teachers' teaching beliefs and their perceptions of the situation all intertwined and led to the teachers' actions.

This chapter discusses the findings by developing in-depth insights into teachers' agency across the four cases and aims to answer the research questions through detailed discussion. Section 10.1 addresses the first research question: what kinds of competencies did teachers identify as required in their SCOLT-TA teaching? This section focuses on the pedagogical, social-affective and multimodal competencies proposed by Guichon (2009), and how teachers responded to these competencies in their teaching. In addition to these, the teachers identified that being reflective and reflexive was also an important competency teachers need to develop.

Section 10.2 addresses the second research question: what kinds of affordances and constraints did teachers perceive in teaching, and how was their agency influenced by these factors? Teacher identity and their relationship with peer teachers and learners are the two issues reported frequently when the teachers reflected on the moments where they felt supported or constrained. This section first discusses how their teacher identity was influenced by both traditional Chinese and modern beliefs in teachers' roles, and their personal learning and teaching experience in the education system. Emotions and feelings also played important roles in their identity negotiation process. Agency played the role of mediator and helped teachers to negotiate their professional identity. The second part of this section discusses how teachers' agentive actions were supported or constrained by peer teachers and the teacher-learner relationships.

Section 10.3 examines the main value of the preparatory workshops from the teachers' perspective. The workshops provided the teacher participants with opportunities to explore the pedagogical possibilities in the SCOLT context. The knowledge covered in the workshops facilitated them in planning and implementing teaching. The exemplar teaching

recordings and collaboratively formed mutual understandings of good teaching and teachers, to some degree, have guided their teaching practice.

10.1 The Competencies Teachers Identified in SCOLT-TA Teaching

10.1.1 Pedagogical Competency

As Guichon (2009) has pointed out, teachers' pedagogical competencies are "at the heart of teaching" (p.169). These competencies consist of an array of abilities and strategies for designing appropriate tasks, giving instructions and feedback, and facilitating learning (Guichon, 2010). In the present study, teachers' pedagogical competencies were evident not only in what they have done in teaching but also in their ways of solving difficulties when they were teaching. In addition, when teaching through a videoconferencing-based platform the pedagogical competencies were interwoven with multimedia skills, which means the pedagogical competencies sometimes were exhibited through their deployment of multimodal resources. Teachers' pedagogical agency was well demonstrated in the process of using multimodal tools, taking instructional actions and attempts to solve problems.

10.1.1.1 Learning Design

Online one-to-one instruction is still largely overlooked by researchers, especially in China (Chen, 2019). Since classroom teaching is still mainstream, most studies and training programmes focus on helping teachers develop skills in teaching learners where Chinese is not their first language and who have come to China to study in physical face-to-face classroom settings. Li (2020b) criticises current studies and training programmes for failing to equip teachers who teach learners overseas with appropriate teaching guides, theories and methods. This conclusion could extend to online teaching as well. Different from how the teachers in the study had trained or taught before, where the focus was on teaching a group of students, in SCOLT-TA they had to learn and adapt themselves to teaching in a one-to-one online environment.

Although the teachers had used different approaches in previous online teaching, through observing recorded teaching clips of other teachers, the teachers came to believe that a conversational approach was the best way to provide opportunities for learners to improve listening and speaking skills. They also believed that they could and should promote learners'

agency in the learning activities, and encourage them to take initiatives in learning, directing the interaction to meet their own learning interest and needs (Garton, 2002). Empowerment is identified as one of the teachers' maxims by White et al. (2005), which suggests teachers help learners realise that they have potential to be excellent in the target language. Engaging learners in conversations which related to their life and work could help learners to feel that they are able to use the language for effective communication. However, some of the teachers who were not familiar with this approach found it difficult in preparing sessions. For example, Teachers Song and Li actively sought advice from Teacher Su on how to design conversational activities enabling learners to have more opportunities to produce and stretch the target language (see Section 5.3.2.2 in Chapter 5). Teacher Li also looked for external guidance through the Internet and tried to find good examples that she could learn from (see Section 9.3.1 in Chapter 9).

In terms of what to teach, in the present study, the negotiated curriculum was the best way to maximise the learning productivity (Cook, 1992), to motivate learners, promote their agency and create a more equal teacher-learner relationship. This study emphasises teachers finding out their paired student's interest and needs and facilitate their learning accordingly in each session. The one-to-one setting optimises the negotiated curriculum and pedagogy with the support of technology and multimodality. In traditional settings, where Chinese language teaching and learning are generally organised according to a set of official textbooks (Scrimgeour, 2014; Singh & Han, 2015), and teachers do not need to worry too much about learning content (Chen, 2015). However, in SCOLT-TA, there was no pre-determined curriculum nor suggested study guide, the teachers needed to prepare the learning content themselves. When they were considering the learning content, they tried to identify their learners' needs through negotiation with them. As Teacher Li said, teachers should think from their learners' perspective, to consider what the learners want to talk about and are able to talk about according to their current language level (see Section 9.3.2 in Chapter 9). In this study, the negotiation of curriculum was not a one-off activity, instead it was a continuing process during the whole teaching stage. Before every session, the learners were invited to nominate the learning content or learning activities their interested in, which were carefully considered by the teachers when designing learning activities.

All the teachers in the study discussed learning content with their learners through email and/or social media. As a result, they designed a variety of learning activities to meet their

learners' different needs. Teacher Su's sessions focused on different topics, which were related to her learner's life or job (See details in Chapter 6). Teacher Song's sessions included introduction of intercultural knowledge, news reading and discussion, learning new vocabulary, and practising mock tests (See details in Chapter 7). Both Teachers Su and Song used the study guides from their learners' Chinese courses at MU for reference and selected some language items that could be used in the conversations on the topics that the learners showed interest in. As for Teacher Tan, because her learner had prepared the learning material, her main task in the teaching preparation stage was to identify the possible difficulties that the learner might experience and to think of ways to offer support (See details in Chapter 8). Teacher Li made a lot of effort in learning some table tennis techniques in advance, to make sure she had enough knowledge to help the learner achieve his learning goals (see details in Chapter 9).

In face-to-face classroom teaching of Chinese, there is a clear structure underlying the process of teaching. According to Yang (2019), the teaching starts with revision; the teacher then explains new vocabulary and grammar, and learners do some related practice; next, the learners study a new text and do some paraphrasing practice; at the end, the class ends with a brief summary. Even at the micro-level of individual interactions, some studies on online teaching identify a predictable structure, the IRF pattern (Kozar, 2015; Shi & Stickler, 2018). However, in the present study, teachers endorsed natural conversations (see Section 5.3.2.2 in Chapter 5), allowing contingent interactions to increases learning opportunities (Kurikova, 2019). Therefore, the language items teachers wanted to teach were embedded in conversations focused on certain topics, relying on the context to help learners understand the meaning making and language items in use. For example, Teacher Song planned to introduce the phrase "would rather (宁愿……也要)" when she talked about how online shopping had changed people's consumer habit. Through saturating her utterances with the phrase (Meskill & Anthony, 2018), she indicated the meaning and the usage of this item (see Section 7.3.2 in Chapter 7). The teachers prepared explanations of the meanings and usages of some important language items as well, in case the learners had difficulty understanding them merely through the context.

In addition to preparing learning content, teachers considered how to implement the teaching via suitable tools. The learners reported preference for seeing images while learning in the

questionnaire, and thus their teachers prepared some pictures according to the topics, which they believed would effectively engage learners and facilitate conversations.

10.1.1.2 Teaching implementation

During teaching, pedagogical competencies are mainly demonstrated in giving instructions, providing feedback (Guichon, 2009) and creating conditions for the learner to learn and practise new language items (Nation, 2015). In this study, all four teachers tried to keep the conversation natural, thus they adopted subtle ways to convey their ideas while avoiding using explicit instructions. For example, when Teacher Li tried to lead her learner to start a role-play activity, she did not tell the learner the role he should play directly, instead she used a rather subtle way to indicate that each of them had a new role in the activity. The teachers reported that they tried to avoid direct instructions as an attempt to reduce the "trace of teaching (教学痕迹)", which might disturb the flow of a natural conversation. Another important reason for this was related to the teachers' sense of power relations between the teachers and the learners, which will be discussed in Section 10.2.1.1. In the study, teachers used both audio and visual mode, such as stressed and/or typed out words, to highlight the target language items, trying to help the learners to notice and use them in the ongoing conversation.

All the teachers reported they wanted to find alignment between their designed tasks and learners' responses, as they hoped the learning opportunities they designed could facilitate learning, from which they could experience effective teaching at the same time. However, they also showed a high level of flexibility and allowed room for continuing negotiation of curriculum within a session. The teachers were able to make decisions contingently on specific situations. Based on learners' behaviour the teachers adjusted the order of teaching activities - choosing to extend the unfolding discussion - to allow for and maximise the opportunities for the learners to find their own voices (Van Lier, 2001).

However, the teachers reported two issues they had encountered due to certain competencies they lacked: (1) the ability to identify learners' expectations and (2) the lack of competency in translating linguistic knowledge into teaching language which could facilitate learning.

Learners and teachers might have different understandings and expectations of the teaching and learning activities due to different cultural backgrounds (Singh & Ballantyne, 2014).

Learners might have expected opportunities to use Chinese in the conversation on certain topics, or raise questions that emerged in their minds. For teachers, their expectation was helping learners improve their conversational skills and gain language knowledge. Kozar (2015) questioned the effectiveness of "conversational" lessons, as according to her observation, the learners only engaged a relatively limited range of lexico-grammatical knowledge in the conversations. In this study, the teachers tried to deal with the issue by pre-selecting some important words and phrases to help stretch learners' language ability. Thus, they took the learners being able to produce the language items as a key criterion of whether they have achieved an ideal teaching result. In such a context, although teachers believed they should share *power* with learners to co-contribute to the teaching activities, they valued discipline for the sake of implementing teaching activities effectively. Thus, there were some moments when the teachers and the learners failed to establish mutual understanding of the unfolding learning activity. For example, Teacher Song's learner did not show explicit learning behaviours such as note-taking or repeating after the teacher when she introduced some important language items, despite the fact that he seemed enjoyed the content in the conversations. In this situation, both the teacher and her learner did not have joint attention to the pedagogical purpose of having such conversations. Although the teacher sometimes used various strategies trying to lead the learner's attention to the language forms, such as typing out the word, the learner seemed not to be aware of the teacher's intention. In addition, the belief of having "natural conversation" occasionally seemed to keep the teacher from giving more explicit instructions to fully exploit learning conditions (Nation, 2015), which could have helped the learner notice and practise the language items, and helped both the teacher and the learner collaborate to keep the new language in use. Such situations can be related to the concept of "mismatch" introduced by Stickler and Shi (2013) where the study identified mismatches in conversation and concluded that as long as the mismatch does not hinder conversations, some of them can be accepted. However, in the present study, the mismatch was at a deeper level, which had more profound impacts on teaching, as the teachers could then question their own ability in implementing the teaching effectively. These feelings could further influence the teacher's perception of professional identity and their relationship with learners.

The second issue encountered was that some of the teachers felt they were unable to teach effectively due to little experience of teaching and lack of competency in transforming some linguistic knowledge into teaching resources. For instance, Teacher Tan reported that she

found it difficult to explain grammar structures clearly. Especially at one time, she found herself stuck when she was trying to explain a grammar point and was unable to continue. As a result, she had to ask the learner to check the explanation on the Internet after the session. She attributed the unsuccessful teaching moments to her limited teaching experience. Teacher Song had worried about her ability to explain some words that her learner put in the word lists. Both Teacher Tan and Teacher Song said that they knew the meaning and function of these structures and words linguistically as L1 speakers, but they could not find an appropriate way to explain them to their learners. In one of the SR interviews, Teacher Song compared her experience of teaching English to the learners in China and teaching Chinese to the learners who learn Chinese as their second/additional language:

> Since my mother tongue is Chinese, I don't get their confusion. Sometimes I don't know why the learners don't understand [the language points]. While teaching English, I taught it in the same way as I learned. But I had never learned the Chinese language as such.
>
> 你是一个母语者，你体会不到他们的点，你不知道他们为什么不明白。像英语的话，我怎么学的我就怎么教。汉语我没这样学过。(Song-SR3-1812)

Although the teachers had learned Chinese linguistic knowledge when pursuing their Bachelor's and/or Master's degree, they found that sometimes it was difficult to translate the linguistic knowledge into pedagogical content knowledge, which became a site of potential where they could make improvement as the teaching continuing.

In addition, this issue can also be further traced to the education and professional development programmes for Chinese language teachers. Pre-service Chinese language teachers have to take a series of courses on Chinese linguistics: for instance the courses on modern and ancient Chinese (Tang, 2016), where they learn to analyse Chinese language from linguistic aspects for research purposes. However, these courses do not directly serve teaching purposes. In the Chinese language teacher education programmes that Wang et al. (2013) analysed, they found that some of them did not pay sufficient attention to pedagogical content knowledge, or pedagogical linguistic knowledge to be more specific here, nor the opportunities for the pre-service teachers to gain teaching experience. Therefore, there is a big gap between how teacher education courses have prepared teachers for teaching and what

teachers actually are required to undertake in teaching. In terms of grammar teaching, although many scholars suggest teachers need to be aware that they should not feed the grammar knowledge they have learned to learners directly (Sun, 2012), it seems that teachers have to fill the gap by themselves, as the support for teachers is quite sparse. Sun (2012) concludes that current Chinese linguistic research on lexis and syntax fails to provide sufficient support for teaching implementation, and the current so-called pedagogic system only caters for beginners of the Chinese language. For intermediate and advanced learners, this is a gap that needs to be filled. As Sun (2012) asserts, "a systematic, hierarchical and complete pedagogical grammar system has yet to be established (系统的，有层级关系的，完整的教学语法体系至今并没有建立起来)" (p.7). In return, the lack of a systematic pedagogical grammar system impacts the support the teacher education and training programmes could offer in terms of the pedagogical linguistic knowledge. Therefore, the existing programmes and professional development workshops on language teaching are insufficient in accommodating the needs of pre-service and in-service teachers. It is more likely that these workshops only focus on pedagogical skills while neglecting the pedagogical linguistic knowledge *per se*. When asked their opinions on this issue, Teachers Tan and Li agreed that they needed more systematic support in building linguistic knowledge and pedagogical approaches in teaching grammar:

> I think there is a gap between linguistic and pedagogical grammar systems, which they are not connected with each other very well. It would be perfect if the training session incorporated theories of pedagogical grammar and how they could be implemented in practice.

> 我觉得理论语法和教学语法之间是有一定的断层，不能很好地衔接。如果在培训中加入专门的教学语法理论和实践就完美啦。 (Tan-WCP-1912)

> I wish to know the pedagogical grammar system generally, how to organise grammar in teaching based on sequence, importance and difficulty level (for example, teaching a range of "comparative structures" systematically).

> 我希望了解教学语法体系的基本面貌、不同语法之间教学的先后顺序、重点和难点语法的分级 (比如比字句不同格式的教学). (Li-WCP-1912)

The study provides opportunities for the teachers to explore ways to bridge the gap between linguistic and pedagogical grammar knowledge, but it will not further investigate the relationship between the two grammar systems or the relationship between linguistic knowledge and pedagogical linguistic knowledge. But the preliminary findings here provide a concrete example of how the lack of theoretical research on such knowledge can directly impact teachers' teaching and their sense of self-efficacy. Thus, the teachers hoped for a comprehensive pedagogical linguistic system and more professional support.

10.1.1.3 Multimedia Competency for Learning Purposes

In the findings chapters, I have presented several images illustrating how teachers in this study used technological tools and techniques in the online teaching environment. Technological skills in previous studies have been treated as one of three key competencies online teachers need to develop (Guichon, 2009) and as the foundation of other skills for online teaching (Hampel & Stickler, 2005; Moorhouse et al., 2021). Kozar (2016a) and Kurikova (2019) report that the language teachers they investigated were either reluctant to or forbidden to use webcams due to privacy concerns. In this study, all four teachers in SCOLT-TA exhibited high levels of agency in applying all sorts of technological tools, including webcam in the teaching platform. They also used social media (e.g., WeChat) to extend their interaction with the learners to the asynchronous dimension. As all of them had studied Educational Technology in their qualification, this potentially has resulted in their awareness of and enthusiasm in applying technological tools in online teaching.

The concepts of multimodal literacy and computer mediated communication literacy (Guichon & Cohen, 2016; Warschauer, 2002) suggest that teachers should develop the ability to produce and interpret combinations of multimodal semiotics as well as using these combined in interactions. In addition, when using these resources, teachers need to avoid causing cognitive overload and polyvocality of attention by including too many multimodal elements at one time. In the present study, the teachers drew quite actively upon various multimodal affordances during teaching and paid close attention to how to use them. Through observing the recorded sessions, it was noted that the teachers used these multimodal resources intentionally for specific purposes, and various combinations of multimodal semiotics were deployed fluently. For example, the combination of visual information through the webcam and verbal utterances was used in providing feedback or serving social-affective purposes to encourage the learners to engage in conversations. The combination of

text and audio information was used in every session to highlight some important language items. In addition, for many sessions, teachers prepared learning materials in PowerPoint or Word format that encompassed images the teachers carefully selected and texts that highlighted language items to facilitate communication and learning activities. Some of the teachers also used audio recordings or video excerpts that contained Chinese subtitles to help conduct certain learning activities. The learners in this study also contributed to the multimodal resources by providing teachers with photos and documents in Word or PDF format between sessions. The following section will discuss in depth how the teachers used webcam, images and texts, which were reported frequently in their writing reflections and interviews. The use of audio and video will also be discussed here.

10.1.1.3.1 Webcam-mediated Interactions in SCOLT-TA

In SCOLT-TA, all the teachers and learners chose to use the webcam. Therefore, the webcam became one of the most salient tools that facilitated the learning activities. The key lay in the way the webcam enhanced the perception of social presence for both the learners and the teachers.

The webcam played an indispensable role in the environment-agent-language interplay. The findings of the study supports the argument made by Yamada (2009) that interlocutors' images captured by webcams and perceived by the partner could lead to more active interaction, which contributes to the target language learning.

As Kern (2014) suggests, the webcam can reinforce interlocutors' self-awareness. Teachers frequently used their body language and facial expressions for different purposes. When listening to the learners, the teachers always combined nodding and smiling with oral feedback to acknowledge and confirm the learners' utterances and show encouragement. They paid attention to making sure their gestures and facial expressions could be noticed by the learners. These non-verbal expressions sometimes served the function of inviting and encouraging learners to keep on talking. Sometimes, the teacher leaned forward, or put hands under the chin indicating she was interested in what the learner was saying and expected to hear more (see the example in Figure 6-3 in Chapter 6). These gestures were often displayed with questions, encouraging the learner to further engage in the conversation (see the examples in Figure 6-3 and Excerpt 6-2 in Chapter 6). Gestures and facial expressions were also used to facilitate

communication. When there was a breakdown, sometimes the teacher used hand gestures to help negotiate meaning (see the example in Figure 9-7 in Chapter 9).

Teachers not only exhibited their competency in delivering non-verbal messages through gestures and facial expressions, but also displayed their interpretation of learners' non-verbal behaviours. When they found the learners might have difficulties, the teachers would intervene or offer support in time. For instance, during word searching, Teacher Li's learner moved his gaze and scratched his neck (see the example in Figure 9-9 in Chapter 9). Teacher Li noticed his actions and realised that he was having difficulty recalling the word, and so she offered support in time.

Learners' body language also provided hints and feedback to their teachers in making instructional decisions. When the teachers noticed the learner showed particular interest or non-interest in the ongoing conversation, they would choose to further continue this conversation or initiate a different topic. For example, Teacher Song noticed that when she was introducing Beijing snacks, her learner leaned closer to the screen, showing strong interest. She chose to stay on this topic longer, although there was another activity waiting for implementation (see her recount in Figure 7-6 in Chapter 7). Many learning opportunities emerged from the contingent choices. As the conversation went deeper, the learner could try to express more complex ideas. For example, Teacher Su noticed her learner showed strong passion when talking about taekwondo. She kept asking him questions about taekwondo, such as the terms used, and he explained the meanings, the origin of the terms, and how to practise the moves associated with these terms in Chinese. At the same time, he received Teacher Su's timely feedback on the expressions he used.

In addition to learners' body language, the learning environment captured by the webcam was also noticed by the teachers, and sometimes it was turned into a resource to further extend the conversation. For example, at the beginning of Teacher Su's first session, she noticed the learner's physical learning environment and brought it up, and thus the conversation naturally slipped into talking about his home, and he received corrective feedback as he was trying to describe his house (see Excerpt 6-3 in Chapter 6).

10.1.1.3.2 Image-Mediated Effective SCOLT-TA Teaching

Images were used extensively across the teaching sessions (except for Teacher Tan's, who mainly used audio recordings and texts to guide test-oriented practice). Teachers in this study

expressed their expectation of implementing teaching through natural conversations, but in order to keep the conversations within a certain range of topics, images were used to establish shared understandings of the purposes of the conversations and set joint attention (O'Rourke & Stickler, 2017), which was the foundation of the ongoing interactions between teachers and their learners. In addition, images were adopted to maximise learning by affording learners' language output (Guichon & Cohen, 2016).

For most of the sessions, Teachers Su, Song and Li adopting a conversational approach, wanted to embed the target language items in the conversations. Therefore, keeping the conversation going on their expected path was crucial in terms of effectively helping learners to understand and internalise the meaning, and to practise the usage of relevant language items. Teacher Su used images to set the focus of her communicative activities with her learner and to direct the conversation onto the path she expected. She exercised more control of the conversation by inviting her learner to share some of his own photos related to the topic. This strategy facilitated teaching in two ways. First, using the learner's own photo elicited rich utterances from the learner. It could ensure the language practice was relevant to his personal life. Through the asynchronous process of selecting the photos prior to the session, the learner could potentially rehearse what he might say about them, to make himself better prepared for the coming session. Second, the photos were also the frames for the conversations. By sharing those photos with the teacher, the learner could estimate the range of language that he would use, learn and practise. For example, by sharing the photos showing him practising different taekwondo moves, Dan would realise the focus of the session would more likely be about him practising taekwondo, instead of, for example, some famous taekwondo practitioners. Therefore, for the teacher, she would have more control over the session, as the learner would be less likely to talk about something off the topic.

Teacher Li also used images to elicit the learner's language output. However, in Teacher Li's teaching, some images she prepared, for example, the photos of table tennis players, did not yield rich language outputs directly associated with these photos because these players were not familiar to her learner. However, the photos inspired the learner to share his own story and he talked about it at great length in Chinese.

As for Teacher Song, her first two sessions were about Chinese culture, therefore, she prepared images to help her introduce and explain contemporary Chinese social life, history events and food culture. Those images not only helped the learner gain knowledge on these

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topics, but also facilitated his understanding of the language used in the conversation, turning it into comprehensible input (Krashen, 1985). They also inspired his curiosity and encouraged him to initiate questions and engage in the conversation.

10.1.1.3.3 Texts in SCOLT-TA Teaching

Although the responses collected from learners' questionnaires showing a clear preference for using images over text in mediating learning, texts still played an indispensable role in the learning sessions. This finding is aligned with the research conducted by Kozar (2016c) that the majority of text messages in one-to-one teaching was used for focusing learners' attention on linguistic forms. Yamada and Akahori (2007) have pointed out that in learner-centred learning contexts, the learners might not be conscious of learning objectives. Texts can be used to display the learning objectives. In SCOLT-TA, the four teachers often shared a Word or a PDF document through the screensharing function on Zoom. They typed out the important language items, which they had used or they believed to be helpful to the learners, on the document, and showed the notes to the learners. These learners seemed to have clearer ideas about the learning content and often intentionally used the items in their subsequent outputs. Teachers also used highlights, underlines, and other annotation tools, as well as different font colours and font sizes to emphasise important content. For example, Teacher Su directly shared her teaching plan with the learner in the revision session, thus he was able to grasp the key points of that session immediately (see the example in Figure 6-1 in Chapter 6).

Texts also served as visual resources when teachers provided feedback. After the learners produced incorrect utterances, their teachers often provided verbal corrective feedback, at the same time typing out the correct words, structures or the entire sentences. Appropriate audio mode combined with visual mode presented simultaneously have proved to be beneficial to language learning (Moreno & Mayer, 1999). Some teachers also chose to type out both the incorrect form that their learners had produced alongside the correct form to make contrast, enabling the learners to notice the errors and know how to tackle them. For example, when Teacher Tan was helping her learner prepare for his oral examination, she typed out the incorrect and correct sentences, and used different font colours and strikethroughs to indicate the exact word that had been misused (see the example in Figure 8-2 in Chapter 8). This approach facilitated learner uptake as he realised his own errors.

Typing out words, in addition to offering feedback, is also a strategy to recover a conversation breakdown. When learners failed in understanding teachers' utterance, the attention would switch from a meaning-focused conversation to language forms. Teachers typed out the part where their learners showed non-understanding, and explained the meaning and usage, then the conversation would move back to the meaning-focused conversation.

Lack of vocabulary was another reason which caused conversation breakdown (Chapelle, 2001). The teachers were able to turn these incidents into teachable moments. At this moment, when the teachers asked the learners to clarify what they intended to say, English was occasionally used when the learners had difficulty expressing their ideas clearly in Chinese. Then the teachers would tell their learners the equivalent Chinese expressions, and type them out and share them through screensharing. Thus, the learners could learn the pronunciation as the teachers pronounced the expressions and learn to read and write them (see the example in Excerpt 6-4 in Chapter 6). The typed texts were believed to be important and helpful by the teachers. Thus, when a learner did not show obvious learning behaviours, such as note taking, his teacher might get disappointed as she felt that the learner did not understand her good intention (see an example in Section 7.3.2 in Chapter 7).

Another important reason for using texts in Chinese learning activities is that the Chinese writing system is based on characters, therefore, for many learners, Chinese characters become one of the main learning hurdles in learning the language. Not only do the complex strokes and structures of characters impede learning, but also the lack of connections between spoken and written forms poses challenges. Therefore, when learners hear a word, they might not know how to write it or mistake it for another homophone. While, for SCOLT-TA teachers, the main focus was on improving learners' listening and speaking skills, they did not neglect helping learners improve character recognition competency. In this sense, typing out words and sentences was critical as it helped learners to remember the language items when combined with auditory stimuli, and also helped learners get familiar with the writing forms. In addition to Chinese characters, phonetic guidance and English translation sometimes were given, facilitating learners to strengthen the association of the pronunciation, meaning making and the written form of those specific items (see the example in Figure 6-1 in Chapter 6).

These text notes taken during teaching were used as a summary for the whole session. Teachers used it to have a brief summary of the session before wrap-up. For learners, these

notes could be perceived to be useful, as they had learned a lot from them (Kurikova, 2019). Just as Teacher Su wrote in her feedback, "Word is the most effective tool, as I can type out Chinese and Pinyin. The learner also feels a sense of achievement, as he believes he has learned plenty of new content in the session (最有效的是 Word，及时打出汉字和拼音，学生也很有成就感，觉得自己学到了很多新的内容)" (Su-TFB3-1810). The teachers would often save these notes and email them to the learners after each session as material for consolidating learning and also as a way to extend the learning activities to the asynchronous dimension outside of the teaching session.

10.1.1.3.4 Audio and Video as Teaching Resources

Audio and video clips were also used by some teachers, but less frequently compared to images and text. Teacher Tan's sessions were implemented to help her learner practise listening skills. Thus, in addition to the webcam video and texts, she used audio recordings. Before each session, her learner prepared an official guide of mock test samples and emailed them to her. In order to make the learner more familiar with the pace and flow of speech and tones he was going to hear in the real test, Teacher Tan searched for and downloaded the corresponding recordings from the Internet which were released by the official testing organisation. She mediated the learner's access to and engagement with the target tests by trimming the recordings into smaller sections, and each of them corresponded to one particular exercise. Through this time-consuming process, she was able to conduct the exercises more efficiently, as she could locate particular sections in the recording quickly and rewind them when necessary. Teacher Su chose a video clip with Chinese subtitles about exchanging currency for the fourth session. When she played the video during teaching, she paused occasionally to explain the words or sentences heard. The subtitles combined with the video served as comprehensible input for the learner.

10.1.2 Social-affective Competency

Learning is a social activity. Learners who attend educational institutions can engage in a variety of communities of practice within the classroom and outside (Wenger, 1998). However, for most distance learners, the feeling of isolation is one of the reasons for dropping out (Wang, 2008). Thus, in online teaching, teachers often implement group-work among learners (see examples in Shi & Stickler, 2018; White et al., 2016). In one-to-one

teaching contexts, the importance of teachers building and maintaining relationships with learners and being supportive and responsive to their learners is highlighted.

The teachers in this project contacted their learners through social media and/or email. In addition to the learning purpose discussed above, this was also an effort to establish rapport, getting to know each other personally. These communication channels between the teaching pairs remained open until they finished teaching and learning.

Informed by the studies of Kozar (2015) and Kurikova (2019), this study also found that the opening and closing stages of teaching sessions served important socio-affective functions. Despite being brief and formulaic sometimes, teachers usually engaged in some small talk with the learners, asking "how are you" questions. There were a few times when learners attended sessions from different locations from usual, and the teachers noticed the change through the webcam images and showed curiosity. This shows that the teachers were not merely thinking about language learning, but also cared about the learners' personal life. While Teacher Tan had less experience and did not realise the socio-affective value of small talk in her initial sessions, she later realised its value and engaged in it more.

At the closing stage, as discussed above, some teachers used text notes to go through a debrief. This was not merely for learning purposes, but also made the learners perceive the session as useful, gain a sense of achievement, and keep motivated. Before the teachers ended the session, they would ask their learners about their preferred time for the next session. In addition to motivating learners to keep committed to the following session, these exchanges could also help the teachers maintain positive rapport with the learners, as the exchanges might extend to each other's life. The learners might share something about their future plans to the teachers. In return, the teachers would also share a bit more about their plans reciprocally. The information shared by the learners enabled teachers to strengthen the rapport-building in the following session. For instance, at the end of Session 2, Teacher Song's learner told her that his wife's birthday was coming soon. Then, at the opening stage in the following session, Teacher Song asked about the celebration, which demonstrated that she was carefully attentive to what the learner had told her and used the information for rapport-building.

In terms of webcam use, it not only enabled the teachers to notice any changes on the learners' side, but also was used as a tool to exhibit different dimensions of the teachers'

lives. For example, at the beginning of Teacher Li's first session, she used the webcam video on the screen to rehearse and monitor her own behaviour, in order to make sure she could present herself in a professional way. In the same session, when her learner asked for information about herself, she turned her upper-body, and showed the room she was in, opening up her personal dimension to the learner. This was an attempt to strengthen their personal relationship (see Figure 9-6 in Chapter 9).

All the teachers showed great care towards the learners' emotions, which had influenced the teachers' pedagogical decisions. For example, Teacher Song worried that her learner would not feel satisfied with their sessions. Therefore, she was quite responsive to his requests and questions. Sometimes she prioritised his learning experience over her own desire to conduct the activities she wanted. But her effort was worthwhile as her learner indeed enjoyed her sessions and gave her high appraisals, which further boosted the teacher's confidence in teaching (see details in Chapter 7). Teacher Su's concern was with her own negative emotions: she attempted to hide her negative emotion from her learner when he did not follow their pre-agreed negotiation. Although she was upset, she did not show it. Teacher Su kept smiling and continued helping the learner express his ideas and answered his questions (see Section 6.5.2 in Chapter 6). Teacher Li captured the moment when her learner felt embarrassed due to failing to recall the word "soccer", and then she comforted him with a joke (see Section 9.5.3 in Chapter 9). These effort demonstrated that they followed the teaching-as-caring rules in professional practice (Miller & Gkonou, 2018).

The teachers showed their concern with cultural appropriateness and politeness as well, which is demonstrated in Teacher Li's case by her avoidance of asking her learner private questions, which may in fact have impeded the development of a personal relationship to some degree. A further example is Teacher Song's awareness in searching for appropriate news as a learning material.

In the asynchronous dimension, some of the pairs used WeChat frequently and their chat went beyond the discussion about learning content. For example, Teacher Song and her learner often had live chats on WeChat. On this platform, emoticons and stickers were used to increase the social presence (Ko, 2016), helping the interlocutors better express their emotions, adding some fun in their communication. The communication, reciprocated by both parties, strengthened their personal relationship and increased mutual trust in each other. Teacher Song received encouragement from her learner which helped her regain confidence

in her teaching competency. The learner shared aspects of his life, some of which were turned into learning affordances for comprehensible input, as Teacher Song used the shared life stories as contexts to help explain certain words and how they could be used. There is also an opposite example: Teacher Su was not able to successfully maintain as good a relationship with her learner as she had expected, which had a negative impact discouraging her from investing more energy and time in preparing for her teaching.

The present study has provided illustrations of how teachers engaged their socio-affective competencies and demonstrated how this could impact teaching, which further confirms that the role of teachers in online language education is more than merely delivering knowledge. However, socio-affective competency is somewhat overlooked in teacher education and continued professional development. What I am concerned about is that, in current research on Chinese language teachers, teachers' pedagogical competency has attracted most of the attention. Teachers are expected to implement teaching, offer language practice opportunities to learners, and evaluate learners' performance. They are also seen as service providers who offer learning suggestions and learning guidance, and technical experts who are able to use different kinds of platforms and even construct learning material repertoires (Cui, 2020; Zhang et al., 2015; Zhang & Li, 2017; Zheng, 2013). However, both researchers and teachers need to be aware that learning is a social process, which involves human-to-human interaction whereby both learners and teachers inevitably generate feelings and emotions. Particularly in online learning environments, where learners are cut off from peers and teachers physically and are prone to feel isolated, online learning sometimes can be intense and stressful. Teachers would also experience all kinds of emotions in the interaction, and some negative emotions may be obstacles in their professional development. Thus, teachers need to know how to care about learners' feelings, and also regulate their own feelings.

10.1.3 Being Reflective and Reflexive

Teaching is a lived experience (Van Manen, 1991). Teachers' competency is never static and keeps evolving along with increasing teaching experience and engagement in a variety of practice. In this dynamic process, reflection is a catalyst for that evolution (Lan et al., 2012; Levy et al., 2009).

The findings in this study have illustrated the ways teachers were able to gain improvement through reflective and reflexive practice. For example, Teacher Su reflected on the way she

had used images for teaching and came up with a better strategy. She initially used the images from the Internet, which might not be relevant to the learner's own experience, and thus could not engage his attention. Later she asked him to share his own photos, which could make sure the topic was related to him, and could enable her to implement teaching as she planned. Teacher Tan enriched her repertoires for giving feedback - from using only backchannels to a variety of feedback, such as metalinguistic corrective feedback and audio-visual feedback. Teacher Li found a way to change her teaching approach after comparing her previous teaching with other teachers' and reflecting on this. She drew on her learning experience to turn it into ideas that helped her design learning activities. Teacher Song realised that teaching itself is also a learning process and became more confident in teaching.

Teacher development can be found at different levels: from the interactions at micro-level, the teaching approach, to the teacher's teaching beliefs. It emerged through reflection-*in*-action, such as in the moment when Teacher Tan found the learner misunderstood her feedback, and she realised a change was needed; but also through reflection-*on*-action, such as Teacher Li's reflection after watching her own previous recorded teaching and hearing other teachers' suggestions. This is aligned with the studies of Guichon (2009) and Lan et al. (2012), that through reflection, teachers can reconstruct their experience, gain knowledge, and achieve sustainable professional development.

10.2 The Affordances and Constraints in the Development of Teacher Agency

This part answers the second research question. In the above section, I have discussed teachers' pedagogical agency exhibited in their planning and teaching stages, their use of multimodal tools, and interactions on synchronous and asynchronous platforms. This section discusses in-depth two further frequently reported issues in relation to agency: teacher identity and relationship with peers and learners. These issues arose from salient "thresholds" where teachers felt empowered or constrained when they needed to make decisions or take actions within a particular context-*for*-action. It is worth noting that, both issues were emergent topics in the group discussions in Stage 1 (teacher preparation stage). For example, in the second and the third group discussions, the teachers showed their concern about maintaining a sense of professionalism and discussed how to establish a proper relationship with their learners (see Section 5.3.2.3 and Section 5.4.2.1 in Chapter 5). Therefore, the teachers were aware of the importance of these two aspects from the very beginning, which potentially influenced their agency during teaching while they were perceiving and making

meaning in the immediate context and ongoing interaction. When the teachers were invited to select critical episodes for reflection, they tended to choose the moments related to these two aspects in the interviews.

10.2.1 Teacher Identity Construction and Renegotiation

In the present study, teacher identity provides a lens to scrutinize what kinds of teacher beliefs they held for conducting teaching in the online one-to-one context. As Vähäsantanen (2015) suggests, teacher professional agency emerges in the workplace, where teachers have power to act, to affect matters, to make decisions and choices, for example, when they negotiate their professional identities. The main factors that influenced teacher identity in the present study were different beliefs in teachers' roles, teachers' previous educational history, and their experience of emotions.

10.2.1.1 Traditional Chinese and Modern Beliefs in Teachers' Roles

The findings of this study show that teachers are influenced by a traditional Chinese belief in education, which has impacted their perceptions of being professional, and has become a hidden driving force for their agentic actions. The "teacher-direct and learner-engaged" approach advocated in *Xueji* (学记) (Tan, 2015) still impacted the way the teachers formed their fundamental understanding of the teacher's responsibility and their expectations of the learners' behaviour. Rooted in Confucian ideology, the scripts of teaching in *Xueji* carry the expectation that teachers will be moral exemplars and guides, and practice moral self-cultivation (Jin & Cortazzi, 1998, 2006; Tan, 2015), and teachers in general are highly respected in society. Therefore, teaching as a profession has been legitimately empowered by culture and educational institutions with authority. Accordingly, learners respecting the teacher and following discipline in class are influential and prevailing cultural scripts extracted from the classical Confucianism (Li, 2012; Tan, 2015). This tradition can also be found in other cultures (Lam & Lawrence, 2002). However, the learner-centred approach advocated by educational scholars highlights learners' ownership of learning (Tudor, 1993), especially in the online teaching context where a more democratic teacher-learner relationship is preferred and in demand (Hampel, 2006; Zhang et al., 2015).

Influenced by both the traditional Chinese belief and their own understanding of learner-centredness, the teachers in this study unanimously agreed that teachers should take a

dominant role when implementing teaching. The learner-centredness lay in inviting the learners to decide on the learning content. Thus, before beginning lesson planning, all the teachers contacted their learners, asking about their learning needs and interests. It was a salient step to make the learners take ownership of their learning. Then, based on the information provided by the learners, the teachers made well-structured plans, in which the learning activities were carefully designed and arranged in reasonable order. For example, in Teacher Song's teaching plan, she designed an elaborate sequence of different subtopics, highlighted the language items that she intended to introduce and guide her learner to practise, and made slides including images and texts.

However, the teaching plan could not guarantee the teaching would proceed in a predictable way, as the learners frequently brought up emergent requirements or questions. Those were the challenging moments in one-to-one teaching often reported by the teachers in the study. Comparing to face-to-face teaching, such unexpected moments were more difficult to work with in one-to-one settings. In face-to-face classes, when there is an unexpected response or requirement from a student, there are several ways the teacher could employ to detour it and refocus on the pre-designed learning activities, such as turning to other students or suggesting that they can deal with it after class. However, in one-to-one synchronous teaching, in order to keep the flow of the conversation, the teacher often feels that he/she is obliged to make an immediate response to the learner and is less likely to 'park' the question and come back to it later. Evidenced in SCOLT-TA, the teachers had to make choices between sticking to their teaching plan and responding to learners' emergent requests. These moments became dilemmas for the teachers. On the one hand, the teachers showed an endorsement of a conversational approach instead of structured IRF exchange sequences. This implies that the teachers encouraged contingencies in interactions, where learners could enact their agency and take ownership of the learning activity when they engaged and developed the conversation. However, on the other hand, sometimes the teachers felt uncomfortable when such contingent moments happened, and they felt the need to take control. The teachers might have believed that they had already shared their power with the learners by inviting them to contribute to the teaching content, while they believed teachers should hold control over the teaching implementation, because, rooted in the Confucius ideology, they were expected to "direct" the teaching which the learners engaged in. Thus, they perceived being interrupted by the learners as a challenge to their teacher authority. At these moments, teachers felt their teaching situation did not match their initial desired self as teachers (Ruohotie-Lyhty, 2018),

who would be able to maintain a balance between satisfying the learners' needs and retaining a leading role.

Therefore, agency emerged as a mediator to help these teachers renegotiate their identity to better match the teaching conditions. For example, Teachers Song and Tan both explicitly expressed that the teachers should take the control of the teaching process, but were frequently challenged by their learners. For Teacher Song, she believed that it was inappropriate for the learner to interrupt her with new questions. Teacher Tan's learner directly told her the sequence of the practices he preferred. At these moments the teachers needed to make decisions either to stick to their initial desired way of teaching or to renegotiate their identity to make themselves less uncomfortable in such a situation. Interestingly, both teachers chose the latter, and thus, they exhibited flexibility and were responsive to their learners' every requirement.

Aligned with what Ruohotie-Lyhty (2018) has found, teachers with longer teaching experience were less fluid and open to change. In this study, Teacher Su has the widest teaching experience. Compared to Teachers Song and Tan, she adopted a different way to deal with this issue. In one session, her learner Dan was seen as challenging her authority by showing little interest in the topic that they had both agreed to, and he insisted on talking about a different topic. Even though she chose to respond to Dan's interest in a timely way, she perceived the learner's behaviour as not respectful. She rejected the possibility of a similar incident happening again in the future by emphasising her requirement for the future sessions. Teacher Su reported her rejection towards this kind of incident in the interviews several times:

> If an incident like this [the learner coming up with new topics] always happens, I cannot allow it.
>
> 总这样的话，我是不能接受的。(Su-SR2-1811)
>
> No matter how many sessions I teach him, my tolerance [to this kind of incident] won't improve.
>
> 像这种不管再过多长时间，我的容忍度也不会提高吧。(Su-Int-1904)

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The difficulty of maintaining a balance between culturally endorsed Chinese ways of teaching and emergent new teaching approaches has also been reflected in studies on Chinese teachers who teach abroad (Chen, 2015; East, 2018; Wang, 2015; Zhang, 2015). Teachers' traditional beliefs about teacher authority and the teacher-direct approach became an obstacle for them to adapt to a new environment and pedagogy where the learners' initiative was valued; however, they indeed showed change in their teaching beliefs after a period of time (Chen, 2015; Wang, 2015). However, Kozar (2015) questioned the implementation of a learner-centred approach. In her study focusing on synchronous one-to-one teaching, learner-centredness only appeared in choosing the topics of discussion, while the organisation of lessons was still controlled by the teachers. It appears that teachers did not have faith that the learner-centredness could meet the complex demands of adult language learning. She suggested that conversational lessons may have limited pedagogical effect without explicit instructions or language learning potentials exploited by the teacher. In the present study, apart from one learner who aimed to pass tests, other learners had rather general learning goals, and they seemed to enjoy the opportunities to communicate in the target language. For example, for Teacher Song's learner, Felix, he might not learn as many language items as the teacher had prepared for him, but through the interaction, he could gain some linguistic and intercultural knowledge, although these might be different from his and Teacher Song's initial expectation of the session.

Age was another factor reported by all the teachers to be an obstacle for teachers to establish their teacher authority. In Chinese tradition, the teacher-student relationship is one of the most pivotal relationships (Li, 2012), and demonstrates a specific societal order that is important to humanity. There is an old saying "a teacher/a master for a day is a father for a lifetime (一日为师终生为父)". This implies the close relationship between teachers and learners and a specific respectful role that teachers play in this complex relationship circle. Teachers as knowledge masters are regarded as an authoritative guide or leader to the learners (Jin & Cortazzi, 2006). However, the fact that teachers in this study were much younger than the learners impacted their sense of professionalism. This was due to another aspect of the societal order or system, that it is regarded as impolite or morally rule-breaking to give top-down instructions to people who are older than oneself, as they are deemed to be more knowledgeable and experienced. Hence, the age factor made it more difficult for the teachers to establish their teacher identity with authority.

The learners' professional identity was also mentioned as an obstacle to establishing teacher authority. For example, Teacher Su's learner was a CEO of a company, and Teacher Tan's learner was a successful engineer. Both of the teachers perceived that CEOs and engineers enjoyed high social prestige and were empowered by the society with authority and stronger power both socially and in their work field. In addition, the online teaching environment might highlight the learners' professional identity rather than their learner identity in the session. As Teacher Su frequently mentioned, she felt she was talking to a boss rather than a language learner. Thus, due to the age factor and perceived social status and learners' professional identity, the teachers often found it difficult to give imperatives. When they had to give such orders or instructions, they needed extra effort to overcome mental barriers; and after the instruction, they used discursive strategies to mitigate the intrusiveness. For example, when Teacher Su had to set a rule for her learner to follow, she quickly offered a suggestion "let's try it this way, OK? (我们尝试这样的方式，好不好)" to make her sound less authoritative. This is also an example of how the social norms could directly impact interactions. It is worth noticing that, as Tasker (2017) suggests, many adult Chinese language learners are not school leavers, but study at a later stage of life. Thus, these learners are likely to bring long life experience and deeply formed identities with them to the language classes. For their Chinese teachers, they might need to have a chance to reflect on their relationship with these learners and think about how to work with them.

10.2.1.2 The Influence of Past Experience on Teacher Identity

In addition to the cultural factors that informed the teachers as to how they should behave and what expectations they could have for the learners, accounts of the teachers' previous experience revealed the importance of personal history as a contribution to identity shaping. Online one-to-one teaching was still a relatively new teaching form for all the four teachers, and as discussed in earlier sections, the current Chinese language teacher training programmes in China continue to focus on classroom teaching. Hence, there is not much external support for online teachers.

In the interviews, teachers also frequently brought up their previous language learning or teaching experience and shared with me how this experience impacted their perceptions and actions in their SCOLT-TA teaching. When Teacher Su recalled teaching learners who worked in business in Thailand, she mentioned how she was able to gain trust from her

learners. She explained that she implemented courses well and sincerely cared for them, so that her learners explicitly spoke highly of her and believed that she was very professional. Moreover, in Teacher Su's teaching in SCOLT 1, her learner also expressed gratitude for her dedication and effective teaching. Zembylas (2003) has suggested that teacher identity is impacted by receiving others' recognition. The positive appraisals from learners in different teaching contexts helped shape her belief about the pedagogical and social-affective competencies a SCOLT teacher should be equipped with. Her previous teaching experience helped build her initial confidence that she would successfully deliver her courses in SCOLT-TA. Thus, when there was a conflict, Teacher Su's previous successful teaching experience influenced her decision to refuse to change her attitude to the emergent incident. In addition, she enacted her agency in a defensive way to protect her teacher authority (Ruohotie-Lyhty, 2018).

Teacher Song also mentioned one incident from her previous teaching experience that helped with her decision-making in SCOLT-TA teaching. The incident happened when she was teaching a sleepy learner. She was struggling with whether she should insist on teaching, as from the social perspective it was her obligation and the expectations from different stakeholders (her boss and the learner himself) of her. However, she found it was difficult for her to carry out teaching and chose to allow the learner to take a nap in the end. This experience in some way informed her view that in a one-to-one teaching context, it might be practical to loosen up some rules in teaching.

Teachers Tan and Li, who had less teaching experience than their peers, often referred to their language learning experience. Those experiences helped them form their beliefs about what kinds of teachers and learning activities would be appreciated by learners. Their own preferences for learning activities became resources helping them design their teaching, and their previous teachers, who failed to engage them in learning activities became negative exemplars to inform their teaching. For example, Teacher Tan did not want to be like her English teacher who failed to recognise learners as agentive actors, while Teacher Li appreciated one of her Spanish teachers who implemented a role-play activity which helped her realise the importance of relevancy of learning activities to learners' personal lives.

Individual teacher identity was not merely influenced by their own experience. Through engaging in preparatory workshops, the recorded teaching sessions and peer teachers' stories

helped to form a collective perception of an idealised teacher and teaching. I will discuss this in Section 10.3.2.

10.2.1.3 Emotion as a Catalyst for Identity Negotiation

Emotion emerged as one of the outcomes of the interplay between teachers' inner world and outer world, and between teachers' perception of the current situation and their expectations. All of the teachers reported certain kinds of emotions, negative or positive, which became a catalyst for identity negotiation(Zembylas, 2003), and eventually drove them to take certain actions or make changes (Benesch, 2018).

10.2.1.3.1 A Feeling of Being Constrained

Teachers reported a sense of being constrained when they realised that they could not implement their desired teaching activities and had to make some compromise in terms of caring for their learner's feelings and meeting their needs.

In Teacher Song's case, she perceived the third session, where she guided her learner to read and discuss the news she had chosen, was successful. Thus, she wanted to continue adopting the same activity and explore other activities in the following sessions. However, the learner had different ideas, as he wanted to focus on vocabulary learning and mock exams for the HSK test. To avoid making the learner feel unsatisfied, Teacher Song chose to compromise her own desire and deliver the content that the learner wanted. She felt that her agency was constrained as all she could do was explain the words selected by the learner: there were no opportunities for her to implement the teaching activities she desired, which she believed to be helpful for language learning. On the contrary, if she had felt more agentive and confident, she could have called upon her expertise as a language teacher to discuss with the learner how he wanted to learn such content and then incorporate them into some language learning activities.

A similar feeling was also reported by Teacher Tan. She was enthusiastic about her teaching at the beginning, as the learner's needs were aligned with her own research focus: Chinese listening practice. She saw this teaching as a chance to practise what she had learned from her research and expected to exhibit a high level of agency in designing and implementing her teaching sessions. However, the learner prepared all the learning content that he wanted

Teacher Tan to cover. Therefore, the opportunities for Teacher Tan to realise her desire were quite limited.

The sense of being constrained could be related to the teachers' interpretation of learner-centredness. As some researchers suggest, online one-to-one language learning settings provide perfect conditions for learner-centred education (Kozar, 2015). According to Schweisfurth (2013b), this approach gives learners high levels of control over learning content and process, and learning is shaped by learners' needs, capacities and interests. However, Phan (2014) points out that this interpretation of learner-centredness is problematic, as teachers seemed to be absent from the learning process. In this study, it seemed that both Teachers Song and Tan were holding the belief that learner-centredness contradicted teacher-centredness, meaning the teacher needed to give away their authority. They felt that the teacher had an obligation to prioritise the learner's desire in this one-to-one teaching context as a way to practise the learner-centred approach, even though they believed there were more effective and suitable activities and learning content. However, when implementing the learner-centred approach, it should be localised and carefully designed (Phan, 2014; Schweisfurth, 2013a; Thompson, 2013). In spite of the fact that the online one-to-one teaching context is an ideal space to adopt this approach, teachers still need to explore how to maintain the balance between satisfying the learning needs and exert their agency as language experts. Otherwise, they may feel that, to some degree, the ownership of their teaching has been taken away, and their agency is constrained.

10.2.1.3.2 A Sense of Losing Control

A sense of losing control was reported as an extreme emotion experienced by some teachers during their initial sessions. Teacher Su experienced it when she believed that her learner interrupted her teaching by bringing up a new topic without informing her in advance. She reported the moment when the learner, despite her attempt to interrupt, kept telling her what he wanted to discuss in English. Although she appeared to be calm by remaining smiling while listening to him, she felt insecure inside. She reported that as she could not predict what would happen next, she was less able to deal with the upcoming unpredictable situation and to make the conversations productive in terms of language learning. Apart from the feeling of not being respected by the learner as discussed above, there was a feeling of losing control, as Nias (1996) has pointed out:

> It was not, however, the loss of control *per se* which stimulated extreme emotional reactions. […] Rather, it was this loss in the context of the importance attached by the teaching profession and by the public to teachers' capacity to control their [learners] and themselves. (p.302)

Teacher Su perceived this incident as a dangerous moment where she failed to lead her teaching into the direction which she believed would be beneficial to the learner, and she experienced it as a threat to her teacher authority. This caused her anger even when she reflected on this moment later. In order to prevent similar incidents happening again, she reinforced her authority by setting clear requirements for her learner.

Teacher Song also experienced loss of control in her initial two sessions, in which she was unable to keep her learner focused on their negotiated topics and the language items embedded in them. She felt a sense of powerlessness, as on the one hand, she did not want to force her learner to learn in the way he might dislike; however, on the other hand, she believed what she had prepared would help him with his language development. In such inner conflict, she chose not to insist on her teaching plan. She authored herself as a facilitator, indicating she settled for a less demanding role.

10.2.1.3.3 A Feeling of Shame

When teachers were describing the earlier sessions, shame arose as another important emotion. Shame is a kind of distress when individuals find they are inadequate (Zembylas, 2003). For the teachers, they all had a set of criteria for how a teacher should be. Teacher Song reported that she could not guide her learner to study in her expected way or refocus the discussion on the negotiated topics. In addition to a sense of losing control over the teaching process, she expressed a feeling of inadequacy in teaching management.

Lacking pedagogical competency was another reason for the feeling of shame. Teacher Tan frequently criticised herself for not being able to help her learner to understand and master grammar rules because she lacked the ability to turn her existing linguistic knowledge into useful teaching resources. Pedagogical skills and linguistic knowledge have been valued as core skills of language teachers (White et al., 2005). Even from learners' perspectives, they expect teachers to provide appropriate support with grammar (Murphy et al., 2011). Therefore, the less successful teaching moments made Teacher Tan feel she was not demonstrating professionalism.

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This finding supports what Zembylas (2003) argues, namely that identity might empower teachers and overcome the feeling of personal inadequacy in teaching. In order to overcome the sense of shame, Teachers Song and Tan chose to reconstruct their identity as a facilitator, which allowed them to feel more comfortable about their imperfections.

However, Teacher Li had a different attitude and adopted a different strategy in similar situations. She expressed her dissatisfaction with her previous teacher-centred teaching when she compared it with the teaching she observed from others' recorded sessions. She felt worried and anxious at the beginning, but rather than settling in the facilitator role, she chose to reinforce her teacher identity, and strove to realise the "possible self" (Dörnyei, 2005). She sought suggestion from peers and did extra investigation into online teaching on the Internet, carefully designed tasks, to prove that she was able to deliver sessions in a learner-centred approach, and she devoted lots of energy and time to learning about table tennis to make herself capable of carrying out the discussions on this topic and to meet her learner's expectations.

10.2.1.3.4 Positive Feelings

Positive emotions were reported less often by the teachers. These emotions also had the potential to help form teacher identity, but compared to those negative emotions, positive feelings had smaller influences, and might be counteracted by negative feelings. One example came from Teacher Song's third session. In this session, she successfully delivered the session as she expected - well focused on the activity of news reading and discussing with no "aimless conversations" as she and the learner had had in the previous two sessions. And the learner exhibited obvious learning behaviours, including taking notes. She gained a strong sense of achievement from this session: she increased her sense of professional efficacy through implementing teaching in her desired way, and she showed her accountability for her learner by providing materials and conducting activities that could be beneficial to his future career. The learner's feedback further helped Teacher Song increase her self-esteem by saying that her effort was worthwhile and appreciated. All these feelings helped her regain her confidence in teaching, as she reported that she found an appropriate teaching approach which she anticipated could be carried out in the future sessions. However, she soon felt constrained and reconciled to being a facilitator in the following sessions as discussed above.

On the other hand, the present study also found that positive emotions could help teachers to maintain satisfaction about their current situation, even if it was not the desired situation in the first place. For example, despite Teacher Tan experiencing improvement and successful teaching moments in providing more effective feedback and becoming better at using the multimodal affordances, she did not change her self-positioning from being a facilitator to being a teacher. This led to as a consequence self-constraint. For example, although Teacher Tan thought the learner's strategy for preparing for the oral exam was not suitable, she restrained herself from pointing it out and providing different kinds of support but simply "followed his rhythm [or plan] (按照他的节奏)".

10.2.2 Teacher Agency in Relationship

Teaching, just like learning, takes place in a social process. Burkitt (2016) has pointed out that agency is relational. We should not only focus on the relationship between agents and social situations, but also need to realise that the situations are the moments where individuals experience affordances or limitations to do certain things due to the relationship with others. In this study, the relational affordances and constraints came from peer teachers and the learners.

10.2.2.1 Teachers in the Community of Practice

The teachers' community of practice was established in a WeChat group, and it was reinforced through four preparatory workshops, especially in the group discussions. It was important to establish such a community, so that the teachers would not feel they were the only one entering such an unfamiliar teaching context and experiencing the challenges alone. The community included four teachers and the researcher. Each of the teachers taught a learner with different learning goals, but for them it was necessary to have such a group they felt they belonged to. When they were struggling with a difficult teaching situation, there was someone they could turn to for help or maybe just to express their feelings. Since all the teachers had different teaching and learning experience, different understanding towards teaching, and their own PhD research on different topics, they used the community to share their expertise and offer help and suggestions. Also, they actively sought advice and support in the community: as a famous Confucius quote goes that is commonly shared in teachers' beliefs, "when three people are walking together, I am sure to find teachers among them (三

人行, 必有我师焉)". The functions of the teacher community evolved along with the different activities the teachers were involved in.

At the first stage of the study, the group discussion at the end of each preparatory workshop illustrated how teachers' knowledge was founded personally and socially. At this stage, the teachers had not actually contacted their learners, so it was grounded on their personal past and present teaching and learning experience (Wenger, 1998), combined with their observation of exemplars of recorded teaching. They discussed and negotiated what was "good teaching" in the SCOLT context, and more or less created images of ideal teachers and teaching collaboratively. In their discussion, several key ideas emerged and were acknowledged by all teachers, such as the ideals of "dual subject (双主体)" relationship with the learner and reducing the "trace of teaching (教学痕迹)". This, as discussed earlier, became a source for identity construction for some of the teachers. It is noteworthy that, in several interview accounts, Teacher Su, the teacher who had widest teaching experience, became a role model for the teachers who had less experience due to Teacher Su's skilful pedagogical strategies demonstrated in her exemplar videos.

When the teachers made contact with their learners and learned about their individual learner's language level and learning goals, their discussion became more pertinent, targeting specific problems. For example, Teachers Song sought advice for their incoming teaching. She brought up that her learner did not seem eager to learn the advanced words she used in their first video chat, and the learner's behaviours contradicted his description of his learning needs. Other teachers provided her with various suggestions, including using the news as learning material. Teacher Song took the advice in her third session, which went beyond her expectations.

At the second stage, apart from a few solutions to technical difficulties teachers sought from the community, all of them began sharing reflections on their last teaching: what kinds of activities they had implemented, what language knowledge they intended to help learners to master, and whether they had successfully achieved that. Most of the issues shared were from teaching aspects, such as finding it difficult to keep the conversations on negotiated topics or being unable to guide the learner to produce Chinese with targeted structures or words, and these gained suggestions from peers. When teachers shared these moments, it was not merely retelling stories, but also a process for them to interpret the situation, make meaning and

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relate themselves to those particular moments. By sharing those moments, teachers invited peers to bring their opinions forward, reinterpret the situation and reconstruct teacher knowledge (Craig, 2007). Then turning back to their teaching sessions, teachers were able to employ suggestions from peers and the renewed knowledge, to improve teaching. Apart from sharing reflections, seeking and offering suggestion and reading peers' reflections could help the teachers to get mentally prepared for their own teaching, especially at the initial stage. Knowing what kinds of difficulties or problems peer teachers encountered and how they dealt with the issues, the teachers could imagine themselves in the same situation, rehearse their possible solutions, and get better prepared for their own sessions pedagogically, technically as well as mentally.

Some of the reflections were involved with personal feelings, mostly those shared by Teacher Song. She often shared delightful moments in her interactions with her learner, positively regulating her emotions through sharing in a jokey way among peers (Sutton, 2007). One example was Teacher Song recalling the learner's continual questions about the high-speed train and Beijing snacks in the second session (see Figure 7-6 in Chapter 7). She wanted to express that she was unable to end the conversation and move to her pre-planned activities. But other teachers offered different views, not merely encouraging her and comforting her that she was doing a good job in teaching, but also potentially kindly reminding her that it was important to be responsive to learners' requests in the one-to-one teaching context.

In the previous chapters, the screenshots of teachers' interactions in the chat group demonstrated how these teachers were caring about each other, sharing resources and knowledge unconditionally. They took implementing high quality learning activities as their shared goal in SCOLT-TA, and thus supported each other to achieve this goal collaboratively.

Even though that many views shared in the teacher community helped teachers when they designed and implemented sessions, it is worth noting that some of the ideas advocated might need further consideration. For instance the suggestion of reducing the "trace of teaching (教学痕迹)" in a conversational session became a shared maxim, which sometimes held teachers back from giving explicit and sufficient instructions that might facilitate learning.

10.2.2.2 The Learner as a Co-constructor in SCOLT Teaching

Learners in the present study were distance students who had studied Chinese online for at least three years. As West and Graham (2007) point out, the Information Age has brought about the transformation that learners have much more access to learning materials, and has empowered them to take ownership of their learning. At the same time, it requires an accompanying shift in teachers' roles, as they need to facilitate learners' skills development rather than teaching knowledge. It was not easy for the teachers in the study, as for a long time they had been accustomed to classroom teaching and learning, where teachers are expected to take the guiding role (Shi & Wang, 2021). Besides, in that context, both teachers and learners are evaluated mainly according to the scores learners achieve in examinations. Their learners here posed some challenges to their existing beliefs developed through past experience, which caused some conflicts. The learners brough their own learning goals when they attended the study, which might not match with the teachers' interpretation of their learning needs. Thus, when there were conflicts, some teachers felt that they had to teach the way the learners said, and to give up their initial expectation of the teaching. Both Teachers Tan and Song reflected on their teaching situations and reported that they chose to take the role of facilitator. The intriguing part here is that the role of facilitator is suggested by some researchers in order to highlight learners' ownership of learning (West & Graham, 2007), but in the present study, it was a role that teachers were reconciled to when they faced difficulties. The reason could be that these teachers were still in their early stage of exploring a learner-centred approach, and needed more time to adjust to it themselves.

There was an obvious reciprocity in the interaction between the teacher and her learner. Teachers joined the research-oriented study voluntarily, and thus learners' positive feedback was an important incentive for them to continue devoting time and energy to teaching. Learners' support for teachers is critical not only for the quality of teaching and learning but also for teachers' well-being. For Teachers Song, Tan and Li, their learners expressed their gratitude for their efforts, and gave high comments on the sessions, even though sometimes the teachers themselves were not satisfied with their own teaching. Being acknowledged by the learners helped the teachers ease some anxiety, especially when they doubted their own teaching competencies. Their confidence could be increased because of the acknowledgment. As a result, the teachers were willing to devote energy and time to preparing the following sessions, which, in return, also benefited the learners. On the contrary, Teacher Su felt that

her learner did not engage in the teacher-learner communication as much as she expected, especially as he seldom gave her feedback on whether the teaching was helpful, which extensively demotivated her from investing more time in teaching preparation.

All the teachers initially expressed an expectation of building a friendship-like personal relationship with their learners. However, except for Teacher Song, they did not successfully develop such a tight relationship. Teacher Su tried to contact her learner between sessions, but she seldom received responses. The physical distance made it more difficult to establish the personal relationship. She believed that if she could meet the learner in person just one time, then it would be much easier maintaining the relationship. Teacher Su also compared it with classroom teaching, where the class break provided opportunities for her to bond the relationship with the learners. Every time she shared something with the class during the class break, she would receive immediate and warm responses from learners. However, in SCOLT-TA, she did not get similar quick and frequent responses from the learner. Thus, to develop a friendship-like relationship in such context, was like an impossible mission. As for Teacher Tan, she initially took the interaction with her learner in quite a pedagogical way. For instance, her focus on small talk was to provide linguistic feedback in the initial sessions. Not until the later sessions did she realise that the small stories her learner told her were his effort to strengthen the interpersonal relationship. Unfortunately, by that time, she only had a few sessions left and not enough time to further build or deepen the relationship. Teacher Li's learner withdrew from the study after only two sessions; thus, she did not have many opportunities to establish and maintain the relationship.

10.3 The Influence of Teacher Preparatory Workshops

In the discussion on teachers' competencies identified and demonstrated in teaching, their teacher identity formation, and peer support from the teacher community, I have briefly mentioned how they were influenced by the preparatory workshops. In this section, I will discuss what they learned from the preparatory workshops to address the third research question. The reported value of these workshops was mainly focused on pedagogical aspects, from specific teaching strategies to a collective perception of a "good teacher" and "good teaching" in the SCOLT context. These not only directly impacted teachers' pedagogical choices but also their establishment of teacher identity.

10.3.1 Opportunities to Explore Pedagogical Possibilities

The technology-mediated/enhanced language learning context (TELL) calls for shifts in pedagogy (White, 2006). The workshops in the study provided teachers with opportunities to explore pedagogical possibilities. The content covered in the lectures facilitated teachers to revisit the knowledge they had learned in their previous TCFL and Applied Linguistics courses, especially those relating to Chinese language teaching and educational technology. The lectures helped expand their knowledge as well, including the concepts of agency, contingency, and the principles of evaluating learning activities. The displayed recordings provided scaffolding for the teachers to connect theoretical knowledge and teaching practice, as each of them illustrated how the concepts or notions could be used to analyse the real teaching situation. The group discussion after each lecture offered an arena where teachers could further explore how online teaching should be: what types of activities could be designed, how to engage learners in the activities, how to exert control in the learning process, and so on.

What had been mentioned and discussed in the workshops seeded teachers' actions in their own teaching. As discussed in above sections, all the teachers had taken something from the workshops to their teaching: for instance, Teacher Tan's backchannel feedback, Teacher Li's emphasis on relevancy and authenticity of the language used in learning activities, Teacher Su's attempt to build a "dual subject (双主体)" relationship with the learner, and Teacher Song's news reading activity. All of these were the result of the teachers' engagement in the workshops. Another profound impact of the workshop was that teachers formed idealised views of teaching and the teacher in the SCOLT context.

10.3.2 Modelled Teachers and Modelled Teaching

In the interviews, the teachers often referred to the recorded teaching clips they watched in the workshops, reflecting on how the exemplar teaching or the teacher in the video became a source of self-reflection or self-doubt, which impacted their teaching beliefs and pedagogical strategies. Since synchronous one-to-one is still a relatively new teaching context, and training programmes and practical teaching opportunities for online teachers are scarce, those exemplar teaching videos became an important resource for observational learning (Bandura, 1986). Teachers in the study, especially those who had less teaching experience, collectively formed an "ideal self" (Dörnyei, 2005; White & Ding, 2009) based on the exemplar teachers

and their discussion. In the interviews, the teachers frequently brought up one or two exemplar teachers in the videos and expressed their aspiration of becoming like these teachers. The key features of these exemplar teachers which were mentioned were being able to control the teaching process, effectively or even effortlessly teaching language knowledge through meaning-focused conversation, and being able to maintain a relaxing atmosphere in teaching.

However, the teaching clips were intentionally chosen as effective teaching exemplars as each could be helpful from a certain perspective, but they could not present a full image of the complexity of online teaching. Therefore, when the teachers tried to imitate the way of teaching demonstrated in the video, they soon found themselves in a problematic situation: for example, they could not exert the same amount of control as the teacher in the video did. However, when the teacher participants failed to achieve ideal results, they began reflecting on their pedagogical strategies, exploring more suitable strategies in their unique teaching context, and even reconstructed their identity. Thus, as discussed above, their professional development emerged in this action-reflection-action cyclic process (Lan et al., 2012; Levy et al., 2009).

10.4 Summary

This chapter has answered the research questions by interpreting the findings and discussing them in-depth in relation to the relevant literature. The teachers' competencies were mainly displayed in pedagogical, technical, social-affective and professional development through reflection. The examples of the difficulties some teachers encountered when teaching grammar suggest that lacking some competencies might not merely be about teachers' own inability, but also because of the lack of pedagogical research and supports from the teacher education programmes. Then, this chapter explored how sociocultural, personal, and relational factors influenced teacher identity negotiation and teachers' action-taking. The final sections discussed how the preparatory workshops were perceived and in turn influenced teachers' practice.

Chapter 11 Conclusion

In revisiting the research questions and answers, this chapter focuses on the implications of the study, unpacking how they are interconnected with the findings from three aspects, namely methodology, theoretical framework, and future online teacher training programmes. Together these draw out the significance of the study and contribute to bridging multidisciplinary knowledge in teacher agency and technology-mediated/enhanced language learning (TELL).

11.1 Revisiting the Research Questions

11.1.1 Research Question 1

What kinds of competencies did teachers identify as required in their SCOLT-TA teaching?

The four teachers identified four kinds of competencies as important in online teaching: pedagogical competency, multimedia competency, social-affective competency and the reflective and reflexive competency.

Pedagogical competency includes teachers' capability to design learning activities that meet learners' needs and are suitable for their language levels, and to implement the activities effectively. In order to design a tailored curriculum, they contacted the learners via email and text messages and consulted with them about what they wanted to learn. In this way, the teachers demonstrated an intention to cater for learners' needs, potentially indicating learner-centredness they were aware of. Most of the time, if the learners did not have specific requirement such as taking a mock test, the teachers took a conversational approach and the prevalent activity was conversation on a certain topic, through which the teachers wanted to help improve learners' listening and speaking skills. When the teachers were implementing conversational activities, they tried to keep the conversations meaning-focused and relevant to the learner's life, and to ensure it resembled conversations in real life situations. Teachers prepared some questions on the topics chosen by the learners, and language items that could be used when talking about these topics. The learners could share their life experience and opinions in their responses, and then the teachers further developed the conversation contingent on the learners' responses meanwhile using the language items they had prepared.

The learners sometimes initiated questions as well, which could relate to the teachers' experience and opinions or about a language item they did not understand, and learning opportunities emerged from the exchanges. Although the teachers expressed that they hoped the sessions could be implemented as they planned, they managed to be flexible and adjust the activities according to learners' emergent needs. Teachers reported two kinds of pedagogical competencies they lacked: one was identifying learners' expectations, which links to their underlying concern that language learning behaviour did not always occur, and the challenge they felt in making that happen; the other is translating linguistic knowledge into teaching language that was comprehensible and served the needs of learners.

Regarding multimedia competency, the teachers demonstrated their ability to use the multimodal tools and to combine different modes effectively based on the purpose of the learning activities.

For socio-affective competency, the teachers established and maintained rapport with their learners through emails and text messages before and between teaching sessions. In each session, the opening and closing stages served important socio-affective functions. In this study, the teachers showed great care towards learners' emotions. They prioritised the learners' learning experience over their own desire to conduct the activities they had planned, and kept any negative emotions masked from the learners.

There were numerous examples indicating that reflection on their teaching led the participants to gain valuable professional awareness and thus develop their teaching strategies. For example, Teacher Song changed her earlier opinion that teachers should know everything to develop a sense of professionalism. She later realised that teaching and learning are interwoven and that she could gradually gain more knowledge through teaching.

11.1.2 Research Question 2

What kinds of affordances and constraints did teachers perceive in teaching, and how was their agency influenced by these factors?

Teachers' pedagogical agency emerged when they were designing and implementing SCOLT sessions. The synchronous and asynchronous platforms, and the multimodal tools/functions in these platforms (see detailed discussion in Section 10.1.1.3 in Chapter 10), facilitated teachers in establishing rapport with the learners and delivering the sessions effectively.

Teachers' identity agency emerged when there was a need to negotiate or reinforce their professional identity. The teachers initially demonstrated an awareness of the importance of learner-centredness, through for instance establishing rapport and consulting with learners to find out the learners' language learning needs and favoured topics for learning, and they tried to embrace this unfamiliar approach in teaching. However, during the sessions, when the learners did not perform as the teachers expected, the teachers found the situation challenging. For example, in Teacher Su's third sessions, her learner did not want to engage in the conversation topic that had already been negotiated prior to the session. Tensions emerged between conflicting beliefs about the teachers' roles in different educational cultures. The teachers were used to a leading role in class which was rooted in traditional Chinese educational culture; thus they perceived some unexpected learners' behaviours as a challenge to their teacher authority. Their awareness of learners' professional identities, such as CEO and engineer, impacted their sense of authority as well. Their previous teaching experience provided a preference to help them decide how they should handle the challenge. Teachers Song and Tan chose to reconcile themselves to being facilitators, which they believed was less demanding, while Teachers Su and Li chose to reinforce their teacher identity. Teachers' experience of emotion in these situations became a catalyst that urged them to negotiate their identity.

Teachers' actions were enabled or constrained not only by the online teaching platform or the different beliefs about teaching, but their relationship with peer teachers and their learners as well. In the teacher community, peer teachers provided support and good ideas in the group discussions, and in the chat group teachers could learn from each other. In terms of the learner's response, appreciation and acknowledgement of their work motivated the teachers to continue investment in teaching. On the contrary, if the teacher did not perceive her work was appreciated by the learner, she found it less rewarding and had to find ways to cope with the challenge.

11.1.3 Research Question 3

What was the main value of the preparatory workshops from the teachers' perspective?

The main value of the series of preparatory workshops was that it provided an avenue for teacher participants to delve into theories and pedagogic possibilities for SCOLT. The introduced content activated teachers' existing knowledge learned from various courses in the

teacher education programme. The workshops helped the teachers to bridge theory and practice and stimulate their thinking, which potentially seeded their actions in their own teaching sessions. Through the workshops, the teachers collectively and gradually appraised and adopted some of the views of the modelled teachers and teaching, which influenced their reconstruction of teacher identity and guided their own implementation of their sessions.

11.2 The Implications for Research Methodology

This study adopted a longitudinal qualitative case study approach, employing a range of research methods. The data was gathered from teachers' multi-sourced narrative accounts (interviews, stimulated recalls, reflections) and recorded SCOLT teaching sessions, which allowed research triangulation to increase credibility, reliability and validity; for instance, in the recordings, I was able to locate the critical moments that were reported in teachers' narrative accounts and investigate these moments in depth.

The narrative inquiry methods used in the study enabled the teachers to share their own stories and voices: for example, their language learning and teaching experience, interpretations of ongoing teaching activities and the interaction with the learners. For me as the researcher, through analysis of the teachers' narrative accounts collected from interviews and written reflections, I was able to understand their inner world beyond what I could observe through the recordings.

The longitudinal research design enabled the teachers to have more time to familiarise themselves with the Zoom platform, adjust themselves to the one-to-one online teaching context, and further develop innovative teaching design and practices. As a researcher, I could observe these changes taking place as time went by.

The case study approach enabled me to delve into each teacher's teaching experience and exhibit their uniqueness. There were common difficulties encountered by all the teachers, but I noticed and highlighted how they made different choices due to different personal experience and the ongoing development of their teacher beliefs.

Among all the data resources, teaching recordings were of central importance. These recordings provided rich data and revealed how the teaching sessions unfolded and enabled me to see what kinds of changes took place across sessions for each teacher-learner pair. I

identified interesting moments that the teachers did not mention in their written reflection, and then invited them to share thoughts on these moments in the interviews.

The recordings were not only beneficial for the study, but also contributed to teachers' professional development, as the teachers were able to watch their own recordings and reflect on their teaching. Because of these recordings, I was able to conduct video SR interviews. As described in Section 4.4.2.2.2 in Chapter 4, the teachers were encouraged to watch their recordings after teaching and to select some episodes, then in the SR interviews they could reflected on their teaching demonstrated in these episodes. Teachers reported that they found SR interviews were very helpful for their development. This was because, when sharing their reflections with me in the interviews, they could, once again interpret what was going on at particular moments. As Guichon (2009) suggests, a feeling of strangeness when the teachers confront their own teaching recordings could incite them to find words to make their actions and decisions intelligible to others. In the reinterpretation and reflection processes, they often connected their actions with their previous learning or teaching experience, or with their aspiration towards an "ideal self" that formed through observing others' teaching experience. This helped the teachers become more aware of their actions and the results of their decisions. There were some new ideas which emerged during teachers' reflections and helped them improve the learning design for their following sessions. For me, teachers' reflections in the interviews enriched the data, as I could understand what was beyond my observation. Just as Mercer (2011) indicates, individuals have a sense of agency which might not be observable by others. Thus, teachers' narratives helped me understand their sense of agency and deepen the analysis.

The teachers reported that the group discussions in the teacher preparatory workshops were helpful. These workshops were not merely a data collection method but provided an avenue that enabled teachers to learn from each other, share individual experience and receive support from each other. Online one-to-one teaching was a relatively unfamiliar teaching context for the teachers. Thus, because of individual and collective contributions, the teachers established some shared understandings and formed some new beliefs about online teaching, which influenced their teaching and teacher identity.

As the researcher, I realised that it was important to stay objective in analysing the data collected. I always checked with the teachers whether my understanding was accurate, and

sometimes I sought help from experts, for instance my supervisors, to make sure that I was not over-interpreting or being biased.

In addition, maintaining a good personal relationship with the teacher participants was critical for a qualitative researcher. Although I had already known my participants for years, I managed to return in China to meet the teachers in person and implement the online teacher preparatory workshops that I designed in a physical face-to-face environment. When I was in China, I was able to invite them to dinner to express my gratitude and appreciation to them for joining the study. The good relationship made the teachers more open to and trusting in me. In the interviews, they were willing to share negative emotions and embarrassing moments with me without worrying about being judged. I continue to maintain a good relationship with the teachers and we send each other WeChat messages now and then. One thing that made me very pleased was that after the data collection period, one of the teachers texted me, hoping I could email her some research papers on agency. I was glad for her and for myself that through participating in the study, she became interested in this research area. I hoped that the experience in the study could help her become a teacher-researcher as suggested by *Standards* (2015a) (see Section 1.2.1) in the future.

11.3 The Implications for Theoretical Framework

The ecological approach to the understanding of agency provides a framework which helped me understand how teacher agency emerged from individual teachers' interactions with the teaching contexts they were in. The main theoretical implication of the study is that it unpacked the interplay between teachers' inner world and the outer world, and how temporal factors influenced such interplay (see Figure 11-1).

Building on the work of Emirbayer and Mische (1998), Biesta and Tedder (2007) and Priestley et al. (2015a), I develop a theoretical model for understanding teacher agency in SCOLT that encompasses both temporal and contextual dimensions. The study reveals how the teacher agents brought their personal life histories, professional experience, desires and memories into the interactions in this context (Scarino, 2021). Teachers selectively attached special importance to the experience and histories they perceived to be most influential, which formed the past-oriented driving force which impacted their decision-making and language use, thus further affecting the interactional environment. Factors including the

"ideal self" and aspiration for professional development projected the future-oriented force for action-taking.

Figure 11-1

The Ecological Context for Agency Development in SCOLT
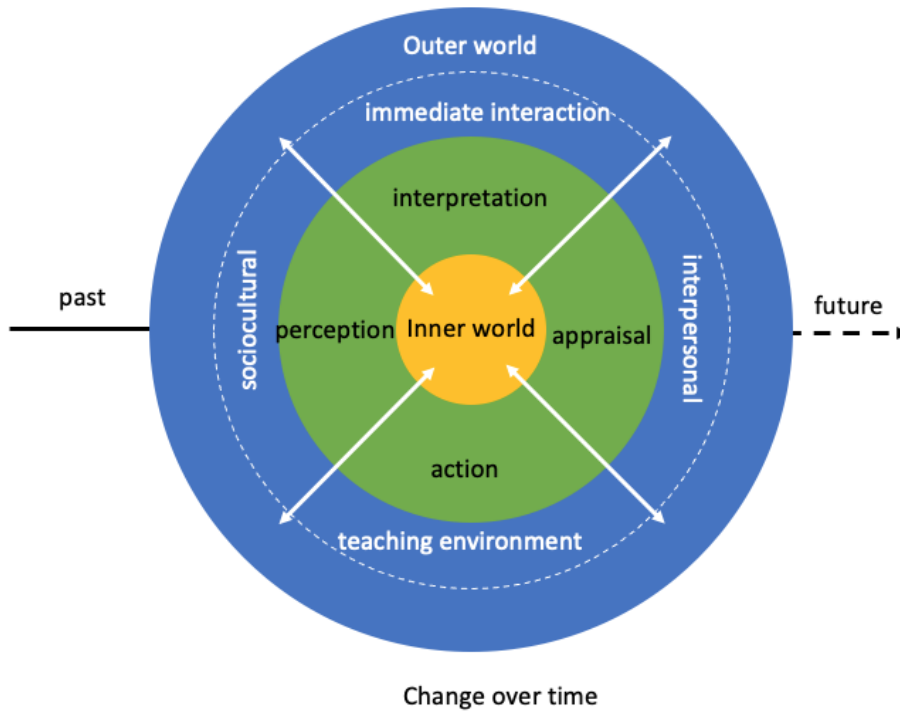
This model also highlights the evolving interaction between teachers' inner world and the outer world. The identified factors from the outer world can be categorised into sociocultural, teaching environment, interpersonal and immediate interaction aspects. The sociocultural aspect involves different beliefs about teachers' roles, social etiquette in relation to age and social status. In the traditional Chinese view, teachers often play a dominant role and be respected by learners, while the learner-centred approach advocated for online sessions, teachers are facilitators. In this study, the teachers encountered some challenges when they were trying to adopt the learner-centred approach, which was a new concept to them. As they did not have any experience in facilitating learner-centred learning, they interpreted it as opposite to their familiarised teacher-centredness. Thus, they applied their version of "learner-centredness" in ways which removed aspects of their own agency. In addition, learners' age and professions also influenced ways teachers interpreted the sociocultural principles and impacted their enactment of agency.

The teaching environment dimension includes both the technological affordances that enabled teachers to implement learning activities the physical surroundings that the teachers or the learners were in. In this study, the teachers employed various multimodal tools to facilitate learning. For example, the webcam enabled teachers to observe learners' reactions and provide tailored feedback to the learners; through the share screen function, the teachers were able to present Word documents that guided learners' attention to important language items and enhanced their character recognition competency. The physical surroundings impacted the ways teachers perceived the learners' social status.

The interpersonal aspect refers to the influences brought by peer teachers and the learners. The teachers actively sought support from the teacher community and benefited from each other's experience. Learners' appreciation and acknowledgement of teachers' dedication could be potential incentives to motivate them to invest more energy in teaching. In addition, learners' performances and responses in sessions could spur teachers to be more reflective in their teaching and thus to develop their teaching skills, for instance, improving their ways of offering feedback.

The immediate interaction within each teaching session directly impacted the ways teachers chose to respond to learners' behaviours and reactions. For example, when Su's learner produced off-topic utterances, she had to decide whether to stick to her teaching plan or follow the path of those utterances.

The green zone in Figure 11-1 indicates the interaction process between teachers' inner world and outer world. In a particular situation, the teachers perceived and interpreted the contexts and identified the affordances they could draw on or the constraints that limited their actions. Based on these affordances or constrained, they imagined different actions or resolutions they could take, and the outcomes of the choices. Then they appraised these outcomes, chose the most suitable choice, and acted it out. For example, when Teacher Song's learner did not show any obvious learning strategies, she imagined the possible outcome if she chose to guide the learner to learn in her expected way. Based on her understanding of the learner's learning experience, she weighed up the outcome and chose not to provide explicit instructions.

The interactions between inner world and outer world changed over time, and what happened a minute ago could potentially impact the teacher's response at the current moment. For

example, in Session 6, Su's learner corrected her twice in regard to the technical terms of taekwondo. She perceived the first correction in a positive way, while for the second correction, she took it as a threat to her teacher identity. Therefore, in these two similar situations, she responded in different ways.

11.4 The Implications for Future Online Teacher Training Programmes

The findings of the study suggest several points potentially contributing to future teacher training programmes. I have divided them into four aspects: training for multimedia competency, training for pedagogical competency, building a teacher community and offering professional support through guided reflection.

11.4.1 Training for Multimedia Competency

For novice online teachers, one of the biggest challenges is the unfamiliar teaching environment and how they should develop teaching strategies suitable to it. In the literature reviewed in Chapter 2, many training programmes designed several training sessions to help teacher trainees understand how to operate teaching platforms. The trainees in these studies also conducted simulated teaching sessions with other trainees or actual language learners to increase their awareness of the affordances and constraints of the teaching environment, which proved to be helpful for real teaching. In the present study, all the teachers already had limited online teaching experience before joining in the study, and educational technology was their research focus. Thus, I did not spend too much time in the workshops teaching the teachers to use the platform; one of the most importance activities in the workshops was watching exemplar recorded teaching clips, as a valuable and effective observational learning resource, to increase teachers' multimedia competency as well as pedagogical competency. Through observing others' teaching episodes, the teachers further developed their understanding of how to design and implement learning activities by making use of the platform-afforded multimedia tools or functions. This method could be used in future teacher training programmes.

It is worth noting that as educational technology plays an increasingly important role, teachers have to rely on their multimedia competency to deliver teaching effectively. As *Standards* (2015a) indicates, using technology in teaching is a necessary skill for all Chinese language teachers. Recently, Wang and East (2020) advocate that there is a need to develop

technological pedagogical content knowledge (TPACK) and integrate it into teacher training programmes. Hence, it could help improve teachers' preparedness for the technology-mediated language learning context.

11.4.2 Training for Pedagogical Competency

In terms of pedagogical competency, teachers reported that identifying learner needs was one of their shared challenges. This was because, first, unlike in the teachers' existing teaching experience or in previous SCOLT teaching, there was no pre-determined session suggestion list or study guide available for the teachers. It is the situation that many online language teachers encountered as well, when they are employed to provide one-to-one learning for clients without a set curriculum (Kozar, 2015; Kurikova, 2019). Thus, the activities designed were largely based on how teachers perceived and interpreted learner needs, and teachers needed to develop a curriculum through negotiation with the learners; second, learner needs are not static, there are always new needs emerging in the learning process. Thus, the ability to identify learners' learning expectations is critical in such context. Furthermore, teachers' ability to make timely adjustment to better cater for learner needs is equally important.

Another issue associated with identifying learner needs is choosing an appropriate pedagogical approach and designing suitable learning activities. In this study, most of the time, teachers adopted a conversational approach and used various topics to engage the learners according to their reported preferences and interests. However, this might not be suitable for other learners who have lower language ability or with specific learning goals, such as for passing examinations. Thus, teacher trainees need to increase their awareness of learner needs in manifold situations. For example, they negotiated with the learners before the teaching began and between sessions and paid attention to learners' performance during learning activities.

The teachers also reported that they could not translate linguistic knowledge into pedagogical knowledge and develop suitable instructions. As Teacher Song said, as a L1 Chinese speaker, the teacher might not know the challenges the learners encountered when learning Chinese, nor how to scaffold them to conquer these challenges. Unlike teaching a group of students in a classroom with a prescribed curriculum, which is the teaching setting the teachers are familiar with, in one-to-one teaching settings, when there is a question from the learner, the teacher may feel they should be ready with an immediate explanation or answer. Teachers,

such as Song and Tan, who are in their early career, may not have much experience dealing with such issues, thus they perceive these moments to be difficult. There might be other reasons behind such difficulty. As discussed in the previous chapter, this issue might not be merely caused by the teachers' own teaching capacity. The lack of sufficient research on Chinese linguistics for teaching purposes should also be considered (Sun, 2012), as well as the insufficient support from teacher education programmes (Wang et al., 2013).

It is worth noting that these difficulties arise due to teachers' sense of lacking pedagogical content knowledge, pedagogical grammar for instance. In general classroom teaching settings, the teachers might find themselves in a similar challenging situation (Orton, 2016). Therefore, this matter could be addressed in general teacher training programmes and the initial teacher education programmes. In these programmes, as *Standards* (2015a) suggests, pedagogical knowledge and pedagogical content knowledge should receive as much attention as linguistic knowledge, and the programmes should offer sufficient opportunities for teachers to practise teaching.

In addition, teacher educators should keep themselves updated with research on these fields and share their ideas in training sessions both in theory and practice. Recorded exemplars of teaching revealing how teachers encounter difficult situations and deal with them can be played followed by discussion, including the potential rationale behind the solutions demonstrated in the recordings, and whether the teacher trainees have alternative solutions. Through this kind of activity, the teacher trainees may enrich their repertoire of teaching strategies, enabling them to deal with similar situations more easily. Trainees could also be encouraged to see the value of deferring some difficult issues, reflecting on them, and responding later. Moving away from feeling they have to seem to know everything immediately will release tension about this situation.

For a short set of preparatory workshops on online student-centred teaching, it will not be possible to spend extensive time on the particular linguistic issues which may arise. Still, it is important to help teachers develop strategies to cope with the sensation of being asked a difficult question and to help them mentally prepare for such moments. Reflective training activities and exposure to real teaching situations, such as in SCOLT, allow teachers to experience these moments and begin to develop their own strategies.

Localising teachers in response to the diversity of learning is an additional implication derived from the study which can be made for future teacher training programmes for both online and classroom face-to face teaching. In this study, some teachers experienced a few uncomfortable moments which might be caused by misunderstandings of interpersonal communication and learning in the New Zealand context. For instance, when Teacher Su's learner provided brief replies to her emails, or in fact did not reply, she felt he was being bossy, which might not be the case. Teacher Song perceived her learner's frequent questions as interruptions, while such learning behaviour may be encouraged in New Zealand as exhibiting learners' initiative. These misinterpretations caused negative emotions for the teachers and impacted their teaching. Therefore, in teacher training programmes, it is important to help teachers to understand different cultures, to increase intercultural awareness, and to develop an interpretive, reflective and reflexive stance towards learning (Scarino, 2021). Therefore, teachers would have better understandings or interpretations of learners' responses and adjust their pedagogical approach accordingly. In return, teachers' intercultural awareness might help enhance learners' intercultural capability as well, which is encouraged in some countries, including New Zealand (Howard et al., 2019).

The pedagogical approach is not the only thing that needs to be tailored to the education context where the learners grew up; the learning activities and content should be relevant to learners' lives. Most Chinese language teachers based in China are used to teaching students who come to China to study the language. In this case, teachers draw on learners' shared life experience in China to facilitate them to acquire the expressions they need in order to survive, and teachers' own knowledge and experience of living in China is helpful. In SCOLT, learners take their learning sessions outside China, and their learning purposes are often tightly related to their work and life purposes in New Zealand. In this study, the learners either had Chinese heritage background or were married to Chinese people. In countries such as New Zealand, the Chinese language has multiple presences (Lo Bianco, 2011); it is not merely a foreign language but also a heritage language and a community language for local Chinese migrants and their offspring. Therefore, when designing learning activities and content, teachers could consider how to improve learners' language ability to communicate within their family and with local Chinese communities. In this study, teachers inviting the learners to decide the session topics and allowing some freedom to the learners to share their own views on such topics, to some extent, could facilitate the learners to use Chinese to express their personal as well as culturally rooted ideas and values. Thus, in both short

preparation series for specific teaching context and general training programmes, it is worth reminding the teacher trainees to consider how to help the learners use the target language in their daily life for authentic communication purposes.

11.4.3 Building a Sustained Teacher Community

Teacher agency is achieved from the interplay of teachers' own efforts and contextual factors. Therefore, in order to enhance teachers' sense of agency, in addition to facilitate them develop certain capacities, improving the teaching condition is equally important. One solution is to build a teacher community (Tao & Gao, 2021). The findings of the study reveal that the SCOLT-TA teacher community, both in the form of face-to-face group discussions and in the chat group on social media, played an important role in facilitating teaching and teachers' professional development. It was the arena where teachers could engage in a socially supportive interaction, seeking and offering suggestions, sharing reflections and concerns, and learning from each other. All SCOLT-TA teachers had different trajectories of language learning and teaching experience, and each of them taught a SCOLT-TA learner with different needs. They actively drew on their previous experience to make sense of the teaching in the SCOLT-TA context collaboratively. Through the interaction with peers, teachers could actively reinterpret the incidents that happened during teaching when sharing them in the community and reconstruct their knowledge about online teaching. Peers in the community offered alternative understandings or perspectives towards the incidents or thoughts been shared, which fostered reflectivity that could potentially enhance teacher agency (Tao & Gao, 2021).

In addition, the community was not merely a place where the teachers could learn from each other and improve themselves; it was also a place teachers could get emotional support. In this study, teachers' emotions emerged as an important factor that impacted their sense of professionalism. Many scholars suggest that teachers need support to realise the value of their emotions and to maintain a sense of well-being (Chen, 2016; Day & Gu, 2009; Lee & Yin, 2011; Schutz & Zembylas, 2009). When teachers suffer from emotional burnout or emotional dissonance, the community is a safe place where the teachers' inner voice can be heard and support is available them.

11.4.4 Continuing Professional Support Through Guided Reflection

In addition to training sessions to help pre-service teachers get ready for online teaching, continuing support is needed as well. This is not only because teachers might face various challenges that are different from what they have prepared for, but also they may need support to gain valuable professional awareness.

As discussed in both the literature on teacher training I reviewed and in the present study, reflection is regarded as an indispensable process for teacher professional development after they have begun teaching. All the teachers in this study benefited from their reflection, especially when filling feedback sheets and engaging in SR interviews. The guided questions in the feedback sheets encouraged teachers to focus on critical moments, including a moment when they were satisfied with their teaching or not, a moment when they felt uncertain, an example of how they used a teaching tool, and a challenge they encountered during teaching. For the SR interviews, teachers were encouraged to select recorded episodes prior to the interviews, then watch them again with the researcher and share their reflections on these critical moments. When recalling these specific moments in the feedback or the interviews, teachers could revisit the specific teaching situations. They could recall how they made meaning of the interplay among environment, language and agents at that teaching moment, and explain the reasons for their actions and the result of the actions. There were many occasions where teachers improved their teaching strategies as a result of reflection. Therefore, I would like to suggest including guided reflection as an indispensable part of professional support for teachers.

11.5 Limitations of the Present Study

Any research design is bound by decisions made which control its scope and focus. Decisions made here about the participant recruitment and the time span of the research impose some limitations and suggest the possibilities of further research.

The recruitment was based on participants' voluntary decisions. The pool of potential teachers that was most available to me was PhD students in Applied Linguistics who already gained some online teaching experience through participating in previous SCOLT or in other settings. Since these teachers were actively engaged in early process of developing professional identity, I felt this would be a rich source of information about an important

cohort. More experienced teachers might enact agency in a different way as their pedagogical knowledge, expertise and experience have accumulated for years, which could be another important cohort for future research.

Participating in this study was an extra task for the teachers in addition to their own work and study. Considering this point, they were invited to complete 10 sessions. The multiple instruments used in the study helped me collect rich information about the teachers' experience within the 10 sessions. However, it would be interesting to follow a few teachers in an extended longitudinal study over a year or a longer time span of their teaching, to investigate the development of their teacher agency, teacher identity and online teaching practice.

11.6 Future Research Directions

The present study can be considered as a reference point to explore more specific and in-depth follow-up aspects. In addition to the possibilities of future research mentioned above, there are some other aspects that can be further investigated, including how to use stimulated recall (SR) interviews to develop teacher agency, how to design tailored online teacher training activities and offer sustaining professional support, and how to use negotiated curriculum to develop partnership between teachers and learners.

SR interviews based on this study not only can be employed as a data collection method, but more importantly it suggests positive pedagogical implications, including raising teachers' awareness of pedagogical possibilities and promoting teachers' professional development. Future studies can investigate how teachers engage in reflexive practice during SR interviews, how they view their development, and how agency is involved in this process.

This study reflected on the designing and implementing teacher preparation activities, such as observational learning through watching selected teaching recordings and group discussions. Based on that, future studies on teacher training could take teacher needs into consideration, such as the difficulties the teachers encountered in the present study can be used as discussion topics, and design more tailored and hands-on activities to help them be well-prepared before they enter real teaching settings. Since social media platforms played an important role in interacting with learners and peer teachers, digital literacy can be considered as a part in the future training workshops. This study shows how teachers learned from others' experience

and developed their own teaching strategies with increasing teaching experience. More extended longitudinal studies are needed to investigate sustaining personal and professional development of online language teachers, with particular foci on how teachers develop their identity, experience and interpret critical moments, and develop their teacher agency.

In SCOLT-TA, the negotiation of curriculum was an indispensable process in teaching design. This has pointed out an important direction for my future research on SCOLT to explore how teachers identify learners' existing knowledge and intention and develop a shared intent through consulting with the learners (Boomer, 1992). In my next project in line, I would consider further investigating the way teachers use this approach to promote learner agency, teachers' roles in facilitating learners to identify and articulate their own learning goals and decide how they want to engage in learning journey, and how teachers build and extend the partnership with their learners.

In terms of research scope, this study focuses on the one-to-one language teaching context, which has now become one of the selling points of the ever-increasing online language tutoring companies and, as an employment possibility for all language teachers, worth further exploration. Meanwhile, one-to-many is another important form of online language courses, in which teachers may experience their agency differently from in the one-to-one setting. Thus, it is worthwhile to expand this study to explore how teacher agency is influenced by different online teaching contexts, and teachers with a wide range of experience could be recruited, which would allow the potentiality of comparing and contrasting different pairs and generalising the findings.

Teacher agency in online language teaching should be further explored in a holistic approach, to explore the complex nature of teacher agency by examining it in numerous diverse contexts and in relation to other social categories, including gender, race, ethnicity, socioeconomic status, and their intersections (Kayi-Aydar et al., 2019). Taking into account the pandemic impacts, rather than voluntarily engaging in online teaching, many teachers have had to adapt to online teaching with no alternative options. These teachers may face challenges in terms of external factors, such as institutional policies, infrastructure and resources. The top-down policy of adopting online teaching may impact teachers' career trajectory and even personal life. By taking a holistic perspective, we can better understand teachers as human beings, experiencing ebbs and flows of their teaching journey and how agency is involved alongside.

11.7 Closing Remarks

This study has presented a series of stories about how teachers engaged in various teacher preparatory and teaching activities for online teaching. Teacher agency emerged in their journey of participating in SCOLT-TA, in their design and implementation of teaching sessions, in their negotiation of teacher identity, and in their relationships with peer teachers and learners. It is hoped that the study will be able to help a wider range of readers realise the important, mediating role of teacher agency when teachers are facing evolving educational change. The factors identified that enabled or constrained teachers' actions involve multiple dimensions, such as different teaching beliefs and traditions, teacher emotions, and teacher relationship with the learners, which are worth further study.

This study has demonstrated the value of online teaching, especially to help achieve personalised learning: all the teachers strived to meet individual learner needs and create an enjoyable learning experience. Some learners showed their gratitude to the teachers through messages after the sessions, which in return made the teachers feel successful and keep motivated.

To date, as we are still living in the shadow of the pandemic, online language classes have for many become the only option in institutional education. This new norm of language teaching and learning might have changed the landscape forever. Shedding light on the potentiality of effective online language learning and reflecting on the critical moments that language teachers experienced, this study is invaluable to contribute to the field of teacher education and language teaching.

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Appendices

Appendix A. Teacher Questionnaire

SCOLT 教师能动性研究-教师调查问卷

1. 请简单描述下你以往的在线教学经历_____

Could you give a brief description of your online teaching experience?

a. 有很丰富的经验 Rich experience

b. 有一些经验 Some experience

c. 有一点儿经验 A little experience

d. 有很少的经验 Little experience

2. 在 SCOLT 教学中，以下哪些方面是你有信心能帮助学习者提高?

Through the SCOLT sessions, which aspects of Chinese do you think you can help the learner to improve?

a. 学生的汉语发音 learner's pronunciation

b. 学生的汉语流利度 learner's fluency

c. 学生的汉语准确度 learner's accuracy

d. 学生的听力 learner's listening

e. 学生的词汇量 learner's vocabulary

f. 学生的语法 learner's grammar

g. 学生的汉语交际策略（例如：学会要求他人重复问题，要求他人澄清意义）learner's conversational strategies (e.g. asking in Chinese for repetition, asking for meaning to be clarified)

h. 学生能较为自如地表达自己的想法 learner's ability to express ideas in Chinese without

too much hesitation

i. 其他（请说明）Other (please specify)

3. 在下列在线汉语教师的能力中，你认为它们的重要性如何。

How important do you think each of the following competency is for online language teacher?

4＝非常重要 overall very important

3＝重要 overall important

2＝部分重要 partially important, partially not

1＝一点也不重要 not important at all

a. 跟学生建立良好的关系 Establishing a good relationship with the learner

    1 2 3 4

b. 制定教学计划的时候考虑到学生的需求，文化背景等因素 Making a teaching plan considering factors such as learner's needs, cultural background

    1 2 3 4

c. 设计适合于在线教学环境的任务 Designing tasks that are adapted to online teaching contexts

    1 2 3 4

d. 提供恰当的反馈 Providing suitable feedback

    1 2 3 4

e. 充分使用各种教学工具 Using teaching tools adequately

    1 2 3 4

f. 恰当地使用不同模态 Using appropriate modes for teaching

    1 2 3 4

g. 能有效应对突发状况 Acting effectively to unexpected situations

    1 2 3 4

h. 能对自己的教学行为有足够的意识和反思 Being aware of and reflective on teacher's own actions

    1 2 3 4

i. 根据学生的表现调整教学活动 Adjusting teaching according to learner's performances

    1 2 3 4

j. 其他（请说明）Other (please specify)

你认为其中三种最重要的能力是什么？为什么？

Among these competencies, which of the three do you think are the most important? Explain why in the space given below.

4. 在下列 SCOLT 教学工具/功能中，你认为它们的重要性如何？

How important do you think each of the following tool/function is for SCOLT teaching?

4＝非常重要 overall very important

3＝重要 overall important

2＝部分重要 partially important, partially not

1＝一点也不重要 not important at all

a. 摄像头拍摄到学生和老师的影像 Images of the learner and teacher captured by the webcam

    1 2 3 4

b. 白板 Whiteboard

    1 2 3 4

c. 屏幕共享 Screen sharing

    1 2 3 4

d. 聊天框 Text chat box

    1 2 3 4

e. 录屏 Screen recording

    1 2 3 4

f. 电子词典 E-dictionary

    1 2 3 4

g. 网页浏览器 Web browser

    1 2 3 4

h. 其他（请说明）Other (please specify)

你认为最重要的三种工具/功能是什么？你将怎样使用它们？

Among these tools/functions, which of the three do you think are the most important? How will you use them in teaching?

Appendix B. Learner Questionnaire

Research on SCOLT teacher agency

A brief questionnaire before you begin:

I would appreciate it if you could take a few minutes to complete this questionnaire to help your tutor know how to help you. Please answer these questions based on your experience of learning Chinese so far.

1. Your name _____
   (Please note, if we use information from this questionnaire in our research, we will not use your name or any information that can identify you.)

2. What is your mother tongue? _____
   Have you learned any other languages (apart from your mother tongue and Chinese)? Yes/No. If so, which?
   _____

3. What kind of profession, career or work are you involved in?
   _____In an ideal world, what kind of work would you like to do?
   _____

4. Have you ever visited a country where Mandarin is the main language? Where? For how long?
   _____

5. How important to you are the following reasons for learning Chinese?
   Please answer for each option:
   > 4= very important
   > 3= important
   > 2= may be important, sometimes, but not often
   > 1 = not important at all

   I am studying Chinese….
c. because I am interested in the Chinese language	1	2	3	4
d. because I am interested in Chinese culture	1	2	3	4
e. because I have friends who speak Chinese	1	2	3	4
f. because it will be useful for my present (or future) employment	1	2	3	4
g. because I would like to get to know Chinese people	1	2	3	4
h. because I want to travel to China	1	2	3	4

i. other reasons:

_____

How long have you learned Chinese so far? _____years _____months

6. How have you practised speaking Chinese as you have been learning Chinese so far?
   Please tick all the options which apply:
   a. with other students   ( )
   b. with Chinese friends   ( )
   c. with colleagues/workmates   ( )
   d. with family members   ( )
   e. with Chinese people in the community   ( )
   f. through the course materials   ( )
   g. In your travels   ( )

   Please underline the main ways you generally practise speaking Chinese.

7. Through the one-to-one session which aspects of Chinese do you hope to improve?
   a. my fluency   ( )
   b. my pronunciation   ( )
   c. my listening   ( )
   d. my vocabulary   ( )
   e. my grammar   ( )
   f. my speaking ability   ( )
   g. my accuracy   ( )
   h. my conversational strategies (e.g. asking in Chinese   ( )
      for repetition, asking for meaning to be clarified)
   i. my spontaneous replies   ( )
   j. my ability to express my ideas in Chinese without   ( )
      too much hesitation
   k. Other (please specify)

   _____

8. What do you think is the main advantages in learning Chinese through the one-to-one
   videoconferencing sessions?
   Please circle the number which corresponds to your opinion:
           4= a main advantage
           3= a definite advantage
           2= a small advantage
           1 = not an advantage at all
   a. Building my confidence in speaking Chinese   1   2   3   4
   b. Reducing my anxiety in speaking Chinese   1   2   3   4

   c. Increasing my motivation in learning Chinese   1   2   3   4

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d. Getting instant feedback from the teacher	1	2	3	4
e. Having practice with a native speaker	1	2	3	4
f. Getting mistakes corrected on the spot	1	2	3	4
g. Being able to ask questions in Chinese	1	2	3	4
h. Being able to ask for help in Chinese	1	2	3	4
i. Improving my listening skills	1	2	3	4
j. Improving my ability to interact spontaneously in Chinese	1	2	3	4
k. Getting feedback on my Chinese at my level	1	2	3	4

l. Other (please specify)

_____

9. Which are the topics you want to learn through the one-to-one sessions?
 a. Chinese culture   ( )
 b. Chinese in the workplace   ( )
 c. Chinese for travelling   ( )
 d. Chinese in daily life   ( )
 e. Other (please specify)

_____

10. Through the one-to-one session, how important do you think the following activities are?
 Please circle the number which corresponds to your opinion:
   4= very important
   3= important
   2= may be important, sometimes, but not often
   1 = not important at all

a. Learning new words, phrases and using them appropriately	1	2	3	4
b. Learning grammar	1	2	3	4
c. Reviewing and practising what you have learned before	1	2	3	4
d. Preparing for Chinese exams	1	2	3	4
e. General everyday conversation with the tutor	1	2	3	4
f. Learning to talk about specific topics	1	2	3	4

g. Other (please specify)

_____

11. How important do you think the following tools are to help you with Chinese learning?
 Please circle the number which corresponds to your opinion:
   4= very important
   3= important
   2= may be important, sometimes, but not often
   1 = not important at all

a. Images of the teacher captured by webcam (for example, to see how the teacher pronounces a word)   1   2   3   4
b. Whiteboard (the teacher can show some Chinese words, Pinyin…)   1   2   3   4
c. Screen sharing (the teacher can present slides, pictures…)   1   2   3   4
d. Text chat box   1   2   3   4
e. Other (please specify)   1   2   3   4
_____

Appendix C. Opinion Frames

<div align="center">SCOLT 教师能动性研究-叙事框架</div>

1. 跟课堂教学相比，在在线教学环境中我认为我需要采取一些不同的教学方法，例如_____

Compared to classroom teaching, I think I will need to adopt different methods in online teaching, such as_____

我会采取这些方法是因为_____

I will adopt these methods, because_____

2. 根据我以往的在线教学经验，我认为_____
According to my previous online teaching experience, I think_____

对于在线汉语教师来说很重要。

are important for online Chinese language teachers.

3. 根据我的教学经验，我认为在线汉语教师可以为学习者提供一些支持，例如
_____
According to my teaching experience, I think online Chinese language teachers can offer the learners some support, for example_____

4. 要想成为一名优秀的在线汉语教师，我需要知道_____
In order to become a good online Chinese language teacher, I need to know_____

5.作为一名在线汉语教师，我认为理想的 SCOLT 课程是_____，学生可以通过 SCOLT 课程学习/提高:_____

As an online Chinese language teacher, my ideal SCOLT sessions would be

_____.

Through attending SCOLT, learners can improve_____

教师能通过 SCOLT 教学提高_____

Through SCOLT, the teachers can improve_____

6. 通过参加 SCOLT 教学，我希望我能提_____
Through attending SCOLT, I hope I can improve_____

我希望这些能帮助我未来的职业发展，因为_____

I hope these could help me with the professional development,

because_____

Appendix D. Preparation Feedback Sheet

<div align="center">SCOLT 教师能动性研究-准备阶段反馈</div>

1. 你能分享一个在今天的讨论中让你觉得很重要的内容吗？为什么你觉得这个内容很重要？在之后的 SCOLT 教学中，你将如何利用这一点？ (Can you share one important thing you have learned from today's workshop? Why do you think it is important? How do you think it would affect your future teaching?)
2. 针对下次的讨论，你有什么想了解的内容？你有什么建议？ (Is there anything you want to know in the next session? Do you have any suggestions for the next session?)

Appendix E.   Teaching Feedback Sheet

<center>SCOLT 教师能动性研究-教学阶段反馈</center>

1. 你认为今天的课总体而言怎么样？ (What do you think about this session generally?)
2. 这节课有多少内容是符合你的教学计划？有多少内容是你教学计划外的内容？你认为造成这一结果的原因是什么？ (How did the teaching implementation fit your teaching plan? How much teaching content was outside your plan? What were the reasons for this?)
3. 你能描述一件让你觉得很满意/有成就感的事情吗？发生了什么事？你做了什么？为什么这件事让你觉得很满意/有成就感？ (Can you describe one moment you felt very satisfied? What happened? What did you do? Why did it make you feel satisfied)?

4. 你能描述一件在教学中不太确定的事情吗？是一件什么样的事情？你怎样做的？为什么这会让你对自己的行为不太确定？你现在是如何看待这件事？

(Can you describe one moment you were uncertain? What happened? What did you do? Why did it make you feel uncertain? What do you think about this moment now?)

5. 在这次教学中，你用了哪些工具？你觉得其中最有效的教学工具是什么？你是否能举个例子，描述一下你是怎样使用它来达到理想的教学效果的吗？

(Which tools did you use for teaching? Among them which one, do you think, was the most effective one? Can you describe one moment you used it to achieve an ideal effect?)

6. 你能描述下这节课中你遇到的一个挑战吗？你采取了什么样的行动，或者做了什么样的决定？你能解释一下这么做的原因吗？

如果下次还遇到同样的挑战，你会采取同样的应对措施吗？如果不会，那你会怎样做呢？

(Can you describe one challenge you encountered in this session? What actions did you take or decisions did you make? Can you explain why did you choose to act in that way?
Will you act the same way if you encounter similar challenges in the future? If not, what will you do?)

7. 在准备阶段的讨论或和其他 SCOLT 教师的交流中，有没有对你这些课有帮助的地方？是什么样的内容对你有帮助？ (Is there anything in this session that you were benefited from the group discussions in preparation stage and/or discussion with other SCOLT teachers? What did you think was helpful?)
8. 通过这节 SCOLT 课，你有什么收获？又有什么想给未来 SCOLT 教师的建议？ (What have you learned from the session? What suggestions you would like to give to other SCOLT teachers in the future?)

Appendix F. Individual Interview Question List

<div align="center">SCOLT 教师能动性研究</div>

1. 你对整个 SCOLT-TA 的教学有什么总体想法？

What do you think about your teaching in SCOLT-TA overall?

2. 你觉得以往的语言学习、教学和语言使用的经历对这一次教学有什么影响？你觉得你以前的老师、学生或者教学中发生的事对你的教学产生了影响吗？

有什么影响？

How did previous language learning, teaching and language in use experience affect your teaching in this SCOLT-TA practice? Were there any teachers, students or events you had in the past which affected your teaching? In what ways did they affect you?

3. 你以前是否关注过远程教学？主要关注了哪些方面？你觉得你曾经关注的这些问题对你的教学有什么影响？

Have you ever paid attention to distance education before? Which aspects did you pay attention to? Do you think these have impacts on your own teaching practice?

4. 你目前的研究重点是什么？你自己的研究和这次的 SCOLT 教学实践有没有什么相关联的地方？你觉得自己的研究对这次教学有什么样的影响？

What is your research focus? Is there any connection between your own research and the SCOLT-TA practice? How did your research influence your teaching?

5. 你每次备课大概会花多长时间？你是怎样准备一节课的？在你进行课程设计的时候会考虑哪些问题？在教学过程中，你是怎样使用教案的？

How much time did you spend preparing for the SCOLT-TA session every time? How did you prepare one session? Which factors would you consider when you designed the curriculum plan? How did you use the curriculum plan in your actual teaching?

6. 你可以简单回顾一下你上过的课吗？在教学过程中，你怎样分配自己的注意力？一般而言，你会关注教学中的哪些问题？（技术、学生表现……）

Could you reflect on the sessions you have taught in SCOLT-TA briefly? During teaching, how did you distribute your attention? Overall, which aspects did you tend to focus on? (E.g., technical issues; learner's performance…)

7. 在上课过程中你能否意识到学生产生的需求？你是怎样给予回应的？

Did you find your awareness of the learner needs evolved during the course of your sessions? How did you respond to them?

8. 在上过程中，你有没有希望得到外界的帮助（例如其他老师的建议……）？是什么样的帮助？

During teaching, have you ever wished to get support from the external world (including seeking advice from other teachers…)? Which kinds of support did you wish to get?

9. 你有没有在上课时觉得特别失落的时候？你觉得你上课最成功的时候是什么时候？在整个教学过程中，你觉得自己面临的最大挑战是什么？你是怎样应对的？

Was there ever a time when you felt completely stuck as a teacher? What was your best experience overall? What was the biggest challenge for you during the whole teaching? How did you deal with it?

10. 你每节课后会怎样对自己的教学反思，你会考虑哪些方面？

When you were reflecting on your teaching after each session, which factors did you take into account?

11. 你在开始教学前，有没有对教学的期待？实际教学跟期待相比，有什么区别？你觉得产生这些区别的原因会有哪些

Before you began teaching, what were your teaching expectations? Were there any differences between the actual teaching and your expectations? What were the potential reasons that caused the differences?

12. 跟之前在线教学相比，这次你有哪些方面做得不一样？你觉得通过这次教学实践，自己有哪些进步？

What did you do differently in this teaching practice compared to your previous online teaching? Through this SCOLT-TA teaching practice, which aspects do you think you have improved?

13. 在这次教学之前，你曾期待自己在哪些方面有进步？你觉得这次实践对你以后的教学/研究有什么帮助？

Before you began teaching in SCOLT-TA, which aspects did you expect to improve? Do you think this teaching practice would be helpful to your future teaching/research?

14. 回顾之前 SR 谈到的内容，你现在对这些事有什么新的认识？

Compared to previous SR interviews, do you have any different ideas about the events you mentioned?

15. 如果请你来给以后的 SCOLT 教师设计培训，你会准备讲哪些内容，你会跟老师分享哪些教学经验和建议？对以后参加 SCOLT 的学生，你有什么建议？

If you were going to design a preparation programme for future SCOLT teachers, what would you mention? Which kinds of experience and suggestions would you share with them? What about advice for future SCOLT learners?

16. 你可不可以谈下对 SCOLT 的认识？你觉得这种教学模式未来的发展前景如何？如果以后还有这样的实践机会，你会不会参加，为什么？

What is your understanding about SCOLT? What do you think about its future prospects? If there is another similar online one-to-one teaching opportunity, will you take part in it?

Appendix G. Teacher Information Sheet

SCOLT 教师能动性研究

研究概要

亲爱的北京语言大学的老师们，

我叫戴楚洁，目前是一名在梅西大学就读博士学位的研究生。我计划开展一项关于同步汉语在线一对一教学（SCOLT）中教师能动性的研究。想请问您是否愿意加入，帮助我完成这项研究。

这项研究是北京语言大学与梅西大学合作研究项目中的一部分。该合作研究的第一阶段于 2016 年 9 月开始，当时我是作为一名在线汉语教师参加了研究。我的博士论文研究是关于 SCOLT 教学中的教师能动性。能动性是指教师在在线教学环境中为实现教学目标而做出的行动和决策。因此，我希望您能告诉我您在教学过程中采取哪些行动以及原因。比如说，您如何使用教学平台中的某项功能，以及为什么使用这些功能；或者，当您的学习者问您一个意想不到的问题时，您是怎样回复的以及原因等等。我相信这项研究可以揭示教师的发展轨迹，并为未来的教师培训提供建议。通过参加本次学习，您将有机会与汉语水平高的学习者体验在线一对一汉语教学，并与其他参与研究的教师分享经验，交流感想。

研究步骤

我想邀请几位已经有一定在线教学经验的北语汉语教师参加本项研究。研究分为三个阶段：教师准备、教学实践、教学反思。

如果您决定参加，以下是我希望您做的事情：
● 教师准备阶段
1）参加四次教师准备研讨会（每次时长约为60分钟），研讨会过程会被录音。
2）填写调查问卷，及叙事框架（您有两天的时间完成这些内容，每项可能会占用您10分钟时间完成）。
3）在每次探讨会后，您需要完成一份反馈表（这可能占用您5-10分钟时间完成）。
4）参加SCOLT教师微信群，您可以在此与其他教师分享经验。

- 教学开展阶段

5）与一位梅西大学的汉语学习者（中高水平）开展10次一对一教学活动。每次持续时间约为20分钟。您需要对教学活动全程录像。

6）参加三次刺激回忆访谈。您需要先观看您的教学录像，选择一些您觉得重要的片段。在访谈过程中，我们将一起观看这些片段，然后您告诉我您当时的想法和感受。

7）在完成每次教学活动后，填写一份反馈表（这可能占用您15-20分钟时间完成）。

8）在完成一部分教学活动时，与其他教师一起参加一次小组讨论（约为60分钟），整个过程将会被录音。

- 反思阶段

9）填写问卷（这可能占用您10分钟时间完成）。

10）参加教师单人访谈（这可能占用您30分钟），访谈会被录音。

11）参加小组讨论（约为60分钟），整个过程将会被录音。

您是自愿参加这项研究，您有以下权利：
- 选择不参加研究，或者随时退出研究
- 询问任何与研究相关的问题
- 拒绝回答某些特定的问题
- 在访谈和讨论过程中要求研究者关闭录音设备
- 检查及更改您访谈的转写内容
- 决定您的名字和图片是否可以用在研究报告及论文中
- 在研究完成后获得一份研究总结

项目联系人
如果您有任何疑问请联系
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Teacher Agency in Synchronous Chinese Online Language Teaching

Information Sheet

August 2018

Dear BLCU teachers,

My name is Chujie Dai. Currently, I am a PhD student at Massey University (MU). I am planning to conduct a study of teacher agency in synchronous Chinese online language teaching for my PhD in Applied Linguistics, and I am asking whether you can help me with it.

This study is part of a joint research project, the Synchronous Chinese Online Language Teaching Project (SCOLT), which has been undertaken by BLCU and MU. The first phase of the project started in September 2016, and I took part as an online Chinese tutor.

My PhD research is on teacher agency in SCOLT. Agency is the action and decision teachers make to achieve their teaching goals in online teaching environment. Hence, I hope you could tell me the actions you take during teaching and why you act in those ways, it can be how you use some functions of the teaching software and why; how you act and why when your learner asks you an unexpected question, and so on. I believe this study can shed light on teachers' development trajectory, and provide suggestions for future teacher training.

By attending this study, you will have opportunities to experience online one-to-one Chinese teaching with a learner with high Chinese proficiency, and to exchange ideas with other tutor participants.

Project Procedures

I want to invite a few BLCU Chinese language teachers who already have some online teaching experience to take part in the SCOLT project. It will have three stages: teacher preparation, teaching practice, and reflection.

If you decide to participate, here are things that I hope you will do:

- In teacher preparation stage

1) taking part in four preparatory workshops, of 60 minutes each;

2) filling in a questionnaire, and complete opinion frames (each of them may take you 10 minutes, and you will have 2 days to complete them);

3) filling in feedback sheet after each preparatory workshop (it may take you 5-10 minutes to complete);

4) joining a WeChat group, where you can share experience with other SCOLT tutors;

- In teaching implementation stage

5) conducting online one-to-one teaching for 10 sessions with a MU learner who has intermediate or high Chinese level, lasting about 20 minutes each, and you need to record all these sessions;

6) taking part in 3 video-stimulated recalls with me, during which you need to watch the teaching recording of previous session, and select some moments you think that are important, then tell me about your thoughts, feelings and decisions at that moment;

7) filling in feedback sheet after each teaching session (it may take you 15-20 minutes to complete).

8) taking part in a group discussion after the teachers have completed several sessions (it may last 60 minutes, and will be recorded).

- In reflection stage

9) filling in a post-practice questionnaire (it may take you 10 minutes to complete);

10) taking part in individual interviews (it may last 20 minutes), which will be recorded;

11) taking part in peer discussions, which will be recorded

Participant's Rights

You are a volunteer in this research, so you have the right to:

- decide not to join, or withdraw at any time.

- ask any questions related to the research;

- refuse to answer any particular questions;

- ask the researcher to turn off the recorder during interview or discussion;

- check and make changes to the transcription of your interview;

- decide whether your name or pictures with your image can be presented in research report and thesis;

- be given access to a summary of the project findings when it is concluded.

Project Contacts
Please contact us if you have any questions.
Researcher
Chujie Dai: c.dai@massey.ac.nz
Supervisors
Professor Cynthia White: c.j.white@massey.ac.nz
Dr. Gillian Skyrme: g.r.skyrme@massey.ac.nz

Appendix H. Learner Information Sheet

Teacher Agency in Synchronous Chinese Online Language Teaching
Information Sheet

August 2018

Dear MU Chinese learners,

My name is Chujie Dai. Currently, I am a PhD student at Massey University (MU). I am planning to conduct a study of teacher agency in synchronous Chinese online language teaching for my PhD in Applied Linguistics, and I am asking whether you can help me with it, by taking part in one-to-one online tutorials with a Chinese language teacher.

This study is part of a joint research project, the Synchronous Chinese Online Language Teaching Project (SCOLT), which has been undertaken by MU and Beijing Language and Culture University (BLCU). So far, the project has been conducted for two phases since 2016. More than 20 MU Chinese learners have participated in the project, and they have improved their Chinese language ability and increased their motivation for learning the language through the project.

My PhD research will be focused on the teacher agency, to investigate how teachers make their decisions and take certain actions to achieve their teaching goals in online teaching environment. However, since they will record their sessions with you, I will also be listening to you, and I want to ask your permission to do that.

In return, by attending this study, you will have opportunities to communicate and interact with a L1 Chinese speaker, and if there is anything particular related to Chinese language you want to learn, you can negotiate with the teacher. All the research related data will be collected from the teachers.

Project Procedures

I want to invite a few MU Chinese language learners who have intermediate or advanced Chinese proficiency and are interested in the study to take part in it.

If you decide to participate, here is the thing that I hope you will do:

1) Filling in a questionnaire about what you want to learn during the SCOLT, to help teachers prepare learning activities, and having a 5-minute conversation with a teacher, to help him/her get a better idea of your language level and adjust the teaching design.

2) Attending online one-to-one Chinese teaching and learning for 10 sessions with a BLCU teachers who has some online teaching experience, and each session will last 20 minutes.

Participant's Rights

You are a volunteer in this research, so you have the right to:

1) decide not to join, or withdraw at any time;

2) ask any questions related to the research;

3) decide whether pictures with your image can be presented in research report and thesis;

4) be given access to a summary of the project findings when it is concluded.

Project Contacts

Please contact us if you have any questions.

Researcher

Chujie Dai: c.dai@massey.ac.nz

Supervisors

Professor Cynthia White: c.j.white@massey.ac.nz

Dr. Gillian Skyrme: g.r.skyrme@massey.ac.nz

Appendix I.   Consent Form

<div align="center">

SCOLT 教师能动性研究

知情同意书

</div>

我已经阅读《研究概要》并且已经了解本研究的细节。我的疑问已获得满意的答复，并且明白我可以随时进一步提问。

基于《研究概要》中的条件，我同意/不同意参加这项研究。

签字：   **日期：**

....

全名：

....

Teacher Agency in

Synchronous Chinese Online Language Teaching

PARTICIPANT CONSENT FORM

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree /do not agree to participate in this study under the conditions set out in the Information Sheet.

Signature: **Date:**

....

Full Name - printed

....

Appendix J.   Ethics Approval Document

HoU Review Group

Ethics Notification Number: 4000019937
Title: Teacher Agency in Synchronous Chinese Online Language Teaching

Thank you for your notification which you have assessed as Low Risk.

Your project has been recorded in our system which is reported in the Annual Report of the Massey University Human Ethics Committee.

The low risk notification for this project is valid for a maximum of three years.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research.
If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Professor Craig Johnson, Director (Research Ethics), email humanethics@massey.ac.nz. "

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish require evidence of committee approval (with an approval number), you will have to complete the application form again answering yes to the publication question to provide more information to go before one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

You are reminded that staff researchers and supervisors are fully responsible for ensuring that the information in the low risk notification has met the requirements and guidelines for submission of a low risk notification.

If you wish to print an official copy of this letter, please login to the RIMS system, and under the Reporting section, View Reports you will find a link to run the LR Report.

Yours sincerely

Professor Craig Johnson
Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)

Appendix K. Teacher Li's Overall Teaching Plan

Session	Topics	Question list	Language items
Session 1	Knowing about each other	1. Chinese learning experience 2. Hobbies	
Session 2	Sports and body building	1. Introduce table tennis to new learners (1) Why Chinese people translate table tennis as "Ping pang qiu"? (2) What is the advantages of practising table tennis? (3) What do I need to prepare if I want to learn to play table tennis? (4) What kinds of table tennis skills I will learn? 2. Ask the learners about their knowledge of table tennis	1. Because... Therefore... 2. Sth is beneficial to… 3. In addition, besides 4. Firstly, then, next…
Session 3	playing a forehand attack	1. Explain the importance of warming up before playing table tennis 2. Introduce serve techniques 3. How to play a forehand attack?	
Session 4	Career Choices	1. What is the most popular career in NZ? 2. What do you want to do in the future? 3. What are the factors that impact one's career choice?	

Session 5	Wage income	1. Is income a privacy issue? 2. One's income includes, for example salary, bonus or performance commission. 3. What is the average graduate starting salary?	monthly/annual income, year-end bonus, individual income tax
Session 6	Renting a house	1. What are the factors that influences house renting? 2. Find a flatmate or live alone?	rent, house price, natural light, location, agency, furniture, appliance
Session 7	Buying a house	1. What would you consider when buying a house? 2. Renting or buying a house?	down payment，mortgage，decoration， housing provident fund
Session 8	Transportation	1. What is the most common transportation in NZ? 2. Which do you prefer, public or private transportation? 3. Do you know anything about the odd-even rationing policy in China?	
Session 9	Medical Care		
Session 10	...		

Appendix L.   Teacher Li's Teaching Plan of Session 1

Teaching plan (Translated by the researcher)

Session one

Zero. Preparation

Teaching length: 20 min

Teaching goal: Getting to know each other; knowing about the learner's language proficiency

Teaching content: Practising some structures from textbook part 1of Year 3 (underlined part)

One. Greetings after entering Zoom

1. Hello Josh! (Possible reply: Hello!)

2. Can you hear me clearly? (Possible reply:… → adjusting the volume)

3. I'm Teacher Li, glad to meet you! (Possible reply: I'm glad to meet you too!)

4. You speak very well Chinese! (Possible reply: Where where. (Not at all))

5. This is the first session; let's chat in Chinese, getting to know each other.

Two. Self-introduction: Chinese learning experience

Come, let's know about each other first.

(1) Self-introduction (Prepare some photos)
Do you have Chinese name? Who name you with it?

Are you from New Zealand? Which city in New Zealand?

What do you do?

(2) Chinese learning
How long have you been learning Chinese?/ Since when did you begin to learn Chinese.
(You have learned Chinese for three years <u>in total</u>.)

Some people think Chinese language is difficult, do you think so? Oh, from your perspective, Chinese is very interesting. (For foreigners, Chinese characters are indeed very difficult.)

Why do you learn Chinese?

Do you <u>usually</u> practice Chinese?

Three. Self-introduction: table tennis (Prepare some photos of table tennis players)

(I) What's your favourite sports?

1.Introduction

What kind of sports do you like? (I'm interested in a lot of sports, such as A, B, and so on.)

How often do you play table tennis?

2. Further discussion

In the email, you mentioned you want to teach table tennis, right? (You want to be a table tennis coach. *coach*)

Why do you want to be a table tennis coach?

How long have you been playing table tennis?

You must play it very well.

Which means, you began playing it since childhood.

My god! You are awesome!

Table tennis is really difficult. I don't know how to serve after I took the first lesson.

For you, it is very easy to serve. (For you, serving is a piece of cake.)

(II) Who is your favourite table tennis player?

(III) What sports do New Zealanders like?

Four. Experience in China (Prepare a map of China)

You have been in China for so long, you must have been to lots of places, right? For example…? (Yes. Everybody likes…)

For example Xiangtan? (I've heard the dishes in Xiangtan are all very spicy!) (All the dishes are spicy) (You [sound] more and more like a Chinese)

Have you been to Beijing? How many times have you been to there?

第一次课

零、课前准备

教学时间：20min

教学目的：彼此熟悉，了解学生水平

教学内容：练习三年级上的部分句型（下划线部分）。

一、进入 Zoom 之后相互问好

1. Josh，你好！（可能的回答：你好！）

2. 能听清楚我说话吗？（可能的回答：……→调整音量）

3. 我是陆老师，很高兴认识你！（可能的回答：我也很高兴认识你！）

4. 你的中文说得真不错！（可能的回答：哪里，哪里。）

5. 这是第一次课，我们用中文聊聊天，认识一下。

二、自我介绍-中文学习经历

来，我们先认识一下吧！

（一）自我介绍【准备照片】

你有中文名字吗？你的中文名字是谁给你起的？

你来自新西兰吧？新西兰的哪个城市？

你做什么工作？

（二）中文学习

你学中文多久了？/你什么时候开始学中文的？（你一共学了 3 年汉语）

有的人觉得中文很难，你同意吗？哦！在你看来，中文很有意思。（对外国人来说，汉字确实有点难。）

你为什么学中文呢？

你平时常常练习中文吗？

三、自我介绍-关于乒乓球【准备乒乓球员照片】

（一）你喜欢什么运动？

1. 引入

你喜欢什么运动？（我对很多运动都很感兴趣，比如说 A、B、什么的。）

你多久打一次乒乓球？

2. 深入聊

你在邮件里说，你想教乒乓球，对吗？（你想当<u>一名</u>乒乓球教练。coach）

你为什么想当乒乓球教练？

你打了多久的乒乓球？

你的乒乓球打得很好<u>吧</u>？

<u>也就是说</u>，你从小就开始练习乒乓球。

我的天哪！你也太厉害了！

乒乓球<u>可</u>难了。一节课下来，我还不会开球。

<u>对你来说</u>，开球很容易。（<u>对你来说</u>，开球是小菜一碟。）

（二）你最喜欢的乒乓球员是谁？

（三）你们国家的人，喜欢什么运动？

四、在中国的见闻【准备中国地图】

你来中国这么久了，去过很多地方吧？<u>比如说</u>？（对对对！<u>任何人</u>都喜欢……）

<u>比如说</u>湘潭？（我听说，湘潭的菜都好辣！）（所有的菜都是辣的）（你越来越像中国人了）

你来过北京吗？你来过几<u>回</u>了？