國立政治大學英國語文學系英語教學碩士在職專班

碩士學位論文

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跨場域英語教學與教師職業自我認同感的轉變：

以質性個案研究探索一位台灣教師的英語教學經驗

Cross-contextual English Teaching and Shifting Teacher Professional Identity: A Qualitative Case Study on a Taiwanese Teacher's English Teaching Experiences

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Cross-contextual English Teaching and Shifting Teacher Professional Identity: A Qualitative Case Study on a Taiwanese Teacher's English Teaching Experiences

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To My Dearest Parents, Mr. Ding-Hua Chen and Mrs. Qiu-Yan Lu

獻給我親愛的父母，陳丁華先生和呂秋燕女士

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Besides, the friendship of two of my ETMA classmates, Emily and Wendy, has served as my mental harbor through the course and my study. I will forever cherish their company as an invaluable treasure in my mind.

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國立政治大學英國語文學系碩士在職專班
碩士論文提要

論文名稱：跨場域英語教學與教師職業自我認同感的轉變：以質性個案研究探索一位台灣教師的英語教學經驗

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論文提要內容：

在全球化的影響下，愈多的英語教師已具有跨地域英語教學的特性。雖然職業自我認同感的轉變的特質已在諸多研究中揭露，但跨教學地域的特質仍未有全貌。本研究旨在探索一位台灣的英語教師在跨地域狀況中，與他人互動時對於她的職業自我認同感的轉變所造成的衝擊。

本研究採用質性個案研究方法。研究參與者為一位台灣教師，具有在中國與台灣兩地的國中教學情境中豐富的教學經驗。研究資料是透過兩筆口述、兩筆半結構式訪談、兩筆看課紀錄、一場小型團體討論、以及一筆追蹤訪談所收集。訪談大綱包括: (1)英語學習歷程，(2)在台灣與中國教學經驗，(3)受訪者課程觀察，(4)訪談資料。

研究結果顯示:與各情境中的人有豐富、直接的互動能夠賦予自我認同感正面的轉變，但不足或是間接的互動會造成負面的轉變。結果也顯示出研究參與者正向的自我認同感的轉變會受到與他人共同在面對困難時，所擁有的正向的人際關係所影響。該困難涵蓋: (1)學生的學習目標、(2)教師與家長/教師與學生/教師與教師之間的互動、(3)被情境化的合適英語教師的期待、(4)職業的自我認同感。

最後，在理論與教學法的建議方面，期盼本研究能夠提供研究者，教育立法者，以及正規英語教育訓練機構的教員做為參考。

關鍵字： 跨教學地域、自我認同感、英語教師、定位

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ABSTRACT

Under the effect of globalization, more English teachers have been capable of teaching across contexts. Though the shifting feature of professional identity has been revealed in many studies, the specific feature across teaching contexts has yet to be fully-explored. The purpose of this study is to explore the impact of interpersonal interaction with other individuals on one Taiwanese English teacher's shifts of professional identity.

This study employs a qualitative case study method. The participant was one Taiwanese English teacher with rich experience of teaching junior high school students in Chinese and Taiwanese teaching contexts. Data were collected through two oral narratives, two semi-structured interviews, two class observation records, one small group discussion, and one follow-up interview, including the participant's: (1) English learning history, (2) English teaching experience in Taiwan and China, (3) teaching practice in Taiwan, and (4) reflections and opinions to her identity struggles and the teaching contexts.

The findings entail that rich, direct interaction with individuals among each contexts empowered a positive identity shift, whereas the lack of interaction or indirect one contributed to a negative transformation. Also, the findings revealed that such positive shift of identity was underlain by positive interpersonal relationships with individuals involved when tackling perceived difficulties, including: students' learning goals, teacher-student, teacher-parent, teacher-teacher interaction, and contextualized expectation as a suitable English teacher.

Finally, theoretical and pedagogical implications are derived to offer useful insights for researchers, educational policy makers, and trainers of English teachers.

Key words: identity, positioning, English teacher, cross-contextual English teaching

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CHAPTER ONE

Introduction

Background

In the recent research interest on Teaching English for Speakers of Other Language (TESOL), a teacher's professional identity has become a visible focus of investigation (Duff & Uchida, 1997; Pavlenko, 2003; Tsui, 2007; Varghese, 2005). Considering the dynamic feature of professional identity, teachers' self-image in profession is no longer considered being fixed at certain time and space (Coldron & Smith, 1999; Volkmann & Anderson, 1998). Rather, Connelly and Clandinin (1999) conceptualize professional identity as stories that educators draw on to understand their identities and their teaching practice. Thus, it is necessary to accept the constant evolution of professional identity and develop an awareness that identity exists "in multiple storied contexts which a teacher lived and continues to live" (Clandinin & Huber, 2005, p.44).

This view echoes Norton (2013)'s in that identity is considered to be "multiple, changing, and a site of struggle" (p. 48). In addition, such struggle is "an ongoing process, a constantly evolving phenomenon, and involving both the person and the context" (Beijaard, Meijer & Verloop, 2004, p. 122), and "relational, and constructed" (De Costa & Norton, 2017, p. 10). The traditional notion that only native-speakers' language use can be considered appropriate and thus language teachers should
encourage L2 learners to pursue native-like correctness in using L2 has been widely challenged by researchers (Cook, 1992, 1999; Lin, Wang, Akamatsu & Riazi, 2002; Rampton, 1990). According to Golombek and Jordan (2005), the development of teachers' professional identity should focus on the establishment of teaching legitimacy, for example, non-native speaking teachers who may speak English with a unique accent. In Golombek and Jordan's (2005) study, two Taiwanese teachers of English studying in a TESOL master's program in the U.S. claimed that the distinction between native and non-native English teachers is as much important as language as a way to legitimize a

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teacher's professional identity. In other words, the native-like image of white teachers is usually more preferred in newspaper job market, so are the most native speakers of the Spanish and French because of their "whiteness." Thus, Golombek and Jordan suggest teacher training programs to help non-native speakers (NNS) "imagine alternative identities" (p. 513) and to aid them in reaching professional legitimacy by employing various factors such as "more opportunities to integrate questions of identity, curricular objectives, and practice" (p.530).

In Taiwan's English teaching context, Liao (2017) investigated legitimization of teacher's professional identity, taking the position that the acknowledgement of a teacher's professional identity, rather than distinguished by the traditional dichotomy of Native English Teachers (NETs) and Non-Native English Teachers (NNETs), is associated through the manifestation of teaching practices. Namely, besides the need for NNETs to strengthen language competence, Liao (2017) also elucidated that what legitimizes NNETs' professional identity can be their strength in cross-linguistic influence naturally molded by mother tongue. Liao's study reveals that teachers' professional identity can be legitimized through various teaching practices with the influence of teacher's cross-linguistic background. The study also shows a possibility for teachers to establish socially interactive relationships with ELLs (English-language learners) and teacher trainers. While NNETs seek English teaching ownership by contextualizing their teaching identity and by their bilingual competence, teacher professional identity, rather than by pursuing Standard English and target cultures, can be (re)built through social interaction during teaching courses and internship guidance (Vivian, Gurid & Faht, 2017, p. 237).

The shifting feature of identity has been found in many studies as language teachers work in various teaching contexts. Besides Taiwan, some Taiwanese teachers are also seen teaching in other English as a Foreign Language (EFL)
contexts. For instance, many ELLs in China receive instructions by Taiwanese English

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teachers. The parents of these ELLs are from Taiwan, but they work and find residence in China. However, thus far, few studies have explored Taiwanese English teachers' professional identity shifts in English teaching contexts of China and Taiwan, including how these teachers position their teaching identities among
various teaching practices and how they position their professional identities among teacher trainers and ELLs.

Drawing upon Davies and Harré's (1990) positioning theory, the current qualitative study seeks to explore how one English teacher with both Taiwanese and Chinese teaching experiences reflexively positions herself and interactively positions others that have impacts on her professional identity from her workplace interaction in Chinese and Taiwanese teaching contexts. To this end, the researcher follows the view of Davies and Harré (1990) that a person's identity can be confronted in "dynamic aspects of encounters" (p. 44). Davies and Harré point out that identities are not simply framed by social structures, nor can be given by others, but are negotiated. Numerous encounters of positioning give an individual "a starting point for reflecting upon the many different aspects of social life" (Harré & van Langenhove, 1999, p. 9).

Purpose of the Study

The current study wishes to explore the impact of the participant's interaction with indivuduals from different school contexts on her professional identity shifts as an English teacher having cross-contextual teaching experience. By exploring the struggles of the participant's professional identity shifts in EFL contexts, this study seeks to provide insights for language teachers' professional identity.

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CHAPTER TWO

Literature Review

The following literature review discusses three themes. The first is the conceptualization of professional identity from psychological and social perspectives. The second focuses on the interaction between contextual factors and shifts of professional identity among four EFL contexts. The last is the relationship between positioning theory proposed by Davies and Harré (1990) and the appeals for teachers to establish their professional identity. This study's theoretical concepts are based on Davies and Harré's (1990) two positioning features: Reflexive Positioning and Interactive Positioning. These two features are also illustrated in the last theme.

Professional Identity from Psychological and Social Perspectives

The term "professional identity" has been conceptualized from various angles (Beijaard et al., 2004). Among them, the images of self have been emphasized (Knowles, 1992). These images play a major role for teachers to decide on their ways of teaching, views as a teacher, and attitudes toward their contextual changes (Beijaard et al., 2004). In this case, the psychological dimension of teachers' self-perceived images allows teachers to create their professional identity. Other researchers also call for the incorporation of social perspectives that center on the effect of social interaction between teachers and other people. For instance, Coldon and Smith (1999) raise the argument that teachers' professional identity can vary based on different choices that teachers make within social structures. This view,
instead of emphasizing the psychological stages of teachers' identity formation, focuses on a socially constructed view of teachers' identity struggling to fit in situated contexts through social interaction with other people.

From psychological perspectives, the formation of identity needs an individual to constantly ask questions about who they are and who they want to be. It is "an

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ongoing process that involves the interpretation and reinterpretation of our experience" (Cooper & Olson, 1996, p. 80). Also, teachers' professional identity can be dynamic (Beijaard, et al., 2004), as they constantly try to make sense their teaching experiences and the impact on the "self " (Kelchtermans, 2005). This dynamic feature of professional identity occurs with change of contexts. In other words, teachers' understanding of their professional identity from teacher training program may be in conflict with the situated identity among their workplaces. One study conducted by Reynold (1996) revealed that the actual teaching experiences of novice teachers were in conflict with those in their teacher training program. The struggle between teachers' self images and "cultural scripts" among "workplace landscapes" can be views as "an adaptation to the expectations and directives of others and the acquisitions of pre-determined skills" (p. 75). Although the importance of context as a major factor influencing professional identity formation has been emphasized in many studies (Connelly & Clandinin, 1999; Goodson & Cole, 1994), novice teachers may not simply adopt one that is described in their understanding from training. According to Raynold (1996), novice teachers' adoption of professional identity is an ongoing, developmental and recursive process in which expectations from other people and teachers' beliefs about themselves constantly interact with each other.

To extend from the psychological perspective focusing on the interaction between mental struggle and contextual reality, researchers also view professional identity formation as a socially interactive process in which teachers are constantly confronted with the rejection and acceptance to socially-situated roles. Hogg and Abrams (1988) state that the identity formation is one's socialization to various "social categories" (p. 19). Identity, from social perspectives, is one that requires teachers to interpret its situated meaning and form a self-perceived one through reinterpretation. Cooper and Olson (1996) further echoes with this view, focusing on the dominant factor of socially interactive norm between teachers and other people. By

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stating that teacher's voices are suppressed under a dominant discourse, more understanding to teachers' struggles in accepting and also rejecting the acculturation of a socially-expected role is needed. On the other hand, Gee (2000) views teachers' professional identity as a socially-recognized one in which a teacher is accepted with certain power to interact with others in workplaces. In the process of seeking to be recognized, Gee found that teachers' interpretation and reinterpretation of professional identity among social interaction play a critical role.

To echo with Gee, a fixed view of professional identity has been replaced by many field-related researchers into a psychologically and socially constructed one within an ongoing, developmental, and recursive process. Among the process, the meaning is derived from social interaction with other people. Hence, people constantly change their interpretations of their experiences while living through various contexts (Cooper & Olson, 1996). In association with social perspectives that centers on social interaction within situated contexts, factors that influence the transformation of professional identity are elucidated in the second part that follows. In the next part, four studies conducted in EFL contexts are presented.

Professional Identity in EFL Contexts

To explore language teachers' professional identity, the importance of contextual factors and social interaction contributing to the process of identity transformation needs to be focused. As Varghese (2005) claims, 'in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers we need a clear sense of the professional, cultural, political, and individual identities which teachers claim or which are assigned to them' (p. 22). Also, to understand a clear sense of identity transformation, its feature of multiplicity needs to be explored. Wenger (1998) identifies such feature as *a nexus of multi membership* by which people negotiate their situated identity from

various various identity positions. Among the process of negotiation, the influence of

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social interaction with other people constantly challenges the teacher's current identity and allows a new dialectical process to begin. To explore professional identity transformation from the angle of social and contextual interaction, the following section focuses on four EFL contexts.

The transformation of teachers' professional identity is found to have strong interaction with contextual factors within one single EFL context. To begin with, teachers' understanding of identity from teacher training program is challenged by their critical reflection to teaching purposes. Abednia (2012) explored seven in-service Iranian teachers' transformation of professional identity. By conducting interviews with them, keeping the researcher's reflective journals, and recording class discussions, he discovered that these teachers' professional identity experienced a major shift from ideological "conformity" and "romanticization" to "critical autonomy" (p. 709). Also, their view of English teaching changes from "instrumental" into "educational."

One participant reported in an interview: "We are not bound to accept everything," adding that blindly accepting every institutional regulation can "disempower" her authority (p. 710). Besides the contextual influence within one EFL context, this sense of teaching subjectivity also enables other participants to transform their professional identity while having social interaction with their students and parents. In an attempt to raise her students' awareness, one participant adopted an educational identity, encouraging her students to take actions to their lives and realize their potential. By exploring the participants' critical reflection to the regulations and transformation of their view on teaching purposes, the researcher calls for further research on various dimensions of teachers' identity and teaching performance that may contribute to TESOL (Teaching English for Speakers of Other Language) teacher education.

Also, the gap of imagined identity and practiced identity affects the transformation of EFL teachers' professional identity. Xu (2013) explored the

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identity change of four Chinese EFL teachers in the beginning years of teaching in K-12 school. By conducting interviews, collecting participant journals, and observing in classrooms, he discovered that identities change from "cue-based," "exemplar-based" in the pre-service period into "rule-based," "schema-based" while teaching. After entering the in-service period, feeling unappreciated and "robbed" from chances to enter teaching competition, one participant's professional identity was transformed from an imagined "language expert" into a schema-based teacher negatively realizing that in a Chinese institution, "many things," such as professional connections and personal backgrounds, are more important than teaching ability.

Another two participants reported that their time is constantly occupied with workloads and that their efforts received similar lack of acknowledgement from their directors. As reported by one of these two participants, her director's only concern was whether she followed the school rules. As a "routine performer" (p. 83), her previously imagined *spiritual guide* identity is transformed into a "rule-based" teacher identity. The fourth participant adopted a new identity as a "responsible educator." Though troubled by similar stressful workloads, she took up a role model figure who sees herself as an educator responsible for her students. Her change of identity from a "cue-based", imagined learning facilitator into a "schema-based," responsible educator is influenced by her change of an imagined pre-service into a practiced in-service identity. The ideal of being a learning facilitator is one that requires "wisdom and courage" (p. 84) to carry out. By revealing the transformation of professional identity of four novice EFL teachers in China, Xu (2013) proposes the cognitive enhancement program in teacher education to raise pre-service teachers' awareness from a more practical view. Also, it has been suggested that teachers' professional identity transformation should be more associated with socio-cultural factors.

Socio-cultural factors can restrict the development of EFL teachers' professional identity. Chang (2004) explores the impact of political and social-cultural differences in

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the English learning experiences of five EFL teachers' and their students' in Taiwan. With data collected from interviews, reflection journals, classroom observations, and autobiographies, the study revealed that the participants' self-perceived identities, such as a non-native EFL teacher, Chinese, Taiwanese, being from the middle-class of the society, contribute to their views of teaching contexts. Owing to the social-cultural differences, the participants reported an increasing gap between curriculum demands and students' needs. The lack of multicultural text materials limited the teaching performance of the participants, who accordingly applied grammar-translation teaching approaches.

Also, the social-cultural atmosphere at the time, when Mandarin was viewed as a dominant language to Taiwanese society, hindered EFL teachers from developing themselves into a more socially and culturally involved professional identity. In addition, this study reveals that the participants' experiences and beliefs about English learning affect their English teaching practices. By arguing that identity does not "exist before the social world (Chang, 2004, p. 3)", a social-culturally embedded professional identity and more culturally-involved text materials are proposed.

The aforementioned studies have presented that the shifts or fixations in EFL teachers' professional identity can emerge from social-cultural atmosphere, institutional regulations, and critical reflection on teaching purposes.

Besides these contextual factors in EFL contexts, the transformation of teachers' professional identity can also occur to EFL teachers with cross-contextual backgrounds. Le (2012) conducts a qualitative study exploring professional identity and teaching practices of a group of Vietnamese teachers after their MA TESOL (Teaching English for Speakers of Other Language) education in Australia. Having two identities as learners in Australia and teachers in Vietnam, this group of Vietnamese EFL teachers experienced re-interpretation of Western ideology, negotiation between educational backgrounds and their teaching practice, localization of pedagogy for facilitating compatible communicative language teaching environment, and

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reconceptulization of professional identity.

Before going to Australia, their concept for English teaching career in an EFL context, according to one of the participants is “very simple like teaching math or physics or any subjects.” However, his view of professional identity is negotiated by Western English teaching ideology emphasizing the communicative function that “links people to people” (p. 166). By adopting his cross-contextual knowledge of English learning and teaching, this participant shows a strong appeal to facilitate authentic communication, rather than being the previously self-perceived role of a subject teacher in Vietnamese EFL context.

The influence of having social interaction with students on language teachers’ professional identity is displayed as another participant reported that her cross-cultural background contributes to the transformation of attitude while interacting with students. Before studying in Australia, she tends to be impatient with shy students. While studying in Australia, she receives instructions from teachers who “always listened to me patiently” (p. 169). She also reported in her reflective journal that she learns much from the attitude to deal with students.

Observing this shift of attitude from product-oriented to process-oriented pedagogy, together with the shift of teaching roles from a subject teacher to a communication facilitator, Le (2012) states that these participants experience a socially-constructed transformation process of their professional identity. Also, the process is recursive, in which the participants critically reflected on the Western
theory gained from the learning experience in Australia, and “used it as a basis to look more deeply at their professional self ” (p. 174).

Among the process of professional identity shift, the factors of situated contexts and social interaction with other individuals play an important role, as one participant expresses her confidence in establishing her English competence while learning in Australia. While in Australia, she noticed that TESOL professionals are from the world

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and carry their accents. This finding boosted her confidence in establishing her professional identity. By actively rejecting in pursuing the pre-conceived native-speaker norm, she encourages her students in Vietnam to accept their accent and to focus more on pronunciation to attain better interpersonal understanding. By exploring and revealing the influence of cross-contextual factors on the participants' identity, Le (2012) presents a dialectical, culturally compatible professional identity that is both driven by Western ideology and local contexts. Also, I found interaction with other individuals plays a part in identity shifts. Thus, this study draws positioning theory to focus on how a Taiwanese English teacher position herself and is positioned by others among her EFL contexts.

Positioning Theory

The study seeks to interprete the dialectical features of identity discussed in the previous section with Davies and Harré's (1990) Positioning Theory, which is defined as "the study of local moral orders as ever-shifting patterns of mutual and contestable rights and obligations of speaking and acting" (Harré & van Langenhove, 1999, p. 1). Namely, an English teacher's professional identity can be shaped by other people's views, and at the same time reshaped by self-perceived authority in teaching practices. Hollway (1984) defines positioning as "a metaphorical term originally introduced to analyze interpersonal encounters from a discursive viewpoint" The discursive feature in shaping teachers' identity may affect teachers' conscious and subconscious choice of professional images in the workplace. Yoon (2008) states that such situated patterns of interaction between people's speech and action enables researchers to comprehend the interplay between the constant evolution of social interaction and the various performance of an individual's professional identity. Previous views of professional identity have shared a socially interactive feature. Also, the concept of positioning has been applied to identify the social impact on teachers' professional performance (Kano & Norton, 2003). Thus, this study draws on positioning theory as the theoretical framework, seeking to explore the

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interrelationship between the participant's shifts in identity and her social interaction with others.

Davies and Harré's two positioning features

In the positioning theory, how an individual interprets ones' position and how others perceive him/her becomes the core of the identity formation. Davies and Harré (1990) defines the self-perceived positioning as "reflexive positioning in which one positions oneself" (p. 48). This self-positioning, according to their perspective, channels their actions and thoughts in a certain context.

Considering the self-guided feature of self-positioning, Yoon (2008) states further that an individual is empowered in "a way of expressing one's stance" (p. 499). In the case of English teaching, teachers' pedagogical design among classrooms and conversational patterns in the workplace may experience a constant cycle of reflecting on the current status the and forming a new self image that the teacher deems superior.

On the other hand, Davies and Harré (1990) also proposes interactive positioning, "in which what one person says positions another" (p. 48). Interactive positioning provides details for the changes of one's position to adjust to contextual variations (Yoon, 2008). With the ability to reshape one's identity, interactive positioning may empower an English teacher to develop professional flexibility in pedagogical designs and adaptability to institutional demands. On the contrary, Harré and Moghaddam (2003) state that negatively positioning others may hinder their performance in cognition. In this case, teachers' professional performance, if "positioned as incompetent in a certain field" (Harré & van Langenhove, 1999, p. 1), may also decline. With the theoretical perspectives, this study seeks to identify the occasions in which the participant takes her self-positioning stance by expressing her identity, and to explore the experience of her attempts in adjusting to new professional identity in her English teaching contexts.

Contextual factors in EFL contexts influence the transformation of teachers'

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professional identity. Also, cross-contextual factors enable identity negotiation between the Western ideology and the localized compatibility, as it has been revealed, in Le's (2012) study, by teachers who receive education in Australia and teach English in Vietnamese EFL context. However, from the 4 studies that explored English teacher's professional identity shifts from the imagined to practiced ones among the Iranian, Chinese, Taiwanese and Vietnamese EFL contexts respectively, I found that the identity shifts of teachers with cross-contextual teaching experiences should be explored further. Considering the fact that many language teachers are working across various contexts and are encountering both contextual and cross-contextual factors, a fuller picture to language teachers' professional identity is needed.

Research Questions of the Study

Focusing on one teacher who has teaching experiences in Taiwan and China, this study is guided by the following three questions.

1. What are some critical events indicating the participant's shifts in professional identity in the different school contexts?
2. How does the participant position herself as an English teacher when she deals with difficulties and challenges in the two contexts?
3. What insights can be derived from the participant's cross-contextual teaching experiences for language teacher professional identity?

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CHAPTER THREE

Methodology

This study is a qualitative case study, representing “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident ”(Yin, 1984, p. 23). In order to develop an in-depth understanding of the case, the sources of evidence need to be rich, the collection of data to follow a clear procedure, and the analysis of data to refer to the previous theoretical underpinnings (Yin, 20003a). The following sections present details for methodology: the participant, the background and context of the research , data collection and the procedure of data analysis.

Research Context and Participant

Research context

The differences of contextual factors between different school contexts in China and Taiwan constantly challenge Kay’s professional knowledge and identity. For the Chinese school where students study and live together as a boarding school, an expanded social culture interaction was perceived evident between her and her students, parents, and supervisors, whereas the norm of teacher-student and teacher-parent interaction in Taiwan was found to be more centered on students’ academic performance in English learning. On the other hand, the evaluation of students’ learning performance varies, having to follow dissimilar institutional policies. To be specific, though students from both sides are all encouraged to pursue better academic performance for entering ideal high schools, junior students in the specific Chinese school are more inclined to ascend directly to the high school under the same school system, contributing to a less-stressed and more flexible

English-learning environment. In addition, the support from the participant in

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helping students learn English in these two contexts was also found to be dissimilar. Whereas Taiwanese junior high school students were seen going to cram schools for further learning, most of her students in China relied on her remedial classes and supervision after school. During informal conversations about her experience teaching in the school in China with the researcher, to be more specific, she expresses her passion for designing lessons, teaching students after school, and maintaining close teacher-parent relationships. Being aware of her struggles in both teaching practices and her professional identity in Taiwanese or Chinese schools, she was eager to explore more possibilities in her teaching practice.

This study seeks to explore to what extent Kay's experience of interaction with individuals in China and Taiwan stands behind her shift of professional identity. Kay was selected particularly to be the participant of this case study because of her unique cross-contextual teaching experience which allows her to position and reposition her teaching identity through constant interactions with institutions, teacher colleagues, parents, students from both sides.

Participant

Kay (pseudonym) is a thirty-year-old Taiwanese English teacher. Growing up with a continuous interest and passion in learning English, she in college chose her major to be English teaching, with a dream that she would pass on her knowledge and love in English learning to students. During her college time, she had some English tutoring experience. In 2013, she taught English in a remedial class in a Taiwanese junior high school (School A). In 2014, during her practicum time, she taught in another Taiwanese junior high school (School B). After that, she chose to teach students in a China-based Taiwanese boarding school (School C). Since then, she taught in China for three years (2015-2018). After that, she went back to Taiwan to teach English in a junior high school (School D). Table 3.1 below provides a clear picture of the participant's English teaching history.

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Table 3.1

The Participant's English Teaching History

Years	Teaching Context	School
2013	Tutor Teaching a remedial class	School A: a Taiwanese junior high school
2014	Practicum	School B: a Taiwanese junior high school
2015-2018	Teaching in China	School C: a Taiwanese boarding school in China
2018-2019	Teaching in Taiwan	School D: a Taiwanese junior high school

I became acquainted with her in a graduate class at a national university in Taiwan. Among one of the courses, we teamed up with each other, focusing on an assignment that explored teachers' identity. During several in-class discussions and after-class chatting, I found her struggles in the two EFL contexts interesting and insightful and decided to expand the course project into my M.A. thesis.

Data Collection

Six qualitative data sources, including oral narratives, interviews , informal conversations, class observations, a focus group discussion, and follow-up interviews were adopted. The justification for the usage of these five data resources is presented in the following sections.

Narratives

Life-history documents, which Bruner (1987) regards as "optimum resources" for people to give meanings to experiences in their lives, are recorded while participants tell their stories at will. For the purpose of documenting Kay's self-perceived positioning and

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the impact of cross-contextual English teaching experiences in constructing her professional identity, oral narratives were the first
focus (see Appendix 1&2). Before conducting this study, two oral narratives had been collected through a course assignment for the graduate class. One is for a holistic understanding of her English learning history. The second centers on Kay's English teaching experience in cross-contextual contexts.

Interviews

Interviews have served as an eliciting device for many qualitative studies through which researchers have a clear picture of the nature of participants' behaviors, experiences, and understanding in their lives (Kvale, 1996; Yin, 2003). On account of its flexibility for the researcher to "probe and expand the interviewee's response " (Rubin and Rubin, 2005, p.88), this study adopted the semi-structured interview. There were three semi-structured interviews in this study. Two of them (see Appendix 3&4) were conducted as part of an assignment of a graduate school course. The other (see Appendix 7) was a follow-up interview conducted after class-observation. Each interview lasted for about one hour. The
location for the interviews was a coffee shop, an environment with less interference. The location for the follow-up interview was at the participant's office at her workplace. Language for all interviews was primarily Chinese with occasional usage of English.

Informal Conversations

Informal conversations were collected between Kay and I on LINE, one of the much welcomed social networking apps in Taiwan, and also between classes while both of us attending the graduate school. We usually shared our perspectives as language teachers and our experiences in various English teaching contexts. During these conversations, Kay shares how she feels as an English teacher both in China and in Taiwan. Given that these conversations usually serve as a starter for further interview

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arrangement, the data gathered benefited the study in terms of gaining detailed and deeper information by further conducting data collection approaches.

Also, the exact date for class observations and the focus group discussion was also expected to be confirmed between the institution, group members, the participant and the researcher of the current study by maintaning contact through informal conversations. It's also perhaps noteworthy to mention that the rapport established between the participant and the researcher can not be developed without these conversations.

Class Observations

For the purpose of understanding the interaction that Kay has with her current students, the researcher observed two of her classes: one was a co-teaching class, while the other was at the eighth period (the eighth period students can voluntarily enroll in) in her school in Taipei, Taiwan. While observing the co-teaching class, the researcher focused on her verbal exchanges with the native co-teacher and students among teaching practices (see Appendix 5 & 6). As for the eighth period, her unique teacher-student interaction underlying her teaching practice was also observed. In these two classes, the researcher also attempted to triangulate Kay's comments during informal conversations.

Small Group Discussion

To induce multiple and interactive perspectives from class observation, I happened to join a small group discussion. It was conducted with the 6 members, including two EFL teacher trainers, the native co-teacher, a retired Taiwanese English teacher, the participant of the present study and the researcher of this study. In this small group discussion, all members observed the co-teahching class and agreed to join the discussion for sharing their opinions to the class. One of the two teacher trainers volunteered to be the moderator, leading the discussion by inviting each member to share comments and also help translate and summarize them into English for the other trainer, a native speaker.

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Data were recorded with a recording device and transcribed afterward. After the discussion, all members stayed briefly
for lunch, exchanging teaching experience gained from each specific context. By including the data from the small group discussion, it is believed that the data collected richer, the topics discussed deeper, and the interactive feedback more
beneficial for data triangulation.

Follow-Up Interviews

After observation, I invited Kay, the participant of the present study, to engage in follow-up interviews. During the follow-up interviews, she was expected to share her reasons for adopting her teaching practices, her interactions with students, and for her way of justifying her English teaching identity. By so doing, her observed
teaching performance can be compared with her reported practices and self-perceived professional identity.

Data Analysis

First of all, all interview data were transcribed. Drawn upon Davies and Harré (1990)'s two features of positioning: Interactive Positioning and Reflexive Positioning (Davies & Harré, 1990), two coding schemes, the teaching roles positioned by the participant herself and by other individuals involved in the critical events, were adopted to analyze data. The holistic-content approach proposed by Lieblich et al. (1998) was applied. Three stages of the data analysis procedure were involved and are presented in Figure 3.1 and discussed below.

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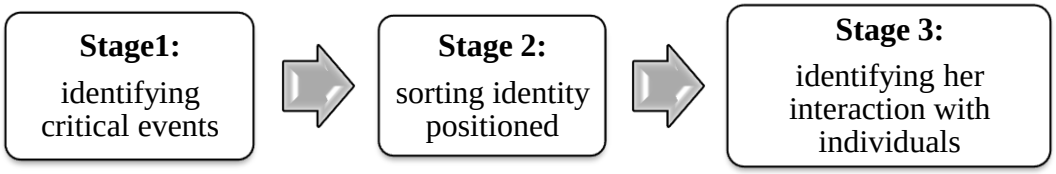

Figure 3.1 Three Data Analysis Stages

Stage 1: identifying critical events

To gain a comprehensive picture of the data, to begin with, the holistic-content approach was employed. I began to read through the transcripts for times to obtain more understanding the data. Critical events that revealed her identity were sorted out and put into the first stage. The definition of critical events of the study follows Webster and Mertova's (2007) view that they "are identified through the impact on the storyteller. The level of criticality becomes evident as the story is told." (p. 83)

Stage 2: sorting identity positioned

Next, to analyze the participant's expected and self-perceived identity, I applied the two coding schemes to analyze the interactive professional identity and self-perceived professional identity. While I was reading, how the participant positioned her identity and how her identity was positioned by others guided my
thinking. Then, I took notes on the margin of the transcripts. These notes, thinking basically along the line of my research questions, included my initial impression to the documented critical events and identity-associated insights. This time, words or concepts that fit the schemes were highlighted and put together into the second stage for further analyzing.

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Stage 3: identifying her interaction with individuals

At the third stage of the analysis, I focused on the impact of the participant's interaction with individuals among the critical events on her shift of professional identity. The relevant data were put into the third column. After I analyzed all the transcripts, I went through all the notes in my columns and read again the corresponded transcripts with discretion.

During the final stage of the data analysis, the research questions were addressed. The entire research analysis were conducted iteratively and reflexively. Namely, before conducting further analysis, I reviewed results from the previous analytic stages to carry on further interpretation .

Trustworthiness

Trustworthiness of this study was guarded by two measures. First of all, this study employed multiple data collecting methods, including oral narratives, semi-structured in-depth interviews, class observations, a small group discussion, and follow-up semi-structured in-depth interviews. Second, member checking was adopted. When the audio data were transcribed by the researcher into written forms, the participant was inviteded to check the accuracy of the transcribed content by having on-line discussions with the researcher in LINE, a social-networking app.

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CHAPTER FOUR

Findings

To address the first research question, this chapter focuses on the critical events that Kay encountered along with the shifts of her English teaching identity. These identity shifts are presented in chronological order, from her teaching practice in student life, practicum in School B, English teaching experience in School C in China, transitional period from China to Taiwan (the context-detetched period), to her current English teaching practices back in Taiwan (School D).

Two EFL contexts: Taiwan and China

To present a clear picture, this section reported the similarities and differences of two EFL contexts the participant had served in. First, Taiwanese junior high school students in general were expected to have a satisfactory test performance for their high school entrance test. Also, junior high schools in Taiwan had difficulty recruiting enough students, whose number was getting lower due to the lowe birth rate. In this situation, Taiwanese English teachers were found to face more workload, and more workplace competition.

On the other hand, School C in China was a boarding school that was established to meet the learning needs of the children of Taiwanese businessmen. This school had both junior high and senior high schools, so students, though still had to take the High-school Entrance Exam as regulated in the educational policies, did not have as much academic stress as Taiwanese students. Also, teachers in School C were found to have limited teaching resources in China, due to the fact that School C also used Taiwanese teaching materials and that in China it was difficult to search online for relevant materials to aid teaching.

Kay's teaching identity shifts started with her struggles to identify herself with expected roles that people viewed for a so-called "good English teacher." The

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following events, starting with those in Kay's student life, revealed her identity shifts through interpersonal interaction.

Teaching Practice in Student life (2013): From a Confident Leaner to a Student Motivator

Critical Event 1: English learning experience in a kindergarten

Kay's interest in English learning started early in a kindergarten class. She stated in the interview what it was like being a small child looking at her teacher and classmates:

> The teacher sat herself on the desk, holding something like a book and telling them (students) stories. Suddenly she asked: "Do you still remember how to say *bird* in English?" My classmates just looked at her with absent-minded faces. I wondered to myself, "Wasn't it the word that she just taught us yesterday?" I stepped forward, saying, "bird!" In response, she (the teacher) just looked at me with a rather surprising expression. It was at that very moment when I thought I was better than other people. I thought to myself, "Well, people are kind of dumb, forgetting what the teacher just told us." Then I began to feel that I was quite fond of this [English]. (7/31/2018)

Kay's sudden participation in class and the immediate reaction from the teacher boosted her self-confidence, sustaining her interest in learning English from then on.

Critical Event 2: Her father's view for education

Later, her father's conservative view of English learning led her to view school education and tests as the major stimulator for her English learning. She mentioned,

> Our family tend to be more conservative in terms of education, so he [my father] wouldn't pay for extra English courses. Later, my homework got

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more loaded. It's impossible to engage in those activities [classroom games]. So I just pushed myself to study English through tests. I learned English all through tests given by school. (7/31/2018)

Critical Event 3: Preparing for senior high school entrance exam

Her motivation in following school test demands, in combination with her confidence and interest in English learning, allowed her to study English without going to activity-based English cram schools. On the other hand, in describing her initial experience in learning in grammar-focused cram schools, she also mentioned,

> Two weeks into the course, I felt that the cram school did nothing but cramming grammar because he [the cram school teacher] felt that, as ninth graders, we needed to deal with senior high school entrance exam. I didn't like it. No speaking. Just grammar. I felt very irritated, so I quit all the courses there. After that, I didn't go to any cram school. Basically I did not attend any cram school English classes ever since. I learned English by myself. (7/31/2018)

In summary, Kay basically relied on school English courses to develop her English proficiency. She refused to attend cram school like her sisters. Even though her scores might not be high, she had confidence in herself and her English performance.

Critical Event 4: Failed Attempts as a Tutor

Kay's English learning interest was boosted since childhood, allowing her to successfully gain admission to a college in Taipei where she majored in Foreign Languages. In her second year of college, her good English brought her a tutoring opportunity. Although this one-on-one teaching experience did not go as well as she had expected, the inspiration she gained from this experience made her get into English teaching, with the purpose to bring out the learning interest of her tutee.

> I became a tutor in the second year of college. I thought teaching was interesting at the time; I could think about how I was going to teach in order to make my

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students understand. So I spent a lot of time thinking about and designing my teaching, and I thought I was quite capable in this area. I don't mean to brag about myself or show off. Rather, I thought I was willing to learn, and I would put whatever I learned into teaching. I was quite adaptive, and I learned fast, always having lots of ideas. So, it was the tutoring job in my sophomore year that allowed me to discover my interest in teaching.

(7/31/2018)

Interestingly, she did not think her teaching in English was successful at this time, although it did trigger her interest in taking teacher education courses and studying hard to become a teacher. She said,

> Oh! I have to say this first: I was actually teaching math, and English was just an additional subject that I was asked to teach. What was really hilarious was that my tutee became really interested in math with my teaching. As for English, [no matter what I did as a teacher], he was still not interested. I thought this could be the biggest failure of my career. I made up my mind to take teacher education courses, studying very hard and treating the courses more important than anything else. (7/31/2018)

Critical Event 5: Being an Intimidated Remedial Class Teacher

From the tutoring experience, Kay's motivated, school-centered identity as an English learner was transferred into one that attempted to motivate the students and raise the learning interests of her students. Also, the role of school education in her student's life is found to be important for reflection later in her identity struggles as an English teacher.

For instance, her English teaching identity was challenged by the first class, a remedial that she taught in School A:

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> When I stepped into the remedial class, I saw some athletic students, along with other students. I still can't forget my feelings. They looked at me like saying**:** "Let's see what tricks you are capable of playing." And it was very painful going to their class, because they didn't really interact with you. And
> you can see that their English, though all very poor, had some gaps [in their English proficiency]. Some can't even pronounce the words. Others can read textbook lessons and memorize words. For a novice teacher, teaching in a remedial class is actually a big challenge. (8/6/2018)

The experience of teaching English in the remedial class challenged her original teaching goal. Rather than motivating students, in this remedial class with low-achievers, she needed to start with pronunciation and vocabulary memorization. With the lack of teacher-student interaction and the emphasis on
teaching to meet the basic requirements, this experience was "painful," particularly when students regarded all of her teaching designs as "tricks." However, gradually the feedback she received from them was surprisingly good. In describing students' feedback, she said,

> And then, every time … on the feedback sheet, they [the students] would write to me something very positive, saying, "Teacher, thank you. You make me feel that my English is quite good." "I don't really hate English that much now." "I like English more now." Or, "I think that I will learn English in the future." These kinds of feedback made me know that my teaching was effective. I had the ability to change the students' views of English. Because of such comments, I persisted more and decided to stay on this path. (7/31/2018)

The students' feedback, along with the faith that she could change the students' views for English learning in School A, showed that her teaching was successful. Originally taken as one that serves to motivate students' learning interests, her goal after the remedial class event shifted into plurals that combine interests with effectiveness. Table 4.1 shows a clear picture of the sorted data in this period.

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Table 4.1

Teaching Practice in Student life in 2013

Critical Events	**Identity Positioned**	**Interaction with Individuals**
Tutoring Experience	Positive: Confidence in learning=> Motivating Students	Direct (tutee)
Remedial class in School A	Negative: "painful" "didn't really interact with you…" Positive: written feedback	Lack (students) Indirect (students) => Positive interaction => Continued career

Practicum in School B in 2014: a Fixed Role: Struggling in Being a Test-taking Trainer

After School A, the path of English teaching was then taken with strong confidence. However, in the subsequent events occurring in School B, where she began her educational internship, the contextualized expectation for a qualified English teacher had brought doubts and struggles not only to her teaching beliefs but also her self-perceived value of existence.

Critical Event 1: Her class observation experiences

To begin with, in School B, where she had to learn from other senior teachers in class observations and teacher-student interaction, the first event that

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foreshadowed her identity struggle was dealing with the teaching methods of a senior English teacher in whose class she observed. In describing her class-observation experience, she said,

> During the internship, I was a little influenced by the English teacher at school (school B). She was very traditional. Her way of teaching was very traditional. What made her interesting was that she taught in a way that students understand. Although very traditional, her students liked to be in her class. She taught with exaggerated gestures… The second reason was that she would share simple life episodes with the students. (8/6/2018)

The traditional and easy-to-understand way of teaching, as well as life-experience sharing and lively gestures, were found to be useful and also effective in winning students' favor, although Kay's negative recognition for the method was revealed through her comment, "still very traditional." On the other hand, the class management skills of another teacher in School B had positively impressed her. She said,

> It happened that he was a teacher who talked with logic and art. After all, he taught Chinese. And then what made him awesome was that the things he said were reasonable. I still remember he told me that students will give in to you if your speech is logical. I think he was making a good point. There was a time I saw him spending at least half an hour lecturing his students. Wow, the logic behind was very well-planned! I really learned a lot from this. (8/6/2018)

The teacher's class management skills taught Kay to be "reasonable," also with "logic," so that students will "give in" to her. To this end, the negative view for traditional teaching method, and the positive effect of the logical management style, had synthesized into the following reflection. She reported,

> During this time (School B), I think what I learned the most was that people wouldn't care about the way I taught, as long as I could manage a class well. So I think my way of teaching, though I did try to do some activities, was

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> greatly affected by the (English) teacher. I taught in a very traditional way. I mean in the grammar part. Still very traditional. (8/6/2018)

Kay's self-criticism on her way of teaching in School B was found to be consistent with her previous wish that sought innovative teaching designs to motivate students. In School B, she considered winning the favor of the students, whether in terms of teaching practice or class management, as the top priority to the degree that "people wouldn't care about the way I teach as long as I can manage a class well." While reflecting upon her inner conflict between her idealistic and the traditional way of teaching that she observed in this stage, she said,

> Up to the second semester in School B, I somehow began to doubt myself: Is my teaching supposed to be just like this? I had observed many teachers' classes at the time. But observation is just observation. They….because School B was a school that sees students' academic performance as the top priority, I still felt that I didn't learn anything new. I had been teaching my students in a standardized way. My own thought was like this: So grammar translation was not all bad, but I just wasn't satisfied. Then I was wondering if I just really, really ended up becoming a teacher like this [the teacher being observed]. (8/6/2018)

The lack of pedagogical improvement was found to be the main source of identity struggle. Also, class observations were found to be "just observation," with Kay recognizing that the teaching context in School B was for pushing students for higher education.

Critical Event 2: Encountering false accusations from a student's parent

With this identity struggle between being a test-taking trainer and student motivator, the following event, dealing with teacher-student, teacher-parent interaction was also found to be critical for her next identity shift.

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> Then there was a student's parent who got very unhappy because I asked his kid to do his homework. The kid said that I made him stand to the degree that he felt his legs were almost broken. Oh, let me make it clear. I did punish him by asking him to stand, but not for as long as he claimed. To get back to the point, I met a dinosaur parent [the parents who spoiled their children and put all the blame on teachers] during my first year, and he filed a complaint to the Office of Academic Affairs. My seat was right there in the office because I was an assistant administrator then. The team leader and the director knew my condition very well, and the one picking up the phone call
> happened to be the team leader. He knew right at the moment that the parent was a trouble. He just told me to watch out for the parent. After that, they
> didn't do anything to me. Quite on the contrary, the team leader comforted me, saying that nowadays we see a lot of these parents, and I should not take it too seriously. However, I did have the feeling that my passion was getting splashed with cold water. I felt baffled. I treated you very sincerely, but you treated me like this, causing me to start wondering whether I should continue on going down this path. And later in School C, I slowly left this incident behind me there; I was backed up by the parents of my class. But I did doubt about whether I should continue then. (8/6/2018)

The traumatic experience Kay experienced brought her to question her own teaching career. The "cold water" she experienced in the second event further generated a new shift of her self-perceived teaching identity. In the interview she reflected on what she was only confined to do in School B, saying,

> At School B I was just a teacher who focused on teaching, not a homeroom teacher [teacher advisors]. So, when students had problems, they would be reported to the homeroom teacher. So I only needed to take care of my teaching. (8/25/2019)

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This reflection of "only needing [needed] to take care of her [my] teaching" revealed the lack of teacher-student, teacher-parent interaction during her teaching career in School B. This confinement of Kay's professional capability hindered Kay to develop a positive professional identity, being "just a teacher who focused on teaching." This contextual constraint on her teaching experience was also found to have further influence on her test performance in the Teacher's Certification Test. In regard to her perspective on the Test, she said,

> I still needed to prepare for the Teacher's Recruitment Test. I was thinking: should I just keep on taking the test? Because, to me, this was all the experience I could get in School B. The other substitute teachers (teachers with one-year working contract) had taught in the school for five years. And they ended up only teaching to the eighth grade at most [with teachers of permanent positions teaching nineth graders]. While I took the Teacher's Recruitment Test, I did pass the first trial. But at the second trial, I drew my lots and was assigned to teach the ninth grade's lessons. And of course I didn't perform very well. So I didn't pass the test. (8/6/2018)

The loss of prospect for gaining more teaching experience, and the lack of teacher-student, teacher-parent interaction in School B shifted her teaching identity further, linking her career with School C. While describing her feeling to the Taiwanese English teaching context, she said,

> Then I saw the educational environment in Taiwan, thinking about it was quite tiring to go to the Test [the Teacher's Recruitment Test] every year. So I finally decided to teach in School C. At least I could take a look at the world out of Taiwan, and a private school seemed nice. (8/6/2018)

With the decision to teach in School C, a new prospect was opened up, intending to "take a look at the world out of Taiwan." Thus far, Kay's identity struggles came from the pedagogical, interactive, and professional constraint of

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School B and the "tiring" Taiwanese educational context in general. These struggles had led her to reject the expected identity in School B. In describing on her feeling of rejection, she said,

> A good English teacher is one who teaches them (students) to use this language. But it turned out that I taught them dead knowledge, just how to use grammar. It was test-centered. So I think… a little bit… this is why I applied for School C to try. I really thought that the English proficiency of students in School B was good enough. They probably wouldn't need someone like me to teach them. (8/25/2019)

To this end, the unwanted feeling derived from Kay's English teaching experience under the "test-centered" context in School B, along with herself criticizing her own teaching practice as one that taught "dead knowledge," had altogether made her question the reason for staying in Taiwan. She finally decided to quit teaching School B and begin her three-year English teaching career in School C in China. Table 4.2 shows a clear picture of the sorted data in this period.

Table 4.2

Practicum in School B

Critical Events	**Identity Positioned**	**Interaction with Individuals**
Class observation	Negative: Traditional teaching style	Indirect (teachers)
Dinosaur parents	Negative: "Splashed by cold water" Dead knowledge vs. using it	Indirect: parents;students Direct: her director Negative interaction => resigned and sought to develop her teaching style

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Teaching Practice in School C from 2015 to2018: From being herself to an Identity Struggler

To present a clear picture of School C, this school is a boarding school for the children of Taiwanese businessmen. Students study and live at the school. Though junior high school students still have to take the Taiwanese Senior High School Entrance Test, they are more likely to ascend to the senior high school branch due to their residential convenience. During the three-year teaching experience in School C in China, Kay's interaction with her students and their parents were found to be plentiful. In this period of time, the teaching context allowed her to develop and reinforce her ideal teaching approach. Abundant interaction with students and parents alos helped facilitate her own positioning as a self-perceived good English teacher.

Critical Event 1: Teaching the take-over class

The first critical event revealing Kay's shift of identity occurred while taking over a class from a teacher. Contrary to her positive imaginary prospect of the "world outside," the initial class management experience turned out to be challenging, to the degree that she began questioning her eligibility of being in the profession. While describing her encounter, she said,

> I felt extremely frustrated at the so-called "Stepmother Class" [i.e., a class whose original teacher left and was taken over by a new teacher], because the previous teacher did poorly at managing the class. So the students all chatted and slept in the class. The learning atmosphere in the class was non-existent. To think of it still makes me feel a little haunted even now. Among all classes, the former teachers of the specific two classes were young [without much experience] and I thought their class management skills must have been not very good, either. So the students did not listen to

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them. Plus the fact that the trouble students of both classes were gathered in my class. I was really frustrated. I needed to take a deep breath when I was about to step into their classroom… Sometimes I felt like I was on a one-man show, with students not really listening. And I couldn't bear watching students sleep in class. Sometimes they would show me the face, even talk back if I woke them up. Sometimes they said, "How boring!" when I did activities. In a nutshell, I felt extremely painful at the time, and also I thought about whether I was suitable for this profession, and whether I should give up. (8/6/2018)

The negative feedback from students in this "Stepmother Class," in comparison to the "fun" of her own class in the seventh grade, was the primary source of Kay's frustration. At this time, the lack of teacher-student interaction was revealed, with Kay feeling that she "was on a one-man show."

Critical Event 2: Seeking support from a director and having a new class

Fortunately, she had received the support from her director, enabling her to focus on shaping her own skills at English teaching and class management. She said,

> But fortunately in the second year, I asked the director for help. He allowed me to take my own class and dropped the eighth grade class. This made me feel completely going from hell to heaven. In my own class students were used to my teaching style, and follow my requests to do homework. Then they also felt interested when doing activities. So I just felt I was returning to myself in the very beginning. And I could slowly work on my teaching. (8/6/2018)

With Kay "returning to myself in the very beginning," the wish to raise students' interest in English learning became the target of her teaching. With full authority at her own English class, Kay began to utilize her class management and English teaching skills. While describing her teaching style, she said,

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> The unit of my teaching in School B was by class. They sat at their assigned positions. But in School C, my teaching became collaborative learning in teams. Because I felt that collaborative learning in teams could work for Level B students (students having poorer English level). They had to encourage each other. So I always went by teams, did competitions, and activities. Sort of like this. Like using a competition relationship to make them come alive and like English a bit more. (8/6/2018)

Unlike teaching a "dead language," team collaboration and competition can "make them come alive." When it comes to talking about students' performance, Kay's enthusiasm for students' performance, especially about the low-achievers, and her sense of achievement as a successful facilitator were very visible. While describing her teaching goal, she said,

> And to speak frankly, I felt that students understood better in this way [collaborative learning]. It enhanced their thinking, and pushed them to preview before class. Without previewing, they would not be able to answer questions…Everyone would do some work, and everyone would not feel having nothing to do… In this way, I found that they were very focused in class, and it helped them greatly on their understanding and listening. Although this really took a lot of time, I eventually found that students in B Level actually had the ability to go to Level A! (8/6/2018)

With this teaching method, Kay's perceived identity as a good English teacher echoes the one as an interest motivator when she was a tutor. Also, by actively rejecting to teach English in the traditional way as observed in School B, she voluntarily chose to devote herself, "taking [took] a lot of time" to demonstrate her teaching designs. In Kay's reflection, the idea for students to "recognize English as a living language" was the main teaching goal. The dialogue between Kay and the researcher below illustrates her idea:

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Kay: This is sort of like the concept of heuristics. I inspire them to know that English is a language. They need to use it. Although they face tests under school systems, they still have to know how to use it. I give them a concept: Like the first level is that you can talk, but the higher level is you can talk correctly and fluently, like the way we speak Chinese.

Researcher: So if the grammar is right, it is the higher level?

Kay: Yes, I mean actually everyone can talk (in English) now. I mean people can understand "pen pen pen; pencil pencil." Or like "bathroom bathroom," and people will know you are going to the bathroom.

Researcher: But if they use correct grammar…

Kay: Yes, they can convey the entire meaning. So what I was giving them is the concept that we need to use English accurately. Everyone can speak English now, but no one would like to say "car car, car car, car car" like a child. (8/25/2019)

Kay's class management skill was also closely related to intimate teacher-parent interaction. Comparing to her lack of teacher-parent interaction in School B in Taiwan, the specific teaching and learning context of School C in China gave birth to her new understanding of her identity both as a good English and a class teacher. While describing the teacher-student relationship in School C teaching context, she said,

> But School C is very special. Because students live in the school. And I was their class teacher. So at night in the dorm, though there were discipline teachers [teachers responsible for students' lives at School C] from China, class teachers were still in charge of problem solving, After all, the discipline teachers were unable to solve academic problems. So, the teacher-parent and teacher-student relationship was much closer, in comparison with that in Taiwan. (8/6/2018)

Thus far, the three critical events above revealed Kay's struggles both in managing "Stepmother Class" and in designing her ideal pedagogy. Such struggles indicated a shift

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of identity from being a test-taking trainer in School B, back to the very beginning one seeking to motivate students. With this identity shift, Kay taught her class in School C for three years from the very beginning to graduation.

Critical Event 3: Struggling in interacting among teachers and private life

However, in the second year, things began to change. While describing the difficulty in getting teaching resources related to the teaching materials in School C, she mentioned,

> (School C) was located at a relatively isolated environment [comparing to Taiwanese English teaching context]. [We] couldn't really find any resources (from the Internet). When teachers found resources, they would only mysteriously keep them to themselves, not willing to share. (1/17/2019)

Considering the consequences of the isolated teaching environment, the difficulty in sharing teaching resources among teachers was revealed. In addition, in describing the relationship between teachers, the lack of pedagogical interaction was apparent, as she mentioned,

> Of course this thing [that students from other classes went to Kay for solving their English problems] would have some problems in terms of my workplace relationship because it would influence other teachers. When they saw their kids asking questions to other teachers who taught the same subject, they would feel bad. So, they would tell me not to teach their students because every teacher had their own way of teaching. Students might get confused and they might end up failing to understand what they learned… In response, I would say okay, and I would not teach their students from then on. We were a team, after all. We couldn't split… (8/25/2019)

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With each teacher teaching in their own way, Kay obviously had difficulty in sharing her way of teaching to both students and other English teachers in School C. Similarly, such difficulity was also revealed in the lack of class observation opportunities. While describing the difference between public and private schools, she mentioned,

> Because School C was a private school, the competitive mentality of teachers was apparent. Each teacher might want to be the best teacher, so they wouldn't really open their classes for people to observe. So I was more like doing my own teaching. (1/17/2019)

With the lack of opportunities for Kay to observe other teachers' classes, she experienced difficulty learning from other teachers.

Thus far, the difficulty for her to have professional interaction in regard to teaching resources and teaching styles in and out of classrooms brought her to reflect on her career development. While describing her feeling in the second year, she said,

> In the second year, I felt like hitting a pool of dead water, not making any progress. Because I wasn't the kind of person who would motivate myself to improve English all day, I felt like I was getting drained, depleted. I didn't learn anything new. So I thought I would like to apply for graduate school. (7/31/2018)

The lack of motivation for Kay to "improve English all day" had drained her passion in English teaching. Feeling like "a pool of dead water", she felt the need to renew her teaching style and class management skills. After submitting the required documents and taking entrance tests, she successfully joined other English teachers who were also seeking improvement and became a graduate student of an ETMA program in Taipei, Taiwan. Thus far, without any stimulator for enhancing her English teaching skills, the self-perceived identity underwent another struggle, seeking to "learn anything new."

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During the last year of Kay's teaching practice in School C in China, she flew back to Taiwan to study in the ETMA program, and her constant struggle of enriching her teaching capability met with the following critical events, leading her to eventually resign from School C in China and entering the transitional period of her English teaching career.

To begin with, her mother's illness worried her, challenging her own reason of staying in School C. She said,

> Then my mother was sick and hospitalized, making me think again whether I want to teach in School C or not. My mother being sick made me feel not sure about the reason why I have to be with these kids in School C. So my teaching passion started to shatter. I didn't know exactly what I was doing and what education was for. But at the same time I knew deeply that I had taken this path [English teaching career] because I like it very much. (8/6/2018)

With the need to take care of her mother in Taiwan, Kay decided to come back to Taiwan. At this difficult time, she was also greatly affected by her ex-boyfriend's words. While describing her conversation with her ex-boyfriend, she said,

> Also, I met this guy, my ex-boyfriend. He would question my teaching beliefs. He often argued with me, saying: "Why do you spend that much time on students ? Is the money you earn worth to the time you spend?" At first I fought back, because I thought teaching was not just about money. Education has its meanings. But he was quite close to me, so slowly his words affected me, even to the degree that made me give up the profession as a teacher and
>
> follow him to go on working holidays in Australia. Then, my passion toward teaching slowly shattered. (8/6/2018) Table 4.3 shows a clear picture of the sorted data in this period.

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Table 4.3

Teaching Practice in School C (2015-2018)

Critical Events	**Identity Positioned**	**Interaction with Individuals**
Take-over class	Negative: "one-man show" Positive: "from hell to heaven"	Lack (students) Direct (director)
Teaching a new class	Positive: collaborative learning	Direct (students)
Interaction among teachers and her private life	Negative: "hitting a pool of dead water" "not sure about the reason why I have to be with these kids" "…my passion toward teaching slowly shattered.	Lack (teachers) Direct (private life) Negative interaction => Resigned, back to TW

Context-detached Period in 2018: From an Outsider to an Insider

Critical Event 1: Failed attempts at applying for a teaching position

Since then, her context-detached period began, being unemployed for two weeks. Despite the difficulties Kay had met from her family condition and from her ex-boyfriend, she still tried to look for a teaching position in Taiwan. Facing Taiwanese educational context, she felt anxious for not having a stable teaching position. While describing her anxiety, she said,

> Actually I had been very afraid of the Teacher's Certification Test in the Taiwanese environment. Because the number of student enrollment was

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decreasing, the need for teacher was not that much. I knew I would face the embarrassing situation that I might have no jobs unless I passed the Test and became a formal teacher in a public school. (8/6/2018)

After overcoming her fear and having had some contacts with two schools, the results of both applications added to her anxiety in the beginning. While describing the job application situation, she said,

> And before I came back, my junior high school teacher actually contacted me, saying that her school had a job opening for teachers. So we had a deal that I was going to her school. But the position was later decided not to be offered because of personnel changes. Another school where a friend of mine worked at had the same situation, having had a deal with me but later withdrawing because of insufficient student enrollment. (These two events)
> causing me to face the embarrassing situation of unemployment after I came back (to Taiwan). (8/6/2018)

While facing the jobless situation, Kay experienced anxiety and fear while "facing the embarrassing situation of unemployment." Also, she even viewed herself inferior to other ETMA classmates, most of whom are formal teachers.

Critical Event 2: Returning to be a confident teacher

However, the next event, narrating her online exchanges and a face-to-face meeting with her former college professor back in college during this unemployed period, had positive influence on her perceived identity. About the online exchanges, her former college professor's words empowered her on Facebook, a popular social networking site. While reflecting on the professor's words, she said,

> Actually I was really grateful for the professor when I was very depressed. I felt my ETMA classmates all graduated from national university, and most of them

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are formal teachers. I felt like their abilities were all better than mine. When the ETMA schedule was tight, I would complain on Facebook. The professor would encourage me in time, saying: “Think of your students and you will feel better.” “You are my outstanding student. You can do it.” These (words) all gave me great help. That’s why I would keep on walking on this path. (8/6/2018)

Also, while describing her meeting with her former college professor, she said,

> At the time he happened to come to the university where I did the ETMA. I set an appointment with him at noon. His words encouraged me a a lot. He said: “I have been wanting to look for you. I am very sorry that you made the effort to come back to Taiwan, but Taiwan has not seemed to treat you well.” … I replied shortly: “Professor, I failed on a recruitment test for a (position at a) junior high school. I am thinking about being a part-time teacher.” He instantly replied: “Don’t’ do that. Go for a substitute teacher. Try both junior and senior high schools. Don’t think of failing just one school as your problem.” (8/6/2018)

The professor’s encouragement successfully invigorated her passion in teaching during this transitional period. Her self-perceived identity as one that failed in getting a teaching position, and as one that was relatively lower than other ETMA classmates had transformed into a capable teacher that enabled her to continue her teaching career. Table 4.4 shows a clear picture of the sorted data in this period.

Table 4.4

Context-detached Period in 2018

Critical Events	**Identity Positioned**	**Interaction with Individuals**
Applying for a teaching	Negative:	Lack (teaching context)

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position	"… I had been very afraid...I would face the embarrassing situation…"	
Interaction with former college professor	Positive: "These words gave me great help."	Direct (professor) Positive interaction => Continued her career

Teaching Practice in School D from 2018 to 2019: a Class Facilitator; a Task Receiver; an Active Speaker

While teaching in School D, a Taiwanese Junior High School, Kay's identity was revealed in the following six events, including (1) the co-teaching lesson between local (Kay) and native (Gerena) teachers, (2) the eighth period as an additional English class, (3) hierarchical challenges in handling administrative affairs, (4) factual clarifications from her teacher colleague, (5) teacher-to-teacher discussions in School D and among ETMA courses and (6) her reflections on contextual contraints and her identity.

Critical Event 1: the co-teaching lesson

In the team teaching lesson where Kay was expected to act as an assistant while at the same time the native teacher, Gerena, was expected to take the main teaching role. However, Kay turned out to be the true class facilitator guiding Gerena in lesson planning, giving the teaching instructions at the beginning, and managing the class. While answering how she saw her role in the team teaching lesson, she said,

> To me, I am a little like teaching her how to teach students, just like the PowerPoint you just saw, and the lesson plan. These were created and arranged together by us. Then there were some things that she felt logically uncertain. Then I led her to understand them. As to my role as a collaborative teacher, I felt like I was sort of like an assistant. I didn't feel myself the main instructor, because I

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actually asked Gerena to lead the most part of the lesson. Because it was a collaborative teaching class. However, she doesn't have much experience. And I know my students more. After all, we only have an English lesson like this in a week… I feel like I am sort of like her… teacher? Can't be that arrogant… Anyway, it's just like me leading her, and being with her as she developed into a teacher. (10/24/2019)

Actively taking the role of a leader and a teacher in the relationship with the native speaker teacher, Kay helped Gerena to "develop[ed] into a teacher." Also, the positive relationship and the collaborative situation of the two teachers were observed and commented by an EFL native teacher trainer among the after-class focus group discussion. During the discussion, the teacher trainer said,

The positive thing is you have a good rapport, seems a little like you (Kay) were leading at the beginning, and I wonder when Gerena was going to talk. But eventually you were going back and forth, so I started to see that. You have a point-taking system. I am glad to see you are randomly calling on the students…(10/24/2019)

Though experiencing an initial confusion of who was leading to class, the teacher trainer observed the "going back and forth" collaboration with Kay initiating the class first and also allowing the native teacher to adjust her pace to Kay's students' comprehension. This a manifestation of both teachers' effort in the lesson-planning discussion before class. Another teacher observer's comment focused on Kay's class management skills. The observer said,

I found that no one[students] is an outsider. I think this is not easy. Students tend to fool around to cover their weaknesses, but in this class I just didn't see that. This is not something easy.. like I can tell the management of both teachers and the care for the kids. Like when you put them into groups. This is something that impressed me a lot. Especially those students… having the self-awareness of being in a class, especially the moment when the teacher was

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> managing the class…I remember very clearly… saying: “Hi, class!” and they will say: “Hi, teacher!” The teacher was talking about
>
> something like rules that students need to follow. Class management. This is the most critical factor making a successful class. (10/24/2019)

This observer had a strong impression on the verbal exchanges between Kay and her students, and her collaborative and competitive teaching style made “no one [is] an outsider.” Kay’s command of the class, according the teacher observer, was the “ most critical factor” that led the team teaching class to a successful one. This manifestation of Kay’s class management skills was also similar to the observation notes taken by the researcher of this study during lesson. The researcher reported,

> Kay has clear class management skills with the class: students are trained to focus on Kay’s command: Hi, class? They have to say: Hi, teacher! Before leaving the classroom, Kay insists that students give their own answer, one-by-one, to the teachers according to what they have learned in the class.

The feedback is well-supported. Students are observed to be very familiar with the class activities and how the class starts and ends. (10/24/2019)

Students’ familiarity to Kay’s teaching style was obvious, with her initiating the class, assisting Gerena in making sure that her teaching language and activities ran smoothly, as well as ending the class by asking students to produce oral feedback to both teachers. Most of the students had no trouble following the class. For low-achievers, they were also observed to be able to have full participation in their groups, asking their teammates or both teachers for clarification, and showing immediate response to Kay’s instructional language.

Critical Event 2: the eighth period lesson

In order to illuminate the reason behind students’ familiarity to Kay’s teaching style, the researcher also observed another class, the eighth period, in which some students

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voluntarily enrolled after school. Summarizing the observation record, the researcher reported,

> Kay's classroom management style is consistent with the lesson observed previously. Conversational exchanges were almost all in Chinese, the reason for which was to be asked in the follow-up interview. Students showed clear interests and participation throughout the lesson with the strong command of Kay's instructions and activity designs. All answers in student handouts are provided in the PowerPoint slides. With Kay's clear teaching style and the thorough preparation of the slides and handouts, students' interactions with peers and the teacher, though in Chinese, are found to be highly active in this class. (10/24/2019)

The consistency of Kay's teaching style allowed students to focus their attention on English learning. Students showed active interactions with peers and the teachers. However, unlike co-teaching class, the instructional language was observed to be Chinese, the students' native language. In terms of using Chinese as the main instructional language, Kay's reflection below showed her willingness to listen to and to care for low-achievers. She reported,

> I want to hear students' feedback. I would like to use Chinese to make students do discussion. In this way I can truly hear the content of their discussion, their learning outcome… and more. I thought what makes schools [formal English teaching context] different is that at school we need to look after each kid. I can't always speak English in class, because I have deep sympathy for those kids not knowing what we say without our assistance. So, to me, using Chinese (in an English class) is still very important. (10/24/2019)

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When asked why she wanted to listen to students' feedback in Chinese, Kay showed her understanding to her teaching identity in a student-centered angle. In the follow-up interview, she said,

> To me, the eighth period is to raise students' interest for learning English. But it's not like just having some fun, making some jokes and ended the lesson. This would waste too much time. So I would still like to give them some interesting content. And I also (teach the class) according to students' needs. Because most students want to learn more extracurricular vocabulary and learn more things about other countries, and daily vocabulary. Some say
> that they want to practice speaking… like these. So my course design was a combination of those. (10/24/2019)

The angle, taken as to raise students' learning interest, was a recursive identity shift derived from both her student life, and her teaching struggles at School A, School B, and School C. When teaching at School D, Kay empowered her shift of identity by resonating her class management and English teaching skills with the passion and confidence that she had when saying "Bird!" to her teacher in the kindergarten.

The two events above focused on Kay's manifestation of her teaching identity as a class facilitator and an interest motivator. However, being a substitute teacher in School D was more than teaching and managing a class for her.

Critical Event 3: Hierarchical challenges in handling administrative affairs

The following event showed a phenomenon that Kay called "eating newcomers," deeply associated with her struggles in her workplace and her self-perceived identity as a task receiver. When asked to share her workplace interaction with teacher colleagues at School D, she said,

> As a substitute teacher, actually there is a… problem. It's because (a substitute teacher is) not a formal teacher; that is to say, not a "iron-clad rice bowl" [a

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> permanent and stable job]. So, I need to see some formal teachers' faces [she needs to act in accordance with the will of formal teachers]. (There was) a subject director. He threw me many things he was supposed to do. I had a very tiring life. My time on duty was very full. But I thought I had been doing things that he should have done himself. (11/19/2019)

Kay's acceptance of the workload given by the director revealed that her contextualized identity of a substitute teacher, one that serves under one year contract, was the one suffering from the unspoken hierarchical system, meaning a senior teacher with a "iron-clad rice bowl" at school may leave his/her workload to a newcomer; a substitute teacher has to "see some formal teachers' faces." Another major event revealing Kay's "very tiring life" at School D was also related with the similar hierarchical challenge. When asked to give the most memorable experience, she said,

> After I became a team leader this year, that senior teacher [the same director] came and told me that the task of keeping meeting minutes was all on me. (He said that) the meeting before had already discussed about this: Since a substitute teacher does not get to be a subject director by turn, a substitute teacher is in charge of keeping the meeting minutes. (11/19/2019)

The voice of Kay as a substitute teacher was silenced by group decisions from the higher up. This means that the contextualized identity of a substitute teacher was regarded as a task receiver.

Critical Event 4: Discussion among teacher colleagues

However, in the second year at School D, the following reflection revealed her struggles as a silenced substitute teacher. While reflecting on her struggles, she said,

> So, there will be some struggles while being a substitute teacher. You have to touch your nose, knowing your fate and acting accordingly. But this year, while

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> he (the subject chairperson) came to me, I just told him directly: "Excuse me, I am very busy with my business. I can't assist (you)." And, actually the point is that I did ask a trustworthy teacher (about this) in private: "Is there this kind of meeting ever?" He told me there isn't. Obviously, the teacher was eating…eating young…eating newcomers [taking advantage of new teachers]. (11/19/2019)

Kay's receptive attitude toward the workplace mistreatment then changed into one that took a powerful stance. Being aware of this workplace mistreatment but still refusing with a legitimate reason, Kay's change of attitude came from the support of her factual clarification from a teacher colleague.

Thus far, the support from other individuals had been critical in supporting Kay's change of self-perceived identity. With her former college professor's support from the meeting and on Facebook, she could believe in herself again, and "keep on walking on this path" of her English teaching career. Similarly, the support from teacher colleagues to clarify the fact that she doesn't have to "touch her[your] nose" and "act [ing] accordingly" empowered her to give a say to the hierarchical mistreatment, saying that she was "also very busy on my [her] business."

The two events presented above revealed that her self-perceived identity as a good English teacher fulfilled not only her teaching ideal, but also to learn to understand the expected roles of teaching among each context. Also, she learned to seek constant support from other individuals involved so that a positive shift of her identity could occur.

To explore more about Kay's interaction with other teachers as an important source of support, the following event shows how the collective endeavor of the teachers at School D and teachers from the counseling group boost students' academic performance. While describing the teachers' effort in raising students' academic performance, she said,

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> This school was sort of in the center of Taipei city, but actually there are some disadvantageous kids. And our school is in the area of this kind of disadvantage. We (teachers of School D) will use the meeting time, or the time after class to chat a little bit and to have some conversations. You say conversation is useful or not? Actually it is very useful! Because we can know the kids in this school, and we can think of some strategies to help these kids. (11/19/2019)

In the event, advice from the counseling group teachers was given to the teachers in School D, as she mentioned,

> This school has many kids who have Cs [below average] on Comprehensive Assessment Program for Junior High School Students. So our school would get counseled. English is one of the subjects that got counseled. In average, one in every three kids would be unwilling to learn or has no interests in learning. So teachers in the counseling group would tell us that the most important (key) is to raise the kids' learning motivation. (11/19/2019)

For teachers, the task of raising students' learning motivation was considered critical in boosting students' scores. However, for low-achievers, the task of finishing homework was never within their consideration. Considering the task as her own duty, Kay sought advice from other teachers. She said,

> The teachers of this school (School D) would tell me that it is very normal for students not to do homework, because their social, economic, and family backgrounds were comparatively low. Parents don't have time correcting their kids, so don't worry too much about them not doing homework. You just have to look after them more. I can understand the reason behind. It's not my teaching problems, but the children's family's background, causing them not paying much attention on learning…We may need to do more things to help them. (11/19/2019)

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With deeper understanding to students' family background, Kay knew that she needed to "do more things." Besides, her positive attitude toward the interaction among teachers, whether in ETMA program or in School D, was also revealed in the reflection below. She said,

> In this school (School D), there are actually a lot of interaction between teachers. (The interactions) may come from private chatting, or come from workshops. These interaction and discussions are, I believe, very beneficial to teaching. Like in my graduate school, I can see various approaches of peers, and I can think of my own way of teaching. Or, I can think of things that they think but I haven't thought of. Or I can think of how to improve. This is something that schools make me feel nice about. (11/19/2019)

Despite the positive attitude toward teachers' discussion revealed in the events above, Kay's struggle in adjusting her teaching design to raise students' academic performance was also visible in her reflection toward the general teaching context of School D. While discussing how she felt about her teaching in English classes, she said,

> If we want to make kids feel that their grades are improving and willing to keep learning, I would say the only thing achievable in a short time is to use the traditional way: vocabulary, grammar, and reading. Integrative English teaching…as a matter of fact, has some difficulties in executing. Unless they have family support behind. So when I came to this school (School D), one thing I felt deeply ashamed of is that I couldn't do the thing (collaborative teaching) I did in School C. I should say that I couldn't do entirely in the way I used to do. (11/19/2019)

The contextual constraint in School D, in this case, had then become her unsolved struggle. When asked about the current difficulties, Kay said that the insufficient time for teachers to discuss teaching-related matters was the most difficult. When asked about discussion among teachers, she also said,

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> Talking about the teaching communication between native teachers, there wasn't a lot. Because, to be frank, everyone is busy doing their own thing. How many teachers teach English subject? Let me count first… one… two…three…four.. five…six. Ok, there are six people in total in the English section office. One is a class teacher, one is the subject teacher. Others all take administrative positions, including me. So, actually everyone's time is already short. They were busy with administrative responsibility, let alone having any time for discussing course content and details. (11/19/2019)

Kay's unsolved struggle was the lack of time for teacher-teacher discussion. When asked about her opinions to the matter, her synthesized identity, one that had used to be an obedient receiver from hierarchical challenge, took action as follows. She further suggested,

> If the school policy intends to go to the higher-education direction [promoting students' academic performance] with the fact that the kids can't (follow), then teachers should get united, discussing more, designing more activities that may make kids feel more interested in English. This discussion process may take more time and relatively hard. But actually when an entire set of course is designed, it will be sort of like a universal course, practicable this year, next year, and the next year with some modification at most. For me, discussion and collaboration among teachers are of course very helpful for teaching, because they can see some deficiency that teachers can't see by themselves, remind each other, and thank each other. (11/19/2019)

Kay believed that teachers can work altogether to come up a set of courses that are "universal" and "practicable." Similar to her time being sacrificed in School C in China, she predicted that more time might be needed for meeting in motivating students, because "this discussion process may take more time and relatively hard."

Table 4.5 shows a clear picture of the sorted data in this period.

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Table 4.5

Teaching Practice in School D (2018-2019)

Critical Events	**Identity Positioned**	**Interaction with Individuals**
Co-teaching lesson; Eight-period lesson	Positive: multiple roles	Direct (NET) Direct (students)
Hierarchical challenge	Negative: "Look at faces" "Eating newcomers" Positive: fact checking	Direct (senior teacher) Direct (a colleague)
Discussion among teachers	Positive: understanding students; teaching improvement Negative: lack of time	Direct (colleagues) Positive interaction => Continuing her career

Summary

With critical events showing her struggles in identity shifts among her teaching and learning history so far, Kay's interaction with people, whether existent or non-existent in each of her English teaching contexts, was found to play a major role in determining how each identity emerged. ‘

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CHAPTER FIVE

Discussion

This study examines the shift of an English teacher's professional identity in different school contexts in China and Taiwan, exploring underlying critical factors associated with the function of interactions between the participant and others. This chapter addresses the second and the third research question from two theoretical perspectives, Reflexive Positioning and Interactive Positioning (Davies and Harré, 1990), seeking to present a fuller understanding of cross-contextual teaching identity shifts among interpersonal interactions in the participant's cross-contextual English teaching experience.

R. 2. How does the participant position herself as an English teacher when she deals with the difficulties and challenges in two EFL contexts?

Having rich and direct interactions with individuals among and across EFL contexts allows the English teacher to positively take on a new identity.

Identity Negatively Positioned in Teaching Contexts

Without interaction with individuals involved in the critical events, contextual constraints influenced the participant to reflexively position herself to reject the expected roles. Echoing the dynamic feature of identity formation (Coldron & Smith, 1999; Volkmann & Anderson, 1998), the formation of the participant's English teaching identities in each context was found to be recursive. Among this identity transition process, her initial identity as a student motivator rejected the given one as a test-taking trainer. Drawing upon Davies and Harré (1990)'s positioning theory that centers on "dynamic aspects of encounters" (p. 44), the contextual constraint was found to enable

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her to constantly reflect on her own positioning as a “good” English teacher, an identity position that Kay saught to take on. Reflexive positioning, during this period of time, functioned as a recursive reminder to her initial ideal as an interest motivator. Also, her rejection to the expected roles was found to be reflexively positioned as the major factor that forced her to seek for a better environment in
School C.

The lack of interaction with individuals involved in the critical events influenced the participant to negatively position herself as being not suitable to serve in a teaching context. In Schools A and B, the difficulty for Kay as a novice teacher lied in her struggle with her self-perceived and given identity. Instead of adapting herself to the given identity as a text-focused and test-oriented teacher, Kay actively took a chance to leave the “tiring” Taiwanese teaching context.” Also, in School C, the lack of professional interaction with teacher colleagues became one of the major reasons to quit teaching. While in the third year in School C, Kay’s feeling of “a pool of dead water” thwarted her renewal of pedagogical design, and made her submit an application to an ETMA program in Taiwan, where rich observation and direct discussion of various teaching designs among peers were found to be helpful in empowering her professional identity. Besides seeking to renew her teaching designs in ETMA, another context-detaching factor was revealed in her private life, leading her to reflect upon her teaching value in School C.

Interpersonal interaction in Kay’s experience as a novice English teacher in Taiwanese context was also found to contribute to her identity transformation.This shift was found to be “relational and constructed” (De Costa & Norton, 2017, p. 10). Rather than receiving positive feedback from students and parents, her initial experience in interacting with students and parents was found to be indirect and limited. For instance, in School A, students in the remedial class showed little interest in her teaching. Although positive feedback was given later in written form, direct interaction between Kay and students was found limited. In addition, teacher-parent interaction in School B was found

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to be indirect, since Kay was a subject teacher who didn't have direct access to students' parents. With little or indirect interaction with students and parents, her interactively constructed identity was found to one-sided and receptive.

Echoing Cooper and Olson (1996)'s view of the dominant factor of socially interactive norm between teachers and other people, interactive positioning, in terms of the participant's encounter with senior teachers, was found to be of hierarchical imbalance. In Kay's first encounter with the subject chairperson, she was appointed to be the responsible teacher to take on more workload. With the chairperson's verbal implication that a substitute teacher had to follow the under-the-table rules, the institutional hierarchy was found. Interactively positioned by the senior teacher as someone with less workload and thus needs to take on more job responsibility, Kay, while her voice being supressed, reflexively positioned her identity to the expected role. In this case, the one-sided interactive positioning takes place, with Kay reflexively adapts her identity to the given position, living "a very tiring life." To this end, it seems necessary to incorporate the concept of hierarchical positioning into the framework for positioning theory in terms of exploring professional identity transformation so that a fuller and more balanced scope can be revealed.

Thus far, it was found that reflexive positioning derived from little, indirect or unfair professional interaction with other individuals let the English teacher to question her identity. The recursive presence of reflexive positioning and the one-sided situation of interactive positioning were found to contribute to a negative professional identity.

Identity Supported by Interaction

In School C, abundant and direct interaction was found helpful in reflexively positioning the English teacher's teaching identity as being herself. With rich interaction with students and parents, Kay was able to gradually come up with her teaching approaches that met the needs of her students and her ideal. By constantly reflecting upon

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her teaching practices according to parents' and students' feedback, she was able to form her own professional identity that not only fulfilled her ideal but was also appreciated by other individuals.

Direct interaction with the director was also found to be crucial in Kay's experience at teaching her first class. In School C, the challenge lied in her struggle to develop her teaching style instead of following one that belonged to the teacher whom she substituted for. Though she still persisted in her way of teaching, the support from her director as the decisive motivation for her to keep serving in School C. The interaction allowed her to positively position her identity from the institutional support so that she could reflexively position her teaching identity as one that was both recognized by school as a capable teacher and perceived by herself as a student motivator.

In School D, rich interaction with teacher colleagues facilitates Kay's identity transformation, turning into constantly evolving phenomenon (Beijaard, Meijer & Verloop, 2004, p. 122). With the experience gained from previous contexts, she actively positioned herself as a professional in terms of engaging with other teachers, displaying her own teaching style, and incorporating her teaching style into co-teaching class with a native teacher. Also, discussion among teacher colleagues for deeper understanding to the needs of students in the specific context was helpful in terms of leaving herself from the guilt of not teaching the low-achievers well. The reflection was found to be beneficial for Kay's reflexive positioning to take place positively. Discussion among teacher colleagues was found helpful to understand and recognize the difficulties each individual faces. With a deeper understanding of the teachers and the kind of challenges and contexts that they work in through discussions, interactive positioning was found to have mutual benefits in terms of maintaining and strengthening a positive identity renewal cycle.

In School D, rich and direct interaction with students also enabled the English teacher to actively position herself as an English teaching professional. The researcher also noted that her description of her co-teaching style cultivated from her experience in

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School C in China corresponded to the observed style in both the co-teaching lesson and the eighth period, the class that some students in School D could voluntarily attended after school. Interactions with students were found to be rich and vibrant, with students learning with high interest. With such interaction, the English teacher positioned hers identity as the original one that aimed to motivate students.

The positive findings related to the function of interactive positioning echoes Davies and Harré (1990)'s notion that identity is negotiated, not given. With people's positive feedback, Kay was able to positively position herself and reinforced her teaching methods.

Identity Positioned during the Transitional Period

When the participant was detached from interpersonal interactions among one's original context, the function of reflexive positioning had negative impact for identity. During two weeks of transitional period before serving in School D in Taiwan, negative reflexive positioning was found in Kay's self-reflection to ETMA classmates and her face-to-face as well as online interaction with her college professor. Her professional identity was challenged when comparing herself with other classmates. In this time, she reflexively positioned herself lower than peers, doubting herself when rejected by two Taiwanese schools because both schools had low student enrollment. On the other hand, she was interactively positioned by her college professor as an "outstanding student," and as someone who "can do it." Kay found that the advice was helpful in keeping her continue her English teaching career, allowing her to reflexively position herself back to reclaim her English teaching identity.

R. 3. What insights can be derived from the participant's cross-contextual teaching experiences for teacher's professional identity?

Having positive interpersonal relationships sustains the English teacher's willingness to serve and enhances her understanding and

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performance in an EFL context.

Kay's cross-contextual experience shows that having positive interpersonal relationships with students and parents may strengthen teachers' understanding of specific needs of students, hence stimulates teachers to generate suitable teaching designs, and form a beneficial relationship in terms of motivating students' learning interests. Also, discussion among teachers is found to be helpful in terms of understanding their students, realizing the complexity of workplace conditions and providing mental support for each other. It is also found in Kay's suggestion that providing more time for engagement among teachers to generate a series of teaching model can be helpful for students to learn with efficiency and interest.

As for identity transformation, it is revealed that having positive relationships can facilitate discussion among individuals involved in the specific context. Also, it is found to empower the English teacher to be positioned and position herself as a professional, especially when she was regarded as a novice English teacher has to obey institutional requirements and may likely to suffer from hierarchical challenges.

For maintaining and strengthening positive relationship cycle, this study suggests further that establishing cross-contextual communities for teachers to openly discuss their challenges and their teaching styles within their specific contexts is beneficial not only for teachers within their teaching contexts but also for those in search of their ideal ones. As suggested from collected data, in Kay's two-week transitional time from School C in China to School D in Taiwan, discussion and observation in ETMA program offer her a window for pedagogical inspirations. The close contact with her former college professor also provides her a source of confidence to reclaim her English teaching identity. With a cross-contextual community enabling professional interaction and for relational support among teachers from various contexts, a broader and more positive spectrum of teachers' professional identity can be further revealed.

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CHAPTER SIX

Conclusion and Implications

Summary of the Study

The present study adopts a qualitative case study method, seeking to explore the shift of teachers' professional identity of one teacher with cross-contextual English teaching experience. The participant, Kay, is an English teacher with cross-contextual experience of teaching junior high school students in China and Taiwan. Oral narratives, class observation, a small group discussion, semi-structured, in-depth interviews and follow-up interviews were applied as data collection methods. Holistic-content approach was employed to analyze and reconstruct her life stories, including her experience from her English learning, teacher training and her English teaching period. The collected life stories were also the contexts in which her shift of professional identity happened.

The findings revealed that the shifts of her professional identity occurred due to the struggles among identities expected to be performed by individuals including directors, senior teachers, students, and students' parents in each context and also the ones while interacting with individuals including students, ETMA peers and her former college professor during the context-detached time. Among the struggles, to be specific, interaction with those individuals played a part to her identity shifts. Whereas rich opportunities and direct access for the participant to engage with those individuals in tackling her perceived hardships provided empowering cycle of identity shifts, the lack of them contributed to negative ones that made her feel misunderstood, unwanted, unappreciated, and even inferior. Also, the identity empowering cycle emerged from having positive interpersonal relationships with individuals involved when she tackled perceived difficulties. The participant's perceived difficulties were students' learning goals, teacher-student, teacher-parent, teacher-teacher interaction, and fixed expectation as a suitable English teacher.

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Theoretical Implications

This study draws upon two theoretical perspectives, Reflexive Positioning and Interactive Positioning in Davies and Harré (1990)'s positioning theory as the theoretical framework. Two theoretical implications can be suggested from the findings. First, a fuller understanding of Interactive Positioning is needed for exploring the shift of professional identity in English education. The direct function of Interactive Positioning plays a part in empowering the participant among all contexts. While receiving interactive support from individuals involved, the participant is able to re-negotiate a new identity suitable to both the demands of the specific context and to her self-perceived ideal. On the other hand, the indirect or lack of such positioning may cause negative self reflection, that is, negative Reflexive Positioning.

Second, hierarchical positioning was reported from the findings of workplace inequality between senior and novice teachers. Such positioning contributed to the participant's negative view of her workplace identity and also suggested the lack of positive interaction between the participant and the senior teacher. This finding suggests a deeper understanding to workplace hierarchy among teachers in terms of how teachers position each other and its effect to workplace interaction and underlying relationships. With the two theoretical implications being suggested above, it is hoped that the theoretical findings of the present study can complement Positioning Theory in the area of English teachers' professional identity, especially while being drawn upon to explore the novice ones'.

Pedagogical Implications

Drawn from class observations, a focus group discussion and interviews' data, the following pedagogical implications include the following four parts.

To begin with, richer interaction between both native and local teachers to gain mutual understanding for their pedagogical designs and the specific needs of each class

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can increase the collaborative performance during class operation. Also, positive teacher-student relationships developed by active interaction with students may help English teachers to obtain deeper understanding to their learning needs and individualistic struggles. Next, having positive relationships between teacher colleagues can benefit teachers' professional performance in teaching and pedagogical collaboration. With positive relationships with other teacher colleagues, a suitable pedagogy was wished by the participant to come up collaboratively so that students in School D can be interested and more willing to learn English. At last, establishing a cross-contextual community for English teachers to share their pedagogy and discuss their contextual difficulties may help pre-service and in-service teachers to gain pedagogical, mental, and relational supports.

Limitations of the Study

Two limitations are indicated as follows. First, the researcher's observations were only limited to one school context. More cases having such experience are needed to be investigated fot having a broader understanding. Second, findings of this study related to the participant's teaching experience and interpersonal interaction including in Schools A, B, and C, are her self-reports, which may not reflect the reality. Thus, conducting interviews and observations with those individual involved in the reported events in Schools A-D may be useful to gain authentic data.

Suggestions for Further Research

This study has revealed the professional identity shifts in terms of the participant's interaction with individuals among each context. However, the understanding of such identity shifts from workplace interaction must be enriched. More perspectives from other individuals involved are necessary. Also, novice English teachers may be likely to experience negative workplace treatment, which may suggest the lack of awareness training in formal training programs. Thus, it is hoped that more research efforts can be

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devoted to obtain a comparative and deeper understanding to the content of formal English teacher training.

Conclusion

Under the effect of globalization, more English teachers have been capable of teaching cross border. However, the shift of their professional identity that underlies their experience has not been explored deeply enough. The current study revealed that the shift of one English teacher's identities is associated with her positioning from her own perspectives and from her interaction with the individuals involved in different schools. Whereas insufficient, indirect interaction or hierarchical mistreatment may emerge negative identity, English teachers' professional identity may be enhanced by having positive interpersonal relationships if given rich, direct, fair access to voice their opinions, if authorized more time to collaborate with each other, and if supported with positive feedback from individuals involved. We wish that this study has presented an insight into the ongoing development of English teachers' professional identity among the shift of contexts and to help researchers, educational policy makers, and trainers of formal English training programs to better understand, and support the needs of in-service and pre-service English teachers.

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APPENDIX A

Interview Questions

First Oral Narrative

English Learning Experience
Topic Question: Can you talk about your English learning and teaching experience? **Suggested Questions:** **I. English Learning Background** 1. When did you start learning English? 2. What motivated you to learn English? 3. In what institute did you learn English? 4. What were your motives for continuing or stopping learning at these institutes? 5. How did you think of your English ability? **II. English Teaching Background** 1. What motivated you to become an English teacher? 2. Talk about the training you received from the teacher training courses. 3. Talk about your English teaching experience in different contexts.

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Second Oral Narrative

Focus 1. Supplement for the First Narratives: Career Development
Topic Question: Can you talk more about your choice for becoming an English teacher? **Suggested Questions:** **Academic Performance and Family Background** 1. How was your grade at school? 2. How were you parents' attitude toward you career development?
Focus 2. Supplement for the First Narratives: Setbacks
Topic Question: Can you talk more about your experience among teaching contexts in Taiwan? **Suggested Questions:** **I. Initial Experience** 1. How was your initial English teaching experience? 2. How was your interaction with the tutee? 3. What did you learn from this experience? **II. Teaching Experience in Taiwanese Contexts** 1. How was your initial class-teaching experience in School A? 2. How was your interaction with students? 3. How did you feel about your teaching? 4. What did you learn from this experience? 5. How was your class-teaching experience in School B? 6. What was your class observation experience? 7. How was your interaction with students? 8. How did you feel about your teaching? 9. What did you learn from this experience? 10. Was there anything different between the way you wanted to teach and the way you learned to teach?

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III. Teaching Experience in a Chinese Context

Suggested Questions:

1. What was the motive for teaching in School C?
2. How was your initial class-teaching experience in School C?
3. How was your interaction with students, parents and teacher colleagues?
4. How did you teach? Was there anything different between the way you wanted to teach and the way you learned to teach?
5. Was there anything similar with teaching in School A and B in Taiwan and teaching in School C in China?
6. Was there anything different between teaching in School A and B in Taiwan and teaching in School C in China?
7. How did you feel about your teaching?
8. What did you learn from this experience?

III. Teaching Experience Back in a Taiwanese Context

Suggested Questions:

1. What was the motive for leaving School C?
2. How was the situation of applying for a teaching position back in Taiwan?
3. How did you teach? Was there anything different than the way you taught before?
4. How was your interaction with students ?
5. How was your interaction with teacher colleagues? Was there anything different than the situation in School C in China?
6. What did you learn from this teaching experience?

7. How did you see the roles of school education?

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The First Interview

Adaptation of English Teaching Identities among Teaching Contexts
Topic Question: Can you talk about the teaching roles that you were given among each of your teaching context? **Suggested Questions:** 1. What were your job requirements in each context? 2. How did students and teacher colleagues see you? 3. How did you see yourself? 4. Were there anything different than the role you saw yourself and the role you were perceived by people? 5. What were some situations that you found different in terms of the teaching environment among School C in China and Schools in Taiwan? 5. Were there anything different than the role you were expected to perform in Taiwan and the role in China? 6. What are some changes about how you teach English from the experience? 7. What are some changes about how you see yourself as a good English teacher from the experience?

The Second Interview

The Participant's Self-perceived good English Teacher
Topic Question: What do you think about the way a good English teacher should be like? **Suggested Questions:** 1. How did you see a good English teacher should be like in your teaching experience in School A and B in Taiwan? 2. How did you see a good English teacher should be like in your teaching experience in School C in China? 3. How do you see yourself as a good English teacher in School D in Taiwan?

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Follow-up Interview

Self-perceived Teaching Roles in Co-teaching Class and the Eighth Class
Topic Question for Co-teaching Class: How did you see your teaching roles in Co-teaching Class? **Suggested Questions:** 1. What do you think are the differences between the teaching roles of the native teacher and you? 2. How is your workplace interaction with the native teacher? 3. How do you think about your interaction with the students in this class? 4. What help do you think you need in teaching this class.? **Topic Question for the Eighth Class:** 1. What do you see are the differences of your teaching roles in this class comparing with the co-teaching class? 2. What do you think about the pros and cons of these two classes? 3. What was your interaction with the students in this class? 4. What do you think about your usage of students' native language, Chinese, in this class? 5. How do you think about the use of English and the use of Chinese in an English class in a formal English learning context? 6. What do you think a good English teacher should do to enhance teacher-student interaction in English class? 7. What help do you think you need in teaching this class.? 8. What do you think about supplementing vocabularies in an English class?

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APPENDIX B

Class Observations

Co-teaching Demo Class

Time: 2019/10/24 11:20 AM – 12:05 PM Total: 45 minutes			
Co-teaching teachers: Gerena (USA) ; Kay (Taiwan)			
Teaching Objectives: World Food Day: Recycling Materials: PowerPoint; Worksheet Learning and Teaching Environment: fast-paced, instruction-focused. Students: 4 groups in total, each group has 5 students; 20 in total			
時間	課程與活動	老師說的話/行為	學生的說的話/行為
11:17	Warm up	Foreign teacher gives a start to remind students the topic	see pictures on the screen
11:18	Vocabularies K gives a start of a certain range of words; W elaborates on the words and leads activities.	Kay teaches vocabularies; activities	a lot of repetition group activities: teachers pick a number; the slowest member to stand get to repeat the words with Kay.
11:27	Working on Students' Worksheet	Going around the class and Providing assistance	The words are provided on PowerPoint; students copy the words into their empty spaces
11: 29	Vocabularies + In-group	K leads the repetition; Going into each group to	following teachers' instruction and

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	Repetition+ Activities	lead in-group repetition;	pronunciation
11:32	Video Watching: L1 video on recycling topic; students are already familiar with the content. 3 videos in total; 1. Taiwan: interview with an elderly. 2. Taiwan: truck recycling process 3. America: truck recycling process	K raises questions and leads sentence reading with the class; Q A Mode: Ask questions, but no time for students to volunteer answering, and then K leads the answer reading. W does activities: information guessing and checking on the previous video.	repetition guessing following instructions; students apparently know what the teaching is saying and while watching the video, they discuss what they see with L1 with their groups. Students focuses on the Kay's saying. Some students can understand; others don't. Atmosphere is pleasant.
11:45	Focusing on the worksheet	Assisting each group to finish their worksheet. W and K makes sure students understand the content.	Students discuss the worksheet with their group members. Some students don't understand what K has said, so their attention has waned, until teachers

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			give further help. Students are not given longer time to volunteer answering.
11: 48	Comparison: Taiwan vs. America	W: asking Q related to Taiwan. K: leading sentence reading shown on the PowerPoint.	Repeating after the teachers. Although students show attention on the content. But some students clearly do not understand what K says. “I can’t understand English!” “What did she just say?”
11: 55	Last part: Open-ended questions.	K leads the questions. Both K and W go among groups to assist students finish their worksheet.	Some students still can’t understand. But some students help each other. Some students try to say: “Hot… Water… Die…” “I don’t know.” Some chat in L1. Some ask for W’s help: “Teacher Kay…” Not all students focus on task.

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12:00	Speaking Task How do you save the world?	Providing Worksheet Assistance	Focusing on the required feedback as a task that needs to be performed before they leave the classroom. Almost all students use the given answers to speak to the teachers before leaving. Some say: “Recycle!” Others say: “Don’t waste!”

Researcher’s Notes.

Some students showed interest in the pictures but showed confusion in Gerena’s English. Most students could repeat after the teachers. Most of the time was devoted to repetition. Time was not given for conversation. Answers were provided on PowerPoint. During repetition, Kay played the role as a leader leading the class. Class had the music to start and to end. Students were instructed to finish the worksheet and hand in to the teachers.

Students were very familiar with the class learning mode. Kay had clear class management skills with the class: students are trained to focus on Kay’s command: Hey, class? They have to say: Hey, teacher! Before leaving the classroom, Kay insisted that students gave their own answer, one-by-one, to the teachers according to what they had learned in the class. The feedback was well-supported. Students were perceived to be very familiar with the class activities and how it started and ended.

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The Eighth Period Class

Teaching Objectives: Australia		Materials: PowerPoint Slides; Student Handouts	
Time: 2019/10/24		Length: 45 minutes (16:15 PM – 17:00 PM)	
Learning and Teaching Environment: passionate; fast-paced; Instructed in Chinese			
Students: 15 in total, divided into 5 groups, each group has 3 students			
時間	課程與活動	老師說的話/行為	學生的說的話/行為
16:20	Topic Introduction	Pictures; English is the main language at the beginning, but handouts are explained in Chinese.	Repetition; Some students try to answer W's question
16:22	Focusing on Worksheet I	Use worksheet to guide; Use activities to create competition.	Use Chinese to speak freely; W responds accordingly.
16:24	Activities: Focusing on the worksheet. Students need to go around and ask other students the questions on the worksheet.	1. W double checks students know the meaning and subdividing the group by using Chinese instructions. 2. Speaking Chinese is not allowed. 3. Classroom management: "Eyes on me." Students say: "Eyes on you." Teaching instructions are mostly in Chinese. 4. Students' answers are examined by W.	Students are highly engaged into this activity. Stopped when just copying one another's answers. Some students ask W some questions. All students actively follow W's commands.

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16:31	Changing Questions (Related Grammar)	W uses Chinese to explain grammar and challenge students by changing the questions. Classroom Management: Using a calling activity to get students involved. Whoever is the slowest to stand up needs to answer the questions.	Students are highly engaged. To avoid being the slowest one to stand up, all students are paying their best attention. No one is chatting, all looking at the screen.
16:37	Video Watching	W asks students to watch the video and remind them that the video is related to the following activity. W uses Chinese to help student understand the video. When seeing sentences that are suitable to students' level, W encourages students' to translate. Applause is given when students perform successfully.	Students watch attentively. Also, they shouted a little, danced a little with the music, amazed by what image they find interesting. Though not knowing most of the English in the video, students can understand following W's explanation.

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16:43	Discussion (Before students work on their worksheet)	Using questions to solicit students' thinking. Most of the instructions are in Chinese. W attempts to make the questions related to students' lives.	Almost no students react to W's questions; however, creative answers are provided by active students in English.
16: 45	Focusing on the Worksheet	W asks students to finish the Worksheet. Without giving time for students to come up with their answers, W shows suggested answers on the slide. All classroom language is in Chinese. Students are asked to guess the English words that W describe.	Students focus on finishing Worksheet. Some active students shout out their answers. W gives feedback, mostly repeating what students have shouted.
16:55	Presentation	W ask group leaders to present their worksheet on the stage. Word Repetition is observed. Each word is being repeated and explained with Chinese.	Students find other group's worksheet funny. Some are laughing, screaming, using Chinese to shout out their feelings. W helps their sharing go smoothly by being a

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			member of the comment-giver, also attending to each student's comment.

Close-Up: Worksheet are being collected. Points are taken. Class is dismissed.

Researcher's Notes.

Kay's classroom management style was consistent with the lesson observed previously. Conversational language was almost all in Chinese, the reason for which was to be asked in the follow-up interview. Students showed clear interests and participation throughout the lesson with the strong command of Kay's instructions and activity designs. All answers in student handouts were provided in the PowerPoint slides. With Kay's clear teaching style and the thorough preparation of the slides and handouts, students' interactions with peers and the teacher, though in Chinese, were found to be highly active in this class.

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