**A narrative inquiry of primary school EFL teachers’ professional identities and their language teaching practices**

**小学英语教师职业身份及其语言教学实践的叙事探究**

By

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**Abstract**

With the increasing globalisation and urbanisation of China, English education, especially that offered at the primary level has seen remarkable developments. These developments were driven by the issuance of the new English curriculum standards in 2001 and the re-layout of compulsory education schools in rural areas for mergers with their central township counterparts since 2012. These approaches have significantly affected both primary English education and primary EFL teachers in the country. Drawing on narrative inquiry and positioning theory, this study probed into the narratives of eight primary EFL teachers in Liyu Town, Yue City, Jiangsu Province. It elucidated the professional identities and language teaching practices of the participants by analysing the subject positions reflected by their discourses and corresponding positioning mechanisms. Triangulated narrative data revealed that the teachers deploy similar sets of positions to describe themselves and different others. They construct their professional identities through affiliation achieved by identifying with or rejecting positions. The constructed identities not only capture the participants’ own perceptions about who they are in a central township primary school but also provide insights into how and why they narrate their experiences in such a way. The findings present implications for teacher development and management, particularly in terms of teacher education, policy making and administration.

***Keywords***: English as a foreign language; Teacher professional identity; Narrative inquiry; Positioning theory; Critical discourse analysis

**摘要**

随着中国日益全球化和城市化的发展，英语教育，尤其是小学阶段的英语教育有了长足的发展。这些发展是受到2001年新英语课程标准的发布以及2012年以来农村义务教育学校与乡镇中心小学合并的重新布局所推动的。这些变化极大地影响了我国的小学英语教育和小学英语教师群体。本研究借鉴叙事探究和定位理论，探讨了江苏省跃市鲤鱼镇八名小学英语教师的叙事。通过分析参与者的话语和相应的定位机制所反映的主体定位，阐明了参与者的教师职业身份和语言教学实践。三重叙述数据显示，教师们采用相似的定位来描述自己和他人。他们通过认同或拒绝定位而建立附属关系，从而建立自己的职业身份。建构的身份不仅可以捕捉参与者对自己在乡镇中心小学工作的认识，而且可以洞悉参与者如何以及为何以这种方式叙述自己的经历。研究结果为教师和学校管理者提供见解，特别是在教师教育，政策制定和管理方面。

***关键字***：英语作为外语（EFL）；教师专业身份；叙事探究；定位理论；批评话语分析

**DECLARATION**

I hereby certify that this dissertation constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions or writings of another.

I declare that the dissertation describes original work that has not previously been presented for the award of any other degree of any institution.

Signed:

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**Chapter 1. Introduction**

English as a lingua franca has become increasingly prevailed with the significant economic growth and globalisation over the past two decades, making English education one of the important focuses in Chinese education to better facilitate economic growth and international developments. In addition, recent developments and regulations in the primary English teaching domain of China as well as the overall planning of compulsory education significantly affect both primary English education and primary teachers of English as a Foreign Language (EFL) in the country.

Initially, in 2001, the Ministry of Education (MoE) in China issued English curriculum standards for compulsory education - the first standards officially outlined for primary English education (China, MoE, 2001). Compared with the previous practice wherein English teaching starts at junior middle school, the current requirement is for English teaching to commence at grade three in primary schools. Accordingly, in autumn of the following year, primary schools in China gradually started to offer English courses beginning in grade three. However, with the popularisation of primary English teaching, it also faces challenges and problems, particularly the teaching force shortage and teacher development (Nunan, 2003; Yang, 2004). Subsequently, the national re-layout of compulsory education schools in rural areas (China, MoE, 2012), as a response to increasing urbanisation and decreasing population in the country, drove a development in which many village primary schools were merged into their central township counterparts. A decrease of 43.2% in the number of village primary schools, from 65,525 to 37,217, was seen in 2015 (China, MoE, 2016). This approach has significantly transformed the overall development and management of township primary schools as well as their EFL teachers. This transformation, in turn, has gradually transformed the global image of EFL teachers and their language teaching practices, as well as the formation of their professional identities. Corresponding studies on this emerging phenomenon and the transformation that it brings have considerably concentrated on the perspectives of outsiders, and few have included the views of teachers concerning their professional contexts and identities (Zhao & Fu, 2018). In China, one of the major challenges and focal points in education is to promote the quality and equality of compulsory education, as stipulated in the central Chinese government’s 14th Five-Year Plan for National Economic and Social Development and the Long-Range Objectives for 2035 (China, the Central People’s Government, 2020). This stipulation was promoted by the extensive economic and educational disparity between urban and non-urban areas (Nunan, 2003; Zhao & Fu, 2018). As a response to this gap in knowledge, it is necessary to seek a better understanding of who these teachers are (Zhao & Fu, 2018).

In addition, despite the absence of consensus about teacher identity (Beijaard et al., 2004; Han, 2017), the existing literature indicates four features of teacher identity: dynamic, multifaceted, contextualised as well as agency-oriented. Teaching is concerned with identity in addition to individual, pedagogical and practical skills. Further, professional identity is constructed through teachers’ “belief, attitudes, values, motives and experiences through which individuals define themselves” (Tsakissirs, 2015, p. ii). It is arguably an essential component in sociocultural and sociopolitical aspects of the classroom and teachers’ professional development (Varghese Morgan John, and Johnson, 2005). Therefore, with increasing attention, teacher identity has developed into an independent field over the past two decades and has been investigated from different perspectives. Existing research focuses primarily on the dynamic construction process including constant teacher identity construction and negotiation (MacLure, 1993), complexities of professional identity construction and reconciliation of contradictory sub-identities (Tsui, 2017) and macro and micro factors that influence teacher identity under education reforms (Salinas, 2017). In addition, investigations have also been conducted in teacher education domain to compare imagined and practiced identities by longitudinal observations (Xu, 2013). Further, teachers’ own positions are used as a lens to look into the professional identities of eight foreign teachers working in Shenzhen, China (Leigh, 2019). Soreide (2006) conducted a similar study in Norway and found that the stories of teachers’ day-to-day life include positions that are used as narrative resources to construct identities. These two studies demonstrate the value of including teachers’ own perception of their professional context and their professional identities. However, in China, few similar studies have been conducted. In contrast, significant attention has been paid to EFL teachers in higher education domain (Tsui, 2017, Xun & Zhen, 2014) while little attention has been received for primary EFL teachers’ professional identity, particularly for those in central township primary schools.

The above-mentioned research gap and the belief that teachers play a central role in improving student achievement and educational quality motivated the current study, which examined EFL teachers’ professional experiences in a central township primary school in a northern city called Yue (pseudonym) in Jiangsu Province. The examination was based on narrative inquiry (Clandinin & Connelly, 2000) and positioning theory (Davies & Harre, 1990) with focus directed towards labels that define and position teachers in discourse. This endeavor can provide insights for comprehending EFL teachers’ professional identities in the chosen context and generate implications for teacher development and management, specifically in terms of teacher education, policy making and administration.

To the aforementioned end, the study probed into the narratives of eight primary EFL teachers in Liyu Town, Yue City, Jiangsu Province. The analysis centred on subject positions and corresponding positioning mechanism to elucidate the professional identities and language teaching practices of the participants. The research questions that guide this study are as follows:

1. What subject positions do the EFL teachers draw on in their personal narratives to construct their identities as primary English teachers?
2. How are such positions used by the teachers as resources to construct their professional identities in their personal narratives and in their classrooms?

This dissertation is structured into six chapters including the current introductory chapter. The second chapter starts by reviewing the definition of teacher identity and subsequently demonstrates the importance of teachers’ professional identity by linking it with teachers’ development and management. Next, this chapter critically reviewed the previous narrative studies on teacher identity in relation to the research aims by focusing on the teacher domain and teachers’ own positions in constructing professional identities. In addition, positioning theory is adopted for it provides a sound theoretical ground to zoom the focus on the momentary discourse and interactions to interpret narratives and actions as opposed to other widely used theory in narrative inquiries. Finally, the chosen theory and narrative inquiry form a combined viewpoint for this study. Accordingly, positioning analysis and critical discourse analysis which better informs the analysis of underlying ideologies have been adopted to form an enhanced analytical framework.

The third chapter introduces the methodology adopted for the study. First, the qualitative method has been adopted to enable a closer elucidation on individualised perspective and a unique in-depth view of professional identities. In addition, the information of the participants and their working context are introduced. Further, the sampling procedure is explained and three instruments are used including open-ended questionnaire, semi-structured interview and classroom observation for triangulated data collection. Finally, the data analysis procedures are explained and sample analysis is provided for illustration.

The fourth chapter presents the findings and results of this study according to the two research questions. It focuses on the most frequently used subject positions in the participants’ narratives and the positioning mechanism of using these positions as narrative resources to construct the three major professional identities identified.

What follows is the discussion of underlying meanings of the findings on the grounds of literature review. Meanwhile, it provides the implications accordingly for teachers and policymakers or school managers to shed light on teacher development and management.

The final chapter summarises the dissertation, outlining the theoretical and empirical strands of the research and conceptual and practical implications for teachers with their professional development and for school managers in terms of policymaking and administration to inform teacher management. The chapter also specifies a direction for further research in the field.

**Chapter 2. Literature Review**

This chapter will first review teacher identity and the importance of teachers’ professional identity to teacher development and management. Subsequently, positioning theory (Davies & Harre, 1990) will be introduced with rationale as opposed to social theory of identity formation (Wenger, 1998). Despite increasing importance, however, teachers’ professional identity is usually investigated differently in various contexts. For example, the studies can be about how contextual factors influence teachers’ emotion and cognition in response to educational reforms (Salinas, 2017), or teachers’ own perceptions of their identities (Leigh, 2019) or the complex process of identity construction of EFL teachers based on in-depth narratives of experiences (Tsui, 2017). Aiming at individualised perspective and a unique in-depth view of EFL teachers’ professional identity in a primary school context, a narrative study is adopted by this study. Narrative inquiry (Clandinin & Connelly, 2000) will therefore be introduced to accommodate the qualitative study. Finally, positioning analysis enabled by the positioning theory (Davies & Harre, 1990) and critical discourse analysis will be explained to form an enhanced analytical framework.

* 1. **Teacher Identity**

Teacher identity has come into view as a principal topic in education research since the 1990s. In general, it helps enhance EFL instructions and teachers’ performance to understand teachers’ beliefs and identities. People assert their identities in social practices about who they are or whom they take themselves to be (Glinka & Brzozowska, 2015). Likewise, Norton (2000) thinks that identity is about how one understands one’s relationship with the world and how the relationship is shaped across space and time, and how one sees “possibilities for the future” (p. 410). According to Goodson and Cole (1994), teaching is related to identity in addition to pedagogical, practical and individual knowledge. Despite a lack of consensus about teacher identity (Beijaard et al., 2004; Han, 2017; Varghese et al., 2005), the current literature (Beijaard et al., 2004) indicates four characteristics of teacher identity: dynamic, multifaceted, contextualised and agency-inclined. In addition, identity formation is regarded as negotiation with oneself and others, which is embedded in people’s daily-life discourse (Soreide, 2006; Tsui, 2007). Tsui (2007) classified the studies of teacher identity into three main categories: (1) its multidimensionality and the relationship between different dimensions such as the relationship among sub-identities, be they balanced or conflicting, (2) the relationship between social and personal facets of identity construction such as relationship between the working context and personal perception of who one is, and (3) the relationship between agency and organisation in identity construction that closely related with the second point that holds teachers’ agentive choices shape their identities.

* 1. **Teachers’ Professional Identity to Teacher Development and Management**

Having reviewed teacher identity, I would like to build a connection between professional identity and teacher development and management to further illustrate the importance of investigating teachers’ professional identity. It is widely acknowledged that teachers play crucial roles in students’ achievements and probably are one of the decisive factors in determining student performance. Therefore teachers should be given sufficient attention with regards to their career development to enhance students’ achievements (Celik, 2017). They are always at the centre of educational systems and their career advancement is argued to be one of the “primary” (Celik, 2017, p. 131) issues. Therefore, teachers’ professional identity is arguably an essential component in the sociocultural aspects of the class and their career development (Varghese Morgan Johnston, and Johnson, 2005).

It is believed that teacher identity is primarily related to teachers’ perceptions of themselves concerning their profession and it is established through teachers’ “belief, attitudes, values, motives and experiences, through which individuals define themselves” Tsakissirs (2015, p. ii) in the working contexts. According to quantitative investigations among Iran EFL teachers (Moslemi & Habibi, 2019; Sheybani & Miri, 2019), professional identity can be developed by fostering critical thinking as well as self-efficacy, and in return, it helps predict teachers’ self-efficacy (Golpour, 2014) which is critical in teachers’ career development. Meanwhile, qualitative studies enable a closer look at more localised and contextualised aspects such as teachers’ own perceptions of their profession and interactions with stakeholders such as parents and school administrators to shed light on various fields, including teacher education and development (Correa, Martínez-Arbelaiz, & Aberasturi-Apraiz, 2015; Simon-Maeda, 2004; Xu, 2013), school administrations including hiring practices (Simon-Maeda, 2004) and policymaking or reforming (Han, 2017; Leigh, 2019; Salinas, 2017).

Having made the connection between teachers’ professional identity and these two dimensions, I would subsequently examine teachers’ professional identity in my context to provide insights into these two dimensions. Next, a theoretical framework will be established in light of the research aims.

* 1. **Positioning Theory VS Social Theory of Identity Formation**

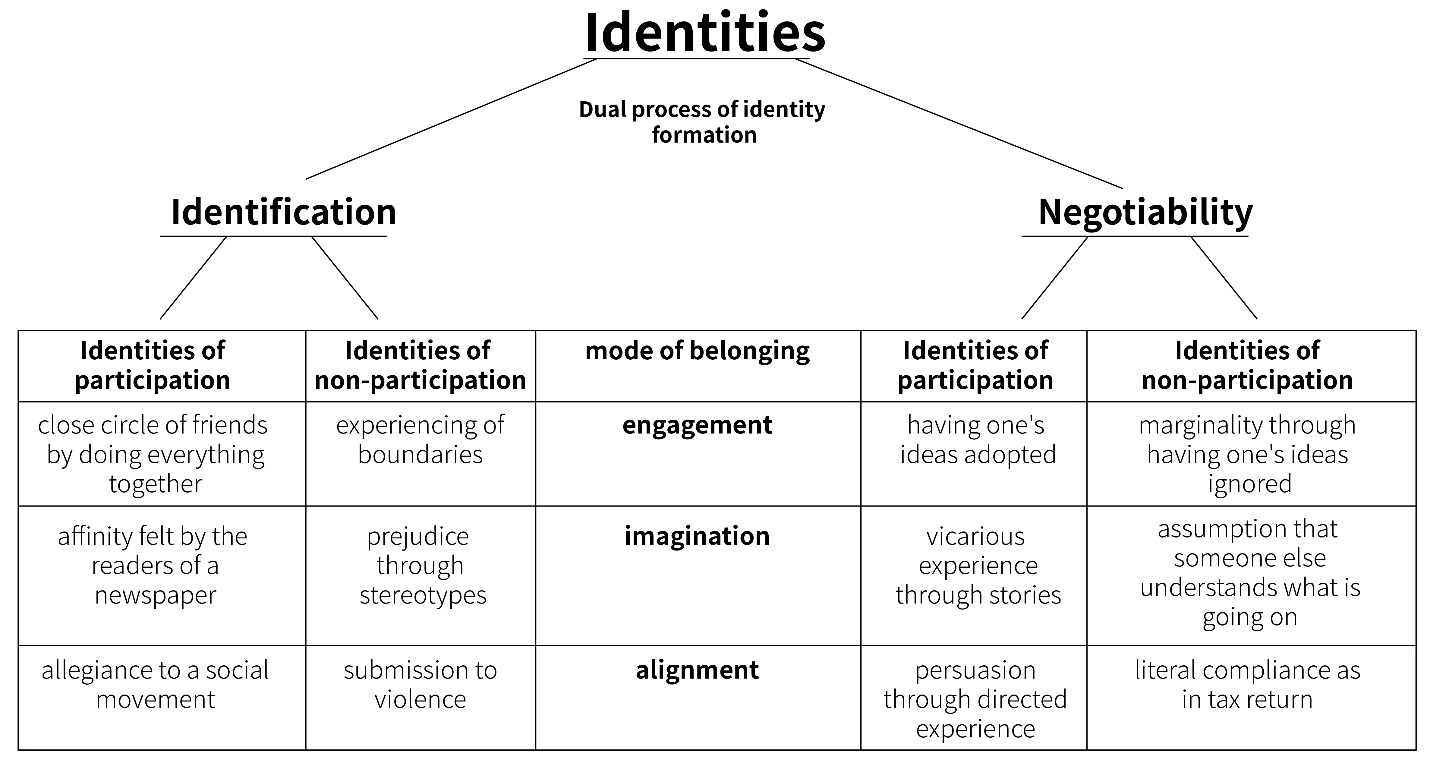
This study aims to examine how EFL teachers position themselves and how such positions are used as resources to construct professional identities. Accordingly, two prevailing theories in the literature of narrative inquiries of teacher identity: social theory of identity formation (Wenger, 1998) and positioning theory (Davies & Harre1990), will be critically reviewed. I will first explain social theory of identity formation and why it does not suit the current study, then review the other theory and justify why it can be a good fit for my research.

* + 1. **Social Theory of Identity Formation**

Social theory of identity formation (Wenger, 1998) can be a powerful device for studying EFL teachers’ complex experiences, including interactions with different stakeholders, negotiations of meanings and different sub-identities when participating in community activities (e.g. Tsui, 2017).

As one of the most powerful theories, it (Wenger, 1998) outlines a dual-process of identity formation, including identification and negotiability of meanings. As shown in Figure 1 below, in either process, people are defined by not only what practice they are engaged in, but also by those they are not, by creating bonds or distinctions to their community. These two processes both relate to the sense of belonging: identification refers to belonging by identifying oneself with certain communities while negotiability is the ability to construct the meanings in communities. Alternatively, identification means investment of oneself in associating or differentiating with a community: one identifies with or is identified by other members when belonging to a social group. Therefore, this process is experiential and relational as it is about lived experience and the sense of belonging during formation of the membership. The negotiability of meanings refers to the degree of engagement in the process of participating and competing for defining the key events in communities and this further determines the ownership of meanings. In the second process, some meanings precede others due to varied power relations (Freeman and Johnson, 1998), which can lead to failure of engagement in construction of meanings. For example, a prevailing view hold by school managers can be superior to other views. This imbalance of engagement may further lead to community members’ sense of belonging, hence attachment, or demotivation of participation, hence detachment.

In addition, it argues that identity is manifested not only in the way people talk about themselves but also in daily life. Identity is shaped in “tension between our investment in the various forms of belonging and our ability to negotiate the meanings that matter in those contexts” (Wenger, 1998, p. 188). Wenger (1998) recommends three sources of belonging (see Figure 1): “engagement, imagination and alignment” (p. 105). Through engagement in community activities and interactions with other members, people understand their participation, who they are and their connection with others in the community. Imagination concerns relating oneself with the world outside of the community, and alignment means connection through compliance of actions within the community. The unbolded parts in Figure 1 below are examples from daily life for both processes, which are the part that matters most in identity formation: “interplay” (Wenger, 1998, p. 153) of individual and community as well as the macro-social structures within and out of the community.

**Figure 1**: The Dual Process of Identity Formation (adapted from Wenger, 1998, Figure 9.1, p. 105)

Wenger’s (1998) theory focuses on processes of the “mutual constitution” of individuals and community, which asserts that this “interplay” among identity formation process matters most. It centres on the interplay: complexity of the lived identities, negotiation of identities as well as interconnection of sub-identities with macro-social structure in the course of doing a job or interacting with others. Consequently, this framework is more suitable for inquiries about the interplay among individuals and social structure, individuals’ negotiation with wider educational or social discursive practices. Therefore, it does not suit my study in relation to the research aims to explore how teachers position themselves and how such positions influence their teaching practice, for which positioning theory (Davies and Harre, 1990) will subsequently be reviewed.

* + 1. **Positioning Theory**

Originating from the field of social psychology, positioning theory (Davies and Harre, 1990) was widely used over the past decade with a strong focus on social context, social interactions and identities since Bronwyn Davies (2000) used it as a theoretical framework in her research on classroom interactions. It (Davies and Harre, 1990) shares the fundamental view of historical and socio-cultural influence on identity with Wenger (1998). In other words, they both place identity formation under the influence of personal history and macro-social dimensions. However, the focus of the two theories diverge. As explained, Wenger (1998) focuses on the *interplay* of various factors of identity formation, while positioning theory further zooms focus on the *moment* to interpret actions in the moral landscape. Both individuals and community are responsible for creating and transforming stories and this is where “we encounter the province of positioning theory, the study of the way rights and duties are taken up and laid down, ascribed and appropriated, refused and defended in the fine grain of the encounters of daily lives” (Harre, 2004, p. 4). Therefore, positioning theory can provide a pertinent theoretical ground with its core concept of subject positions and its assumption that narrative of personal experience is a social product.

The central concept of this theory is subject position which is available in various discourses. Discursive practice is a powerful device as it is where subject positions are embedded. The subject positions place self in discursive practices such as dialogues and assign the “images, metaphors, storylines and concepts” (Davies & Harre, 1990, p. 46) that determine the notional choices of repertoire. Therefore, subject positions are augured to set limits to possibilities of speakers because they inevitably view the world from a “vintage” (p. 46) point of the subject positions they chose. In addition, subject positions are arguable, unstable and transient (Harre, 2004) as products of discursive practices because features, ideas, behaviours conveyed in subject positions such as female, teacher, and learner are reified by specific speakers and contextualised meanings.

People assume positions of others when positioning themselves, which is called reflective positioning and other people assume positions in turn, which is called interactive positioning (Harre and Lagenhove, 1999). Reflexive positioning can be used to deliberately construct a preferred persona and this is often an agentive choice with purposes and therefore reflexive positioning is also known as “strategic positioning” (Harre & Lagenhove, 1999, p. 25). In addition, a second-order positioning usually follows a first-order positioning in case of question or challenge. For example, the first-order positioning triggers a range of expectations of social norms, and the second-order positioning often deliberately breaks the norms as resistance of the impose. This interactive and dynamic nature, therefore, makes it possible to use positioning theory to analyse the narrative resources teachers use to construct identities by examining subject positions in their discursive practice.

Positioning is discursive and individuals are produced jointly as belonging to certain communities (Davies & Harre, 1990) and build the desired identity by accepting or denying certain aspects of their identities. Speakers can choose subject positions in discourse among a variety of options to show “agentive potential” (Bamberg, 2011). As agentive individuals, they construct identities by purposively choosing particular images and concepts embodied in certain subject positions to achieve their positioning in narratives. This makes it possible that multiple subject positions appear within one discourse and therefore provides space for multiple identities constructions. Just as Soreide (2006) explained:

Although the narrative resources might be shared by the institutional members, the way these members understand and use these narrative resources to construct their possible identities might vary within circumstances, from person to person and from situation to situation (p. 259).

Therefore, positioning theory provides a sound theoretical ground for this study to examine the individual and contextualised construction of professional identities with narrative resources such as storylines and subject positions. Meanwhile, the above quote indicates a connection of positioning theory and narrative inquiry and enables a combined viewpoint for the current study, which will be further explained in Figure 2 under 2.5.

* 1. **Research on Teacher Identity**

Having established the theoretical framework and positioned this study as a narrative inquiry, the review of previous studies focuses on narrative inquiries surrounding two key aspects of teachers’ professional identity: teacher development and management. The review starts with the narrative turn, then expands to 1) teacher education domain, and 2) subject positions of teachers in shaping their professional identity.

* + 1. **The Narrative Turn**

Many studies focus on the broader sociocultural context and professional context that affect construction of teacher identity (Duff & Uchida, 1997). These include prediction of early teacher identity from development and socio-psychological perspective (Friesen and Besley, 2013), relationship between critical thinking and self-efficacy (Moslemi & Habibi, 2019; Sheybani and Miri, 2019), and the influence of contextual factors on teacher identity under education reforms (Salinas, 2017). While these researches are conducted quantitatively, Han (2017) adds the narrative approach in addition to socio-psychological framework to explore teachers’ professional identity. Narrative data in Han’s (2017) study provide an in-depth view about why education reforms succeed or fail by including teachers’ own views. While these studies significantly foster the knowledge about teachers’ professional identity from the macro perspectives, narrative inquiry has been gradually adopted in recent studies to add localised and individualised perceptions to provide detailed insights in the literature (e.g. Salinas, 2017; Zhao & Fu, 2018). Therefore, since the last decade, a so-called “narrative turn” has been witnessed in social science (Barkhuizen, Benson and Chik, 2014) together with a broader transition to post-modern attention on identity and qualitative research.

* + 1. **Teacher Identity in Teacher Education Domain**

Language teaching methods have shifted from product-inclined to process-inclined due to growing highlights on social contexts (Crandall, 2000). Instead of training teachers as language knowledge transmitters, teacher education starts to prepare and understand teachers socially and historically. The primary goal of teacher education has therefore shifted from equipping language teachers with knowledge and practices to preparing and understanding them in historical and social contexts. Consequently, identities and agency of language teachers become one of the major fields of research in language teacher education (Kayı-Aydar, 2018). The following studies inspire my research design to include multiple sources of data which further enhance the inferences of findings and conclusions. In addition, studies that use positioning theory to provide insights for teacher education are also reviewed to inform this study theoretically.

Xu (2013) conducts longitudinal research of four novice EFL teachers over four-year teaching in K-12 schools. Xu tracks how their imagined identities that were shaped in the pre-service period transform into practiced identities in their novice stage under the influences of institutions and broader educational environments. Imagined identity theory (Chatterjee, 1991; Hage, 2005; Malkki, 1994, as cited in Xu, 2013, p. 79) and social cognition theory (Moscovici, 2000) are adopted. Individuals’ imagination is immediate source of imagined identities while practiced identities build on real practices (Lampert, 2010). It provides a different direction by switching from the previous focus on how personal characteristics influence identity (e.g. Gao et al., 2007; Tsui, 2007) to identity itself and how different characteristics of identity influence its change. In addition, it reveals some features of imagined identities of pre-service teachers and practiced identities of in-service teachers. Specifically, pre-service teachers tend to be more exemplar-based and cue-based. They reply on a particular representative exemplar as the spiritual guide and cues to construct their identities. However, real teaching experience turns them to be more rule-based and schema-based. They consolidate identities and teaching practice according to rules and corresponding schema in the real world. The findings suggest that teacher education should not only focus on developing teaching skills, but also raise student teachers’ awareness of institutional settings and enhance their understanding of the profession. Further, I would argue that a broader and deeper view from different perspectives (Heigham & Croker, 2009) is achieved by triangulated data from three sources: journal writing, classroom observation and interviews.

In addition, Kayı-Aydar (2015b) uses positioning theory to understand professional identities formation of language teachers. He examines a bilingual prospective teacher’s racial categories by analysing how she distances herself from non-white categories while her peers on the same teacher education program position her recursively as white category. The racial positioning is evidenced in many of her narratives and has an essential role in forming her identity as a language teacher. Another study (Vetter, 2010) examines how a high school English teacher and her students achieve “successful positionings” (p. 39) wherein the role of students shift from passive to engaged learners, capable readers and writers. Instead of a director, she positions herself as a facilitator, a teacher who respects and trusts students and their interests through discourse choices such as *we* and *open-ended questions*. Her positioning reflexively positions students as engaging and capable members of classroom activities. These studies, building on positioning theory, provide rich insights for teacher education, particularly in reformation of teacher-student relationships and pedagogical enhancement. The enhancement can be achieved by reflecting classroom interactions and better alternatives to transform the nature of student engagement, hence teacher development and management.

* + 1. **Subject Positions of Teachers in Shaping Their Professional Identity**

The following studies are relevant to my study in terms of research aims and theoretical frameworks but situated in different contexts. Therefore, pursuing similar exploration in a different context, my study also adopts narrative inquiry and positioning theory.

First, Leigh (2019) follows positioning theory (Davies & Harre1990) and narrative inquiry (Clandinin & Connelly, 2000). He uses subject positions in their narratives as a lens to understand professional identities of eight foreign teachers working in Shenzhen, China. Further, he explores how these teachers project themselves, are projected, and negotiate between different projections. Positioning theory indicates thinking is a social process and stories told are social products. Central to this theory is the concept of subject positions, according to which people position themselves and shape their identities in discursive practices. Alternatively, people show “agentive potential” (Bamberg, 2011) when telling stories by choosing from existing repertoire to create a desired image. Therefore, the way of forming identities within narrative framework, the pattern of subject positions can be analysed discursively. Leigh (2019) analyses interview narratives of the participants and finds that they describe themselves and others with similar positions including “loving and care” and “struggling with cultural differences” (p. 5). Meanwhile, they construct or negotiate multiple identities by identifying with or distancing from certain positions, for instance, identification with “authenticity, genuine educators” and distancing from “bad teachers”. The findings provide insights for policymaking and administration of similar types of teachers. For example, the participants have the consensus that it is an ideal job to teach abroad because of the paid travels and exotic experience. This consensus provides clues for policymakers in attracting foreign teachers. Another example is their struggle with culture differences, for which introduction of the local culture can be incorporated into induction training.

In addition, the research design could have been risky that there is merely one source of data of interviews in Leigh (2019). However, Leigh is an experienced researcher and he has incorporated his own understandings as a senior insider as complement and mitigation. While the qualitative research has a risk of biased interpretation due to the great amount of subjective judgment it involves, the subjective coding based on in-depth and information-rich interviews and observation data from purposively selected participants arguably generate an insider and unique perspective to approach the professional identity. As Peshkin (1988) argues, subjectivity is “the basis of researchers making a distinct contribution, one that results from the unique configuration of their personal qualities joined to the data they have collected” (p. 18). Considering multiple sources of data collection and pertinent theories of narrative inquiry and positioning theory, this further confirms the strength of qualitative method adopted for the current study as it enables a more focused and insider view, as well as unique and individualised perceptions.

Similarly, another research (Soreide, 2006) in Norway finds that teachers’ day-to-day life stories include positions that were deployed to construct and reconcile different identities. This study uses the positioning theory as well as narrative inquiry and zooms into the subject positions that are accepted or denied in the narratives of stories. She argues that “to understand identity construction as a process of narrative positioning is useful because it opens up an understanding of teachers as active agents in their own lives and the construction of teaching identity as a dynamic and changing activity” (p. 529). Through analysing subject positions, she provides insights from dialogical perspective, which in turn informs the analysis of the stories. Further, it (Soreide, 2006) demonstrates the use of narrative inquiry and its three-dimension central framework and the contributions of critical narrative positioning analysis to teachers’ professional development.

However, while these findings are helpful to better understand teachers’ professional identities and their impact on teacher development and management, similar analysis as in Leigh (2019) and Soreide (2016) among Chinese EFL teachers to investigate teachers’ own positions in narratives to construct professional identities and how these positions are used in personal and classroom discourse receive little attention. Therefore, I would argue for the necessity of my study to fill this gap.

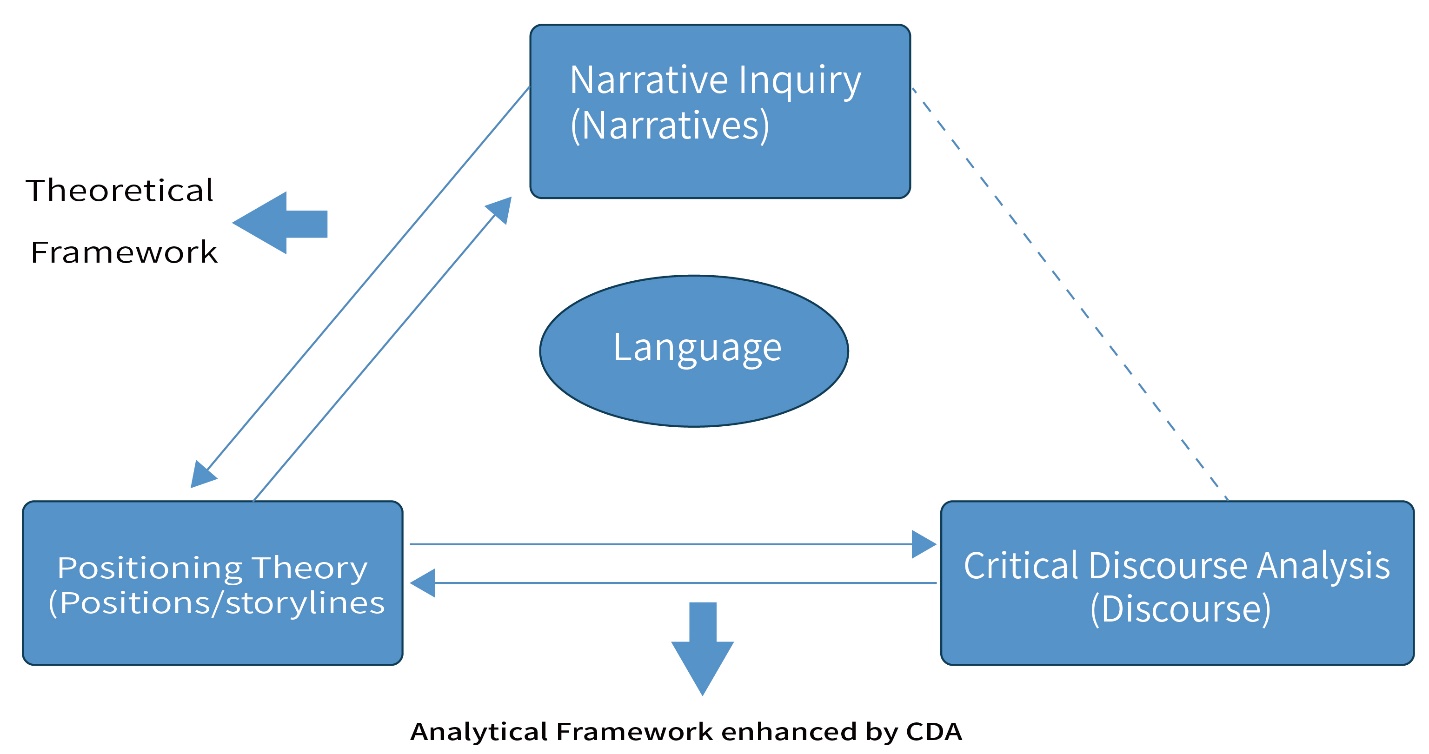
* 1. **A Unique Perspective of Narrative Inquiry**

To address the above-identified issues, narrative inquiry is adopted as it is a powerful medium to interpret experiences, behaviors and knowledge which are the embodiment of ideologies in daily life (Alusp, 2006). People make sense, organise experiences and construct identities through telling stories, and personal experiences are understood best through narrative as “experience is the stories people live” (Clandinin & Connelly, 2000, p. xxvi). This is the fundamental hypothesis of the theory (Bruner, 1990).

Identities are understood through telling stories of life and interpersonal relationship (Bruner, 1990). Narratives can be treated as “both phenomenon under study and method of study” for when examining narratives, a researcher thinks narratively, reflects and recognises the narratives under study. As a phenomenon, narrative is not examined as indexed, rather, as “functional, occasional and constitutive of identity” (Benwell & Stokoe, 2006, p. 137). Narratives are not only reflection of the reality, but also constructions which make the world while “teach us what worthy life is, what we should aspire to and what we should avoid” (Spector-Mersel, 2010, p. 208).

Clandinin and Connelly (2000) outline a central metaphor for inquiry: the three-dimension narrative inquiry space situating research settings in temporal, physical and personal space. Specifically, three dimensions are: 1) temporality, reflection on the past, the present and the future, 2) the sociality, thoughts, emotions and perceptions of oneself and others, and 3) the spatiality, the environment where participants live and research questions are asked. So long as the experience is continuing and whole, it can be narrated and analysed within this three-dimension framework. Meanwhile, the systematic framework arguably advocates transparency of data collection through clearly defined dimensions. Data from different dimensions can verify and complement each other and therefore make the data and findings trustworthy and valid. Drawing on these features and benefits, narrative inquiry is taken for the current study.

So far, the interconnection of narrative inquiry and positioning theory has been made in the sense that the former provides a space of narrative collection while the latter outlines the tenets for varied use of narrative resources (as shown in Figure 2). Subsequently, an enhanced analytical framework will be explained to examine the variance in using narrative r resources.

**Figure 2:** Interconnection of Theoretical Framework and Analytical Framework

* 1. **An Enhanced Analytical Framework**

Positioning theory can also be used as an analytical method that draws on the principles of both conversational analysis (CA) and critical discourse analysis (CDA) (Korobov, 2001). Positioning analysis follows the tenets of CA when examining identities in conversations including interview narratives and classroom interactions. Meanwhile, it shares significant overlap with CDA in terms of principles and interests in power and inequality (Kayı-Aydar, 2018). However, positioning analysis is criticised for not sufficiently addressing power, and therefore, CDA is adopted in this study to enhance the analysis of power relations in different modes of positioning.

First, positioning analysis and the intersection with conversational analysis will be explained. Subsequently, the intersection with CDA will be explained and justification will be provided regarding how CDA, combined with positioning analysis, can enhance the analysis of this study.

* + 1. **Positioning Analysis**

Positioning analysis is arguably categorised as a discourse analysis approach given the strong analytical emphasis it places on discourse, narrative and storylines, and it is “somewhere between CA (conversational analysis) and CDA” (Korobov, 2001, p. 33) and addresses the tension between these two. On one hand, it heavily draws upon the tenets of conversational analysis (Deppermann, 2013) including repair, adjacency pairs and turn-taking to examine the orgaisation of interactions, especially in language classroom discourses. For example, it tells much about positioning by merely analysing turn-taking such as how turns are distributed and who dominates in the classroom talk. On the other hand, conversational analysis considers speech as action, which shares a common understanding with speech act theory that “utterances do things rather than state things” (Wilkinnson & Kitzinger, 2003, p. 159). In other words, this micro approach to analyse discourse in conversational interactions to understand momentary constructions highlights “face-to-face interactions, the immediate situation, and local events” (Wood & Kroger, 2000, p. 20), which is also emphasised by positioning analysis.

* + 1. **Empowerment by Critical Discourse Analysis**

Positioning analysis is most closely linked to critical discourse analysis (CDA) for they share “common interests in power and inequality” (Kayı-Aydar, 2018, p. 34). Researchers have incorporated CDA in positioning analysis: Menard-Warwick (2008) investigates gender positioning in the ESL class with the combined use of positioning analysis and CDA, and Trent (2012) uses the same analytical method to explore how language practices position teachers in Hong Kong schools. As Benwell and Stokoe (2006) argue, language use is informed by social norms, which supports the following two assumptions:

The first is that analysis should be based on a close engagement with the language of texts. The second is that language is a context-bound and social phenomenon and can be properly understood only by paying due attention to the social and cultural contexts in which it occurs (p. 44).

In addition, CDA and positioning theory share the understanding of identity that identity construction is not agency-free, but rather contextualised and constrained by subject positions (Benwell & Stokoe, 2006). Specifically, identities are constructed with agency by resisting, negotiating, modifying or refusing undesired positions (Benwell & Stokoe, 2006).

However, power, as a key element in different modes of positioning, is often not sufficiently addressed in positioning analysis (Kayı-Aydar, 2018), for example, how power relations shape different forms of positioning such as first-positioning and second-order positioning in ongoing storylines. Therefore, CDA is adopted to provide an enhanced analytical framework for the current study to address this based on the significant overlap in fundamental principles and interests. Specifically, the 10 analysis tools of CDA including Naming and Describing, Equating and Contrasting, and Representing Speech and Thoughts proposed Jeffries (2010) based on the theories of Fairclough (1989), Simpson (1993) and Halliday (1994) are adopted. These tools are proposed by Jeffries (2010) to analyse the ideological influence of texts, and they can be used either collectively or individually. They are comprehensive and convenient as a clearly-defined “toolkit” (Jeffries, 2010, p. 1) which focuses on the first metafunction of Halliday’s (1971) three metafunctions of language: ideational metafunction which analyses how language represents the world.

Therefore, a powerful analytical framework based on positioning analysis and CDA will be adopted to better inform analysis at both micro-level momentary instructions such as storylines and macro-level discourses such as power relations. This approach arguably establishes the soundness and trustworthiness of this study.

**Chapter 3. Methodology**

This chapter will introduce the research context including the recent developments of this particular school, its teacher and student and relevant institutional settings as they constitute professional context of the participants. Next, sampling procedures and participants will be introduced. The data collection procedure will then be explained, followed by research design and rationale of each of the three instruments, including open-ended questionnaire, semi-structured interview and classroom observation. Finally, data analysis will be explained and sample analysis will be provided.

* 1. **The Research Site: Liyu Central Township Primary School**

First, Liyu (pseudonym) Central Township Primary School serves to educate the students from central town and a few nearby villages. It is located in a northern city called Yue in Jiangsu Province, which means it is not as developed as southern cities in the same province though generally, education in Jiangsu ranks among one of the best in China. It is a public subsidised school funded to run by the government and accommodate compulsory elementary education. Currently, approximately 2500 students spread from grade one to grade six in eight classes of each grade. In addition, eight Chinese EFL teachers work under bianzhi (establishment), which is similar to public servants of the government and therefore they tend to be relatively stable. As an existing practice, one teacher will give a demonstration lesson, alternatively, open lesson, on a monthly basis and the other seven teachers audit the open lesson. It is prepared by all teachers and they meet afterward to reflect on pedagogical implications for future enhancement. One of the classroom observations was conducted in an open lesson.

Second, relevant external developments that can influence the school will be introduced, which arguably determines institutional settings, and therefore can transform teaching practice and focus of the teachers. The primary schools of seventeen nearby villages have been gradually de-established and merged to this school, as a response to a national re-layout of compulsory education schools in rural areas due to increasing urbanisation and decreasing population in rural areas (China, MoE, 2012). By 2016, it has become the only primary school in the town, and all school-age children within the town come to this school. Since the autumn of 2012, this school has started to teach students English from grade three following the newly issued teaching curriculum standards (China, MoE, 2011). Therefore, EFL teachers here, together with counterparts in the country, form an emerging group in Chinese EFL teaching system and studies of their professional identities are still insufficient and can bring new insights for the overall picture.

* 1. **Participants and Research Instruments**

Three types of instruments were used for data collection and all the eight EFL teachers were involved in one way or another. Table 1 below shows the respondents and instruments:

|  |  |
| --- | --- |
| **Participants** | **Instruments** |
| EFL Teachers (N=8) | Open-end Questionnaire |
| Selected EFL Teachers (N=2) | Semi-structured Interview |
| Selected EFL Teachers (N=2; the same 2 teachers as above) | Classroom Observation |
| Selected EFL Teacher (N=1; the one who gave an open class co-prepared by all as a practice of this school) | Classroom Observation |

**Table 1**: The Respondents and Instruments

Initially, all EFL teachers at Liyu participated in the open-end questionnaire to capture an overview of their perceptions of their professional identities by answering questions about key aspects of their professional life. In addition, data were collected from interviews and classroom observations of two of the teachers that are chosen according to academic background, length of working and level of English they teach. Finally, an open lesson was observed to arguably correspond with the open-ended questionnaire as they both reflect the overall perceptions of the participants.

* + 1. **Participants**

In general, a purposive and convenient sampling procedure was adopted. I was introduced to the participants by my brother who teaches Chinese in this school. All participants are female and the majority graduate from English Education programme with a rich variety of length and levels of teaching. Table 2 shows the demographic statistics.

| **Participants** | **Years of Teaching English** | **Current level of Teaching** | **Highest Education Degree** | **Major of Education** |
| --- | --- | --- | --- | --- |
| Alice | 16 | Grade 3 | Bachelor | English Education Related |
| Michelle | 7 | Grade 6 | Bachelor | Non-English Education Related |
| Grace | 15 | Grade 6 | Bachelor | English Education Related |
| Linda | 15 | Grade 4 | Bachelor | English Education Related |
| Angela | 20 | Grade 5 | Bachelor | English Education Related |
| Nancy | 2 | Grade 5 | Junior College | English Education Related |
| Amanda | 10 | Grade 4 | Bachelor | Non-English Education Related |
| Sammy | 1 | Grade 3 | Bachelor | English Education Related |

**Table 2**: Demographic Statistics

The participants, from 1-year novice teacher to 20-year senior teacher, spread averagely over the three grades. All but one hold bachelor’s degrees and six are trained in English Education programmes and two in general primary education programmes. Alice and Michelle are chosen to participate semi-structured interviews for their representativeness in working length, grade of teaching and academic background. Specifically, Michelle represents those who graduate from non-English Education related background, with less than ten-year working experience, teach relatively senior grade of English (grade 6), while Alice represents those who graduate from academic background of English Education, with more than ten-year working experience, teach relatively junior grade of English (grade 3). Furthermore, both of them are more willing to share their experiences during our correspondence, which is in a narrative inquiry.

* + 1. **Research Instruments**

Three instruments were adopted in the study: open-ended questionnaire, semi-structured interview and classroom observation. Following approval and guidance of Research Ethics Committee at Xi’an Jiaotong-Liverpool University, data were collected in written narratives of key aspects of working experiences such as daily teaching, feeling about teaching profession, verbal narratives in interviews and classroom talk. As shown in Table 1 above, three resources of data collection are designed for data triangulation to facilitate a broader and deeper perspective of the topic, which arguably promotes the “complexity” (Hood, 2009, p. 85) of corresponding inferences and conclusions.

***Open-ended Questionnaire***

First, an online open-ended questionnaire was conducted among all participants to collect written narratives of their stories and corresponding perceptions. In addition to the demographic questions, four open-ended questions are developed for sharing their professional experiences (see Table 3 below). The questions are designed by drawing on the key concepts of positioning theory and to address the research questions. Specifically, the questions ask about their positions, how the positions they hold impact their teaching, and their interpretations of the negative and the positive perspectives of the profession and hence answers to the research questions (see details in Appendix 1).

|  |  |  |  |
| --- | --- | --- | --- |
| **Questionnaire** | **Content of the question** | **Research question addressed** | **Key concept(s) of positioning theory used** |
| **Question 1** | Positions | RQ1 | Subjection positions |
| **Question 2** | How the positions impact teaching practices | RQ2 | Mode of Positioning, Positioning acts |
| **Question 3** | Interpretation of the negative (e.g. challenges/difficulty) | RQ1 & RQ2 | Subjection positions, Mode of Positioning, Positioning acts |
| **Question 4** | Interpretation of the positive (e.g. achievements & passion for the profession) | RQ1 & RQ2 | Subjection positions, Mode of Positioning, Positioning acts |

**Table 3**: Design of the Questionnaire and Mapping with Research Questions

This instrument was adopted for the following reasons and benefits. First, open-ended questionnaire can provide rich and relevant data in participants’ own expressions, which forms a more accurate representation of their real insights (Albudaiwi, 2018). Second, it allows space for participants to share unique and individualised experiences. Alternatively, the absence of specific limitations on the expectation of answers, the stories shared can include a richer variety. Some wording from participants can directly be used for in-depth explorations, as a unique strength of open-ended questionnaire. For example, most participants mentioned the lack of parents’ involvement, which can be further explored during the interviews about the impact of this on their professional identities.

***Semi-structured Interview***

Second, semi-structured interview is selected as it allows the flexibility of probing further into emerging topics comparing with structured interview, but more within a broad framework than open interview (Richards, 2009). It aims not only to elicit reflections of experiences but also their own perceptions of such experiences where their professional identities are (re)constructed.

The interview guide is developed based on the 3-dimension space of Narrative Inquiry. Three main questions are designed accordingly, each main question aims to address both research questions. Under each main question, four to six sub-questions follow. For example, the first main question corresponds with the first dimension - temporality. Therefore, questions ask about teachers’ background, previous and current teaching experiences and future career plans (see Appendix 2 for details).

The interview was conducted in Chinese to draw out richer details in a language that the participants are more familiar with in a relaxing space at their school with an average length of 30 minutes. A pilot interview was done with a teacher friend before interviewing Michelle and Alice for reflections on potential problems and improvements. Once questions were finalised, I memorised all to familiarise myself with the interview structure. However, questions were not recited one by one making it like a question-and-answer dialogue. Rather, efforts were made to facilitate a natural conversation within the framework. It should be noted that follow-up questions were asked about details of the stories during the interview and emerging topics not covered by the guide but raised by interviewees were also explored.

***Classroom Observation***

Third, classroom data of real-time discourse and interactions were collected for the two focal participants through audio-recording with agreement. In addition, an open lesson that had been prepared by all teachers and delivered by Angela following the existing practice was observed.

Following Como’s (2016) guide, observations happened in a-few-day interval when the participants were more familiar with me to minimise obtrusiveness, making a more close-to-natural teaching context (Como, 2016). In addition, it was audio-recorded rather than video recorded as it focused on non-image aspects and audio-recording was less obtrusive. Therefore, the collected data arguably better reflect the real situation. Two recorders were used, one located on teachers’ desk and one on a student desk in the middle of the classroom. However, following Kayı-Aydar’s (2018) advice, “field notes” (p. 102) were taken to include important non-audio information and help identify informative moments that can be easily ignored during actual observation and coding process (see the observation guide in Appendix 3). For example, sometimes teachers made mistakes by intention and let students to correct them with a cunning smile on their faces. If field notes are not taken about this phenomenon, the mistakes can be interpreted in a dramatically different way. Further, observations focused on spoken discourse, delivery approaches, and interactions between teachers and students to study the subject positions they used to attain certain positioning of their professional identities.

However, it should be noted that there can be reservations of these participants as my brother is their colleague, and they may make adjustments consciously to maintain a positive image. To address this concern, I assured them that confidential information would not be disclosed to anybody including my brother. In addition, Michelle and Alice are experienced and demonstrate confidence in my audition. For observation of the open lesson, I joined the EFL team, which arguably made little difference from normal operations. Therefore, classroom observations arguably provide valid data and contribute to data variety.

**3.3 Data Analysis**

All recordings were analysed with positioning analysis and/or critical discourse analysis to understand the construction of professional identities of the participants. As discussed, positioning theory serves as the overarching framework for analysis while CDA helps dig out the underlying ideologies between lines.

In total, there are 13 sets of data including answers to the questionnaire from eight participants, two interviews and three classroom observations. Initially, the audio-recordings of interviews and classroom discourses were verbatim transcribed. Subsequently, during analysis interview narratives were condensed or edited into statements for which false starts, repetition as well as fillers of natural conversations were deleted (Nunan and Bailey, 2009). The classroom discourses were transcribed according to the international transcription convention of Jefferson Transcription System (Jefferson, 2004) into conversational format. However, it is important to note that Chinese used in all narratives are not translated to keep the original flavor. More importantly, CDA should be performed based on Chinese as it is concerned with wording and syntactical structures. After analysis of Chinese, it is translated for writing up the dissertation. I paid special attention to the translation of key syntactical units such as modality, noun modification and nominalisation. Furthermore, participants were contacted for clarifications and “member checks” (Murray, 2009, p. 53) during interpretation process where necessary. This can help validate the data and promote the soundness of the inference. Finally, after preliminary analysis, narrative data were confirmed to be divided by storyline into 127 episodes (one episode contains one or more subject positions). “Episode” (Davies & Harre, 1990, p. 48) is used in positioning theory to describe a conversation or narrative including a storyline, and therefore, is adopted as the basic dividing unit.

The detailed analysis processes will follow to address the two research questions respectively.

**3.3.1 Identification of Subject Positions**

To address the first research question, I read each episode and its context before and after it carefully. Generally, analysis process went on recursively and iteratively, and coding of the three sources of data went on simultaneously, some even during collection by referring to the qualitative methods shown in Table 3.1 in Murray (2009, p. 55). Meanwhile, to avoid a biased lens and maintain the integrity of the qualitative analysis, I paid attention to monitor and filter personal preconceived opinions.

First, the findings in Leigh (2019) (as shown in Table 4 below) based on positioning theory served as an initial coding framework to guide preliminary analysis as it shares similar research aims, the same theoretical framework. In addition, “positioning log” (Kayı-Aydar, 2018, p. 103) from other studies can “enhance” (p. 103) my analysis and make it easier to identify and label positions. In other words, I compared and mapped the subject positions identified in Leigh (2019) with those contained in my data.

|  |  |
| --- | --- |
| **Most frequently used 5 subject positions** | |
| **Ranking No** | **Subject Positions** |
| **1** | **Motivated by travel and adventure** |
| **2** | **Loving and caring** |
| **3** | **Struggling with cultural difference** |
| **4** | **Changed by their experience in China** |
| **5** | **Uncertainty about staying in the profession** |
| ***Other frequently used subject positions (without ranking)*** | |
| *Bad teacher* | |
| *Transforming agent of Chinese education* | |
| *Having good social skills* | |
| *Concerned with parents* | |
| *Teaching more than just English* | |
| *Struggling with language* | |
| *Concerned with students' feeling towards them* | |
| *Fun teachers* | |
| *Strict* | |
| *Teaching to use language* | |

**Table 4**: The Findings of Subject Positions in Leigh (2019)

Second, thematic analysis, “a method for identifying, analysing and reporting patterns within data” (Braun & Clarke, 2006, p. 79) was followed. As a primary qualitative analysis method, it allows flexibility in choosing theoretical framework comparing with other methods that are closely bonded to a specific theory. In my study, two theories provides a combined framework, and three sources of data containing rich and in-depth details. Therefore thematic analysis with a step-by-step guide provided clear navigation for coding. In terms of analytical theories, the positioning analysis tools such as conversational analysis and different modes of positioning including first-order positioning and second-order positioning, positive positioning and negative positioning were deployed.

Furthermore, I deployed the ten analysis tools of critical discourse analysis (CDA), including Naming and Describing, Equating and Contrasting, and Representing Speech and Thoughts proposed by Jeffries (2010). They are adopted for the convenience of a clearly-defined “toolkit” (Jeffries, 2010, p. 1) and it is relatively more “comprehensive” (p. 1) than other CDA tools available such as the tools used in linguistic studies motivated politically.

Finally, the analysis is guided by the overarching theoretical framework, positioning theory. A sample analysis of Episode 1 and 2 below is provided for illustration. According to Jeffries (2010), word choice for naming indicates speakers’ opinions about the referent and can have ideological potential. All participants address their students as “child/children” when talking about them.

Episode 1

Audio-visual combination is an effective teaching method because it allows the children to learn English in a happy atmosphere.

In addition, as argued by Harre and Lagenhove (1999), one assumes positions of others when positioning oneself and this is called reflective positioning. Reflexive positioning is also known as “strategic positioning” (Harre & Lagenhove, 1999, p. 25) because it can be used to deliberately construct a preferred persona. Therefore, this wording indicates their subject position as loving and caring just like a parent to the child. Further, some participants refer to the innocence and love of the children as “the biggest harvest” (see Episode 2 below) in the questionnaire. When representing speech and thoughts, epistemic modality is used to show speakers’ commitment to the statement (Jeffries, 2010). The word “biggest” is used to amplifying the commitment and enhance the statement, and hence, construction of subject position as loving and caring.

Episode 2

To be honest, I have been teaching for 15 years, and I have been in primary school all the time. I have a stable job and I am also diligent. The biggest harvest I have gained is the innocence and love of the children.

Consequently, based on the above recursive and iterative analysis, nine subject positions have been identified and ranked according to the frequency of being used.

**3.3.2 The Use of Subject Positions**

Having identified subject positions the participants deployed in their personal narratives and classroom discourses to construct their professional identities, I would subsequently examine how they use these positions as resources to achieve certain positioning, and hence, construction of their professional identities to address the second research question.

Initially, all 127 episodes were examined under the coding framework with iterative qualitative analysis (Murray, 2009), inductively and then deductively. In addition, positioning analysis and CDA tools by Jeffries (2010) are deployed in analysing the episodes in detail. Specifically, positioning analysis follows the tenets of conversational analysis when analysing identities in conversational data including interview comments and classroom interactions. Positioning analysis also looks at the different modes of positioning including first-order positioning, second-order positioning, reflexive positioning and interactive positioning. For example, when teachers position themselves as dominant, they, in turn, reflexively position the students as subordinate, which confirms the use of reflexive positioning.

In addition, enabled by the significant overlap between positioning analysis and CDA, Jeffries’ (2010) CDA analysis tools are followed to better address power relations in the analysis and identify underlying ideologies behind the narrative data. The following four tools are mostly deployed among the ten: 1) Naming and Describing, 2) Representing Actions/Events/ States, 3) Equating and Contrasting, and 4) Prioritising. For example, naming is a linguistic approach that typically identifies people, places and things, and modification of nouns can be added (typically adjectives) as a hidden way of packing up ideologies in texts. In addition, modality choices are examined as Fairclough (2003) argues that “what you commit yourself to is a significant part of what you are” (pp. 166-167). With the combined use of positioning analysis and CDA, cross-reference is achieved by the use of different analysis methods and the inclusion of triangulated data and filed notes.

To conclude, through the iterative analysis of the 127 episodes, the holistic comparison and verification across episodes and external wider environment, three major professional identities have gradually been identified. Finally, I chose another five representative episodes to demonstrate how they use the subject positions to construct these three identities in the next chapter.

**Chapter 4. Findings and Results**

This chapter describes subject positions used by the participants and explains corresponding positioning mechanisms. First, it reports nine frequently used subject positions and provides explanations for some subject positions, which addresses the first research question. Next, four episodes are chosen to illustrate the use of subject positions to address the second research question. Finally, it summarises three major identities the participants construct: EFL teacher as educators, EFL teacher struggling with polarised academic performance, and EFL teacher providing positive English learning experiences.

**4.1 Research Question 1: Nine Subject Positions**

Despite potential varied use of subject positions, narrative data of the participants show shared patterns of choices. Instead of multiple and unique positions, teachers tend to use similar narrative resources telling their experiences. Table 5 below shows the nine most frequent subject positions, its frequency and ranking.

|  |  |  |
| --- | --- | --- |
| **Ranking** | **Subject Positions** | **Frequency** |
| 1 | Loving and caring | 38 |
| 2 | Examination orientation | 35 |
| 3 | Facilitating teacher | 33 |
| 4 | Authoritative teacher | 20 |
| 5 | Fun teacher | 15 |
| 6 | Teaching more than just English | 14 |
| 7 | Certainty to stay in the profession for the stability | 13 |
| 8 | Concerned with parents | 10 |
| 9 | Struggling with polarised performance | 10 |

**Table 5:** Nine Subject Positions Identified and Their Ranking

The first most frequently used subject position is “loving and caring”, which is both reified by both syntactical device, discursive and positioning strategies. Episode 3 below is taken from Alice’s interview when she told about an anecdotal story about a student, John (pseudonym).

Episode 3

I remember clearly about a boy called John who suddenly heard the news of his mother's death while he was in class. Then his academic performance began to plummet. He used to be a good *child*, but since then he has become tired of studying. We didn't know what happened, so we kind of blamed him for the reason that he didn't study well and suddenly his exam marks dropped so much [Subject position: examination orientation]. Later, when his father told us about his situation, we realised that it was because his father and his mother quarreled, so his mother chose to commit suicide. We brought him back to school and provided *psychological counselling* to him. After some time, he became more cheerful and became more affectionate with teachers. Every time he saw me, he asked, teacher, do you need me to help? I always *found something for him to help me* so that he could feel a similar type of love from his *mother*. After all, I am also a *mother*, and I wish he could be happy. Although his grades were only at the medium level later, at least he was a cheerful and healthy person. [Subject position: loving and caring]

According to positioning theory, Alice positions herself as a mother, in turn, she positions John as someone like her child that she cares about, not only about English learning, but also the overall development and his health and happiness. By naming, the word choice of “child” and “mother” have an ideological effect that Alice cares John as a mother cares about her child. In addition, in the second half of the narrative, the word mother appears twice. Parent (mother) and child are a pair of “converses” (Jeffries, 2010, p. 57) of antonyms and contrast. Even using one, the other can be implicitly associated with as it they represent the same scenario with different perspectives. Further, Alice strategically positions John at a higher position in their power relation by seeking “help” from him. If someone can help others, this means he or she is strong, and by doing so, Alice strategically helps John to build confidence. It should be noted that Alice mentioned marks plummet when she realised anomaly of John’s behaviour, which evidenced the subject position of examination orientation and will be subsequently explained.

The second most frequently used subject position is “examination orientation”, which is a phrase of Chinese characteristics that has deeply rooted in ideologies of Chinese educational system and cannot be eliminated in a short time (Lu, Tang & Luo, 2007). Under this subject position, teachers tend to associate their sense of achievement with examination marks and arrange their teaching surrounding the English knowledge points that are more likely to be tested in examinations.

According to positioning theory, people choose from an existing repertoire for expressions, which is an agentive choice that reflects their construction of identities. Exams, marks, or performance appeared frequently throughout the narrative data. For example, when Alice talked about John’s anomaly, she mentioned marks. In Michelle’s classroom teaching, she clearly marked some grammar points or vocabulary by stars, meaning the more stars some knowledge is awarded, the more likely it will appear in the examinations. Deontic modality such as “must remember” and “should know” is used in both Michelle and Alice’s class when talking about a grammar point that is going to be tested in examinations to show their significant commitment to the necessity (Jeffries, 2010). In addition, according to interview narratives, teachers’ performance appraisal “is directly linked with” (in Michelle’s interview) examination marks of their students. Here the highly relational transitivity choice (i.e. to be) in a parallel structure of “A is linked with B” syntactically lead to a textual construction of “equivalence” (Jeffries, 2010, p. 53). All these examples indicate that examination is a crucial storyline in their repertoire and is central in constructing their identities, hence, confirmation of the subject position of examination orientation.

In addition, it is worth noticing the seventh subject position concerns the nature of the profession of the participants and institutional settings. Specifically, they work in a public subsidised primary school which provides relatively better welfares and more stable working environment. Therefore, the teachers tend to be more stable and most wish to stay in the profession for stability. Only Michelle mentioned that she is certain to stay in this profession but not sure to stay in the same school for reasons that she does not wish to share. This subject position is dramatically different from the finding in Leigh (2019) – uncertainty to stay in the profession due to the difference of the working environment and participants.

The above findings indicate that internal institution settings and external broader historical and social environments can affect teachers’ perceptions of their profession and who they are. Meanwhile, subject positions used by the teachers are similar, though with varied frequency. This finding echoes with what Soreide (2006) argued that institutional members share similar narrative patterns, but the way they understand and use these narrative resources to construct profession identities can vary according to circumstances and personal needs. Furthermore, the findings are consistent with what Holstein and Gubrium’s (2000) observed that participants chose from a relatively fixed repertoire of narrative resources such as storylines culturally available, but the ways they narrated their stories and present their own experiences vary.

**4.2 Research Question 2: How these subject positions are used to construct identities**

Having confirmed the subject positions used by the participants, I would then examine how these positions are used to construct professional identities accordingly. The data were inspected through a combination of positioning analysis and discursive analysis with CDA, by which a relatively critical perspective is facilitated to unpack how the participants construct their professional identities. In other words, how the uses of such positioning resources relate to their sense of self-image, personal positioning and professional identities. CDA analysis tools such as modality, pronouns, nominal choices and nominalisation at the textual level are adopted and CDA tools for teasing out discursive strategies such as equating, contrasting and prioritising are adopted. Enabled by positioning analysis, turn-structure, floor maintenance and different modes of positioning are deployed to qualitatively tease out the discursive identity construction at both textual and discursive strategies levels.

In general, the subject positions are deployed in two main ways: establishing affiliation to certain subject positions through identification or difference and different modes of positioning. The positioning mechanism will be illustrated through four representative episodes.

**4.2.1 Establishing Affiliations to Subject Positions**

The participants identify themselves with or distance from certain subject positions, corresponding with positive positioning and negative positioning (Davies & Harre, 1990) to affiliate themselves with specific ideologies, and hence construct the professional identities that they prefer.

My analysis at the textual level focused on modality, pronouns, nominal choices or nominalisation, as well as the transitivity choices. The analysis at the level of discursive strategies focuses on the establishment of equivalence and/or contrasting opposition. These will be explained in detail subsequently.

First, affiliation can be achieved through equivalence. Episode 4 below is extracted from Alice’s interview narratives when talking about communication with parents, and it includes multiple subject positions including loving and caring, struggling with polarised academic performance and concerned with parents.

Episode 4

The difficulty we face is students’ polarised academic performance mainly caused by the insufficient involvement of the left-behind children’s parents. Their absence in tutoring English homework in day-to-day English learning of the young learners with poor autonomies further strengthens the gap that requires additional teacher efforts to make up.

In the above excerpt, adjectives of “polarised” and “insufficient” are added before nouns constituting noun modifications, which, as a “morphological technique” (Jeffries, 2010, p. 21), can ideologically form a proposition that is presupposed by the speaker. Similarly, nominalisation “involvement” is used to transform the process of a verb into a noun to establish it as a fact less available for questioning. Further, a transitivity choice of “to be” is used in the “A is B” structure to establish the relational structure of equivalence. Consequently, Alice manipulates hearers’ perception ideologically that she is stating a fact that the difficulty in her teaching is students’ polarised academic performance. In addition, the pronouns are worth noting. When Alice talks about the difficulty, she uses “we” to indicate that this is not a problem she faces, rather, a general phenomenon. When she talks about parents, she uses “their” to form a contrast with we, hence implicitly express her criticism of insufficient engagement of the parents.

Interestingly, there is another verb “require” hiding in the subordinate clause in episode 4 (also highlighted in the sentence structure below). The second long sentence in this episode follows a similar structure with the first sentence in Episode 4. It is a long sentence that includes further subordinating levels, which is not indicated obviously. As argued by Jeffries (2010), the transitivity of the subordinate clause is less open for debate. Therefore, the subordinating structure, together with the nominal units, subtly makes a presupposition which highlights her affiliation to the opinion that parents’ involvement is insufficient. The lowest level of the sentence contains the argument about the causal factor of the difficulty, which is actually the strongest part of her criticism of the disengagement of the parents.

【Subject】[Predicator】【Complement】【***Subordinate clause****】*

Based on the above analysis, Alice locates herself at a higher position in the power relation with the parents and she thinks she is the person who knows better about education. According to positioning theory, by criticising this behaviour of parents, Alice distanced herself from this phenomenon and achieved a different positioning that parents should be involved in children’s education with the position of “concerned with parents”. When she positioned parents as less knowledgeable about education, in turn, she strategically positioned herself as someone more knowledgeable. Therefore, through this positioning act, she constructed her professional identity as an educator who cares not only teaching English but also the engagement of different stakeholders of education including parents.

Another example is from Alice’s interview comments when she talked about how they helped a boy named John who did not want to continue schooling when he suddenly lost his mother. The equivalence logic that “subverts existing differences and divisions” (Fairclough, 2003, p. 100) has been deployed to achieve the affiliation to the opinion.

Episode 5

No matter he learns or not learns is ok, or learn Chinese, or learn mathematics or learn English. It is not my biggest concern at all regarding to what degree he learns. What my ultimate concern is to bring this child to a normal track, to a normal mindset. I do not want him to be an unhealthy person. I do not want this thing to bring big pressure to his future learning, his future development or cause unhealthy impact to him. That is all.

The excerpt above includes a two-part list of “learn or not learn” and a three-party list of “learn Chinese, or learn mathematics, or learn English”. The two-party structure lists the opposites and the three-party list further provides an impression of completeness to the intuitiveness of the hearers. By using “exemplifying” and “enumerating” (Jeffries, 2010, p. 66) here, Alice, consciously or unconsciously, was emphasising their focus is not study but John’s wellbeing. Therefore, the subject positions of caring and loving and teaching more than English have been achieved. Meanwhile, the logic of equivalence is made by excluding all the cases other than focusing on John’s wellbeing to highlight their ultimate attention and indicate the affiliation to the ideologies that are underlined by these two subject positions. To conclude, this has successfully formed the identification with the two positions through the strategy of positive positioning and hence portrayed the image of an EFL teacher who cares and loves her students and whose cares do not limit to teaching English only but go beyond.

Second, affiliation can also be achieved through establishing an opposition (Jeffries, 2010) according to the logic of difference (Fairclough, 2003) which is a strategy that can be used to reflect speaker’s positioning in social classification by establishing the difference and divisions. Episode 6 below is extracted from Nancy’s reply to the question of teaching style in the questionnaire:

Episode 6

I am an earnest and practical teacher. I teach every lesson carefully and teach every child carefully. Nowadays, there are too many irresponsible teachers in social news. They do not care for students at all. I do not want to be like them. I have only worked for two years. The most important thing is that I should establish a sense of responsibility and trust, and work hard to form my own unique teaching style.

In Episode 6, in addition to the nominal units and the pronouns as discussed when analysing Episode 1, modality is inspected. The word “too many” is used when talking about teachers in social news, which is an amplifying way of epistemic modality indicating Nancy’s strong commitment to the opinion she is making. In a similar vein, “most important” is used when she talks about what she “should” do, noting that “should” here is also a modality, but a deontic modality to show her commitment to this obligation (Jeffries, 2010).

According to positioning theory, the participants choose to identify with subject positions available, which is positive positioning, or they can reject, deny or distance themselves from subject positions and hence refuse the rights and duties that assigned by these positions. The “irresponsible teacher” is a negative image portrayed by Nancy and she opposed herself from this image by saying that she does not agree and would like to build an opposite image of “responsible teacher” to establish a difference. Therefore, she constructed her identities by evaluating different others and distancing from the negative image.

In short, teachers construct their professional identities by highlighting affiliations with these subject positions through equivalence or difference.

**4.2.2 Different Modes of Positioning**

In addition to affiliations, participants are found to construct their identities through different modes of positioning, especially in classroom interactions.

Episode 7 below is extracted from a classroom conversation where different modes of positioning are used in the teacher-student dialogue and power struggle between them can also be shown more clearly in real-time interactions. The conversation is transcribed according to Jefferson (2004): “,” means pause, “-”means interrupted, “(()) means comments from the transcriber, “?” means interrogative tone. This is a conversation after the teacher explains there must be “the” before ordinal numbers such as first and second in a revision lesson after a monthly examination.

Episode 7

S1: ((hands up))

*Author’s coding notes: Applying for permission*

T: ((nodding))

*Approval-superior in the power relation*

S1: Teacher, why must have “the”?

*Position of the teacher: advanced grammar knowledge holder; his reflexive positioning: help requester*

T: What do you mean? People of course wear clothes when going out ((Alice previously compared “the” as the clothes of the ordinal numbers)).

*Confusion of the question.*

Ss: ((other students laugh))

*Class assign this student a problematic position*

S1: I mean- ((paraphrasing his question))

*Reflexive positioning: legitimate student eligible to ask questions*

T: I have explained this. This is a fixed connotation, right?

*Better grammar competence, confidence, and superiority in the power relation*

S1: ((lowering his head, face blushed))

*Embarrassing body gesture, reflexive positioning: inappropriate question maker*

T: It doesn’t matter. Nobody laughs at him. Let’s figure out what his question is ((waving to the class asking them to be quiet)).

*Encouragement of student’s reflexive positioning as a legitimate students; denial of his reflexive positioning as a problematic student*

S1: I actually, actually want to know why this is a fixed connotation.

*Clarification of his question, repositioning himself as a legitimate student*

T: I understand it now. Now everybody, who can answer this question?

*Acknowledge the student’s positioning; position herself as a facilitator, by asking the class instead of providing answers directly, and reflexively positions the students as agentive*

Ss: ((many students say at the same time)) refer specifically

T: OK, listen, everybody. When we talk about “the”, it means it refers to a specific one, not any one. For example, the first floor refers to floor 1, not any other floors… ((more examples to illustrate in Chinese)). Do you understand now ((to the student))?

Detailed explanations and examples illustration; interactively positioning the student as a legitimate student or acknowledge the student’s positioning of a legitimate student

S1: Yes.

He achieves his positioning as a legitimate student; earns himself the learning opportunity

According to positioning analysis, turn structure and different modes of positioning are first analysed. Having a glance at the conversation, it can be easily found that the teacher and the student appear to have equal participation just that the student seems to be very persistent to raising his question. However, after preliminary analysis, corresponding notes to understand their conversation and a range of positions have been added after each conversation line.

First, the student raised his hand asking for permission to say his question, and the teacher nodded her head and allowed him to take the floor, indicating Alice’s superiority in their power relation. The initial question was kind of treated as miscommunication rather than a proper question and Alice was surprised by asking “what do you mean?”. Alice’s question here assigned this student a positioning of problematic question owner. Reflexively, she positioned the student as a less powerful help seeker. Next, the student tried to re-state his question as well as trying to let other students know what he asked is a good question. However, he couldn’t provide an accurate expression of the question. Meanwhile, his classmates laughed at him, which made him embarrassed and lower his head. By doing so, he displayed the reflexive positioning of an inappropriate question maker. The laugh reinforced Alice’s positioning of the student as a problematic question owner and Alice’s statement that she had taught this before confirmed her superior position. Having realised his embarrassment, Alice then encouraged him to ask the question and ask the class to be quiet by body language. By doing this, Alice showed her resistance to the positioning of the student as a problematic question maker. Finally, Alice further confirmed the student’s positioning himself as a legitimate student with detailed explanations after understanding the question.

This storyline demonstrates vigorous diversity in actual uses of various modes of positioning and the power relations in classroom discourse. According to the turn-taking structure, neither the teacher nor the student gave up keeping the conversational floor. Despite the struggle with expression, the student persisted finding an answer, which is worth noticing. This helped the student construct his legitimate member of the classroom and obtain the learning opportunity in the momentary interactions. On the contrary, if the student did not try to reposition himself in the storyline, he could not have received the answer, and therefore his positioning acts have won him a learning opportunity and potentially reformed other students’ perception of the interactive nature of their classroom. Therefore, I would argue that this is a crucial storyline that can help better understand the teacher, students and their classroom interactions, hence identities construction of both the teacher and students. Furthermore, it would be necessary to have a larger scale discourse analysis of this kind based longitudinal observations to enable further understanding of the impact of crucial storylines. I would agree with Kayı-Aydar (2015b) and Vetter (2010) that analysing classroom interactions can help better understand teachers’ professional identities and dynamics in classrooms. This type of analysis can potentially provide rich insights for how to reform a different or enhanced relationship with students through implementing “successful positionings” (Vetter, 2010, p. 39) so that the role of students can shift towards the desired direction, for example from passive to active learners.

**4.3 Three Major Professional Identities**

By the aforementioned positioning mechanism, the participants constructed the following three major professional identities: EFL teachers as educators, EFL teachers struggling with polarised academic performance and EFL teachers providing positive experiences. The nine subject positions serve as the fundamental narrative resources and carrier of various ideologies that are deployed following the mechanisms for identity constructions.

First, the educator identity unpacked as participants demonstrate their care and love to the students and their concerns about aspects other than English language teaching and learning. In other words, the participants have engaged themselves in students’ general development, happiness and future success in addition to teaching English, hence educators. This is partially consistent with what Leigh (2019) finds that the foreign teachers show the subject position of teaching more than just English. Second, all the participants showed concerns about the insufficient engagement of parents and polarised student performance. The teachers attribute the performance imbalance issue to insufficient involvement of parents, and this can lead to extra workload for them. This struggle is evident in the narrative data as well as in classroom instructions: an interesting example is that three *sighs* were recorded in the field notes when observing Angela’s class and some students could not answer very simple questions. Third, despite the struggle and pressure from examinations, the teachers aim to provide positive learning experiences by engaging students with more fun teaching design and incorporating contents of both English language and the target culture through stories or movies. This echoes with the same finding in Leigh (2019) and the similar subject position of “kind teacher” in Soreide (2006), both of which aim to provide positive language learning experiences to their students.

**Chapter 5. Discussion and Implications**

This Chapter discusses the findings from three aspects: the narrative environment of subject positions for primary EFL teachers, their positioning mechanisms, and the implications for teacher development and management.

**5.1 Primary EFL Teachers’ Narrative Environment**

Subject positions in the narrative environment for the participants are crucial for constructing professional identities, which will be explained from the following two aspects.

**5.1.1 Subject Positions in Interview and Questionnaire**

First, the participants in this study tend to deploy similar subject positions, which echoes with what Soreide (2006) argues that teachers use a relatively fixed existing pool of narrative resources that are available in the same institution but their use varies. In this study, nine most frequently used subject positions have been reported: loving and caring, examination orientation, facilitating teacher, authoritative teacher, fun teacher, teaching more than just English, certainty to stay in the profession for the stability, concerned with parents, and struggling with polarised performance. Following the mechanisms of establishing affiliation or different modes of positioning, these narrative resources of subject positions help portray self-images the participants hold, and in turn support the hypothesis they have assumed for professional identities.

In addition to confirmation of Soreide’s argument, the narrative environment plays a central role in constructing professional identities. The narrative resources not only empower the expressions of stories and experiences of the participants but also enable mutual understandings of the members and the common features of their professional identities such as those portrayed by the nine subject positions. In other words, the findings indicate that there exists a powerful narrative environment connecting their experiences, teaching and working norms and corresponding perceptions. Therefore this narrative environment helps teachers understand their context and their contextualised activities and behaviours. In this vein, the position of EFL teachers struggling with polarised academic performance can arguably be linked with the following two factors, 1) the external municipal environment including geographical location and less developed economic and educational environment, and 2) the social challenges that parents go to other cities to work leaving behind children in the hometown with no homework tutoring.

However, despite the potential connection between pre-existing narrative environment and subject positions determined by local institutional and external municipal environment some studies share subject positions. It is mentioned in Leigh (2019) that similar positions are found in neighbouring cities, and he attributes this to a wider narrative environment that goes beyond the boundaries of geographic locations. I would agree with Leigh (2019) that the shared subject positions do not only result as internal factors and immediate external environment, but shall further point to a broader narrative environment that is not only influenced by municipal environment and goes beyond. For example, the loving and caring subject position identified in Leigh (2019) or the caring and kind teacher as identified in Soreide (2006) is also evident in this study despite the participants of these studies are working in different cities and are different types of teachers, foreign teachers and Chinese EFL teachers. Therefore, disregard the geographic environment, be this city or another, there can exist a gap between subject positions that are contextually available and subject positions that are recognised by language teachers. This can trigger some social misunderstandings of teachers as a whole, which may hinder language teachers integrating into their community and their desire to devote themselves to the EFL teaching profession. Taking parents’ involvement as an example in this study, if only teachers think it important for parents to engage in child education and English learning while others do not think so, there is a gap of subject positions between the key stakeholders. This gap can subsequently cause social misunderstandings and hence difficulty for EFL teachers committing to the teaching profession.

**5.1.2 Subject Positions in Classroom Discourse**

In addition, this study has data of classroom observations which provide valuable insights based on momentary interactive discourse in teaching practices. The findings indicate that different positioning of teachers towards their students can lead to different pedagogic decisions and different responses from students in teaching practices. Therefore, teachers’ reflection of their positioning acts and classroom discourse can promote more productive teacher-student relationship or rebuild positioning based on the analysis of storylines in classroom interactions. Further, classroom interactions, various modes of positioning and development of storylines can provide significant clues and rich information in terms teacher identity constructions for teacher education programs in terms of better enhance teacher-student interaction modes, student-student interaction and teacher feedback which is described as “a good social climate in class” in Soreide (2006, p. 545). For example, teachers’ reflection and analysis of classroom interactions can provide school managers with clues regarding what resources or support they should provide for teachers. Specifically, if they wish to promote student-centred teaching in the school, they should provide support to enable teachers to position themselves more as facilitators and reflexively position students as more confident and agentive. They could even develop a pool of narrative repertoire based on analysis of relevant storylines and discourse in corresponding types of classroom instructions. This can not only help the teachers gain professional development, but also bring better learning experiences to the students. Therefore, based on these benefits and insights that echo with the findings in Kayı-Aydar (2015b) and (Vetter, 2010), it is arguably helpful to analyse classroom discourses and reflect teachers’ positioning in classroom activities.

In conclusion, for the benefits of understanding and supporting primary EFL teachers and promote educational equality and quality, I would argue that attention should be paid to the space where they live as it is the source of meanings and effect of subject positions they are holding. Meanwhile, it is important to develop the awareness of recognising those subject positions embedded in the daily discourse and understanding power systems within the institution and classroom (Soreide, 2006). In other words, to better understand and transform the practical consequences, it is necessary to recognise and understand those beliefs, images and practices that are embedded in the presuppositions of key institutional discourses. Meanwhile, teaching quality is an essential component of education, and classroom interactional modes can determine teachers’ and students’ teaching and learning experiences. For example, when a student asks a question in class, teachers may just react in an intuitive way to address or direct it to a previous lecture like what Alice does in her class in the storyline in Episode 4. However, it can be crucial how the teacher addresses the student’s question in a welcoming way or more authoritative way, in an encouraging or discouraging way. In addition, this storyline can potentially shape other students’ identities who are observing the teacher’s reaction regarding whether they are confirmed as a legitimate speaker of the classroom during the remaining of the academic semester or even further. Therefore, it is crucial to pay attention to teachers’ daily narratives and classroom interactions, understand complex positioning modes and storylines development, which can arguably provide practical clues and enlightenment for teachers’ professional development as well as management and administration.

**5.2 Affiliation for Constructing Professional Identities**

The participants tend to build equivalence or create a difference between themselves and certain characteristics of subject positions that could help portray their preferred identities. By doing so, they have identified with certain ideologies or distanced from them to highlight the affiliation.

Typically, equivalence or positive positioning is used as a discursive strategy to demonstrate their closeness or identification to the characteristics or behaviours of positive teacher image. On the opposite, the logic of difference or negative positioning is used strategically to emphasise their belongings to the positive side. Meanwhile, the participants constructed their professional identities by evaluating different stakeholders such as parents and peers in their school or society. They pack up ideological argument in texts, some even hide their criticism of parents’ insufficient engagement in educating children in narratives by textual means such as nominalisation or discursive strategies such as subordination of the sentence structure. When the participants assess others from one aspect, this aspect either has an impact on their professional life or they aim for affiliation to certain ideologies behind this aspect.

Furthermore, the management team in this school promotes a student-centred teaching model which is also used for teacher performance evaluation. This model arguably drives the participants’ choice to follow closely the teaching and evaluation model and demonstrate as facilitating teachers in classroom at places. Therefore, positioning act is not merely discursive actions but also a political choice, which is consistent with the findings in Leigh (2019). In addition, the choice of subject positions tends to be influenced historically and socially if we take the position of examination orientation as an example. This is a unique vocabulary in the educational system of China, and it has a long history in Chinese social ideologies (Lu, Tang & Luo, 2007). At places, teachers’ narratives about teaching difficulties and teachers’ performance evaluation or even their criteria for good or bad students can be related to this ideology.

In addition, following the positioning mechanisms, three major professional identities have been constructed. First, the educator identity encompasses diverse types of teaching style such as fun teacher and authoritative teacher. However, this identity is not limited to teaching English. Instead, the participants tend to engage themselves in teaching more than just English, with love and care, with attention to overall developments, happiness and wellbeing of their students. Nevertheless, they often on the other hand show concerns with insufficient engagement of parents which further lead to the challenges of teaching academically polarised students, and, hence, the second identity struggling with polarised academic performance identity. Just as put by Alice in her interview, at the very beginning of this job, she felt a huge gap between what she imagined in the university and what she met when she started teaching. Accordingly, it is recommended that teacher education programme for pre-service teachers or novice teachers should incorporate introduction of this type of information including what they may face, communication with parents, and institutional management. Finally, despite the struggle, most teachers show strong passion to provide positive English learning experiences, by introducing English knowledge in a fun way, making metaphor that is easier for young learners to understand and bridging learners with English and English culture through movie discussions or storytelling. This echoes with the findings of Xu (2013) regarding the practiced identities that in-service teachers tend to be more rule-based and schema-based accommodating the real world while gearing towards their desired identities. Furthermore, the third identity is consistent with the finding in Leigh (2019).

**5.3 Implications for Teacher Development and Management**

Having interpreted the findings above, I would like to discuss the implications accordingly from two main aspects that teachers’ professional identities are closely linked: teacher development and management.

First, sufficient attention and resources should be in place to better boost teachers’ career development from pre-service period education to the in-service training. As discussed, teachers play crucial roles in students’ achievements, teaching quality and classroom success (Celik, 2017), and therefore their development is central. I would agree with Crandall (2000) that teachers should be well prepared in not only language knowledge and teaching practice, but also their understanding of historical and social aspects of their professional contexts including professional identities and institutional settings. For example, if novice teachers are prepared with knowledge of the prospect institutional settings, the communications with different stakeholders including parents, students and the school managers, they would have less shock as novice teachers as mentioned by Alice that she was very shocked about the difference from her imagination when she just joined the school.

Second, for in-service teachers, schools can better understand their teaching staff and recognise potential space for support or adjustments from school management perspectives. For example, the teaching and evaluation model that is adopted by the school can potentially influence subject positions the teachers use to construct their professional identities. If an undesired subject position is identified by investigating professional identities, corresponding adjustments from school management perspective can be facilitated accordingly to regulate or navigate climate of the narrative environment. In addition, the analysis of the classroom discourse and crucial storylines can provide profound comprehension of teachers’ positioning acts, power relations of the class. If a teacher keeps positioning him/herself as a knowledge imparter and positioning students as passive receivers of knowledge and just ask them to recite mechanically what will be tested in examinations, students can hardly become positive learners. In contrast, if a teacher positions the students as agentive learners, as discussed by in Vetter (2010), while the teacher positions him/herself as a facilitator who guides the students in seeking answers instead of telling answers, this can transform the students learning mode and help them engage as a capable member of the class. For example, the quote below is a seemly common daily classroom expression. However, the highlighted subordinate clause “*If you feel it difficult to do it by yourself*” somehow indicates a presupposition of the teacher that students would feel it is difficult. Normally teaching content should not be described as difficult as new knowledge can build on previously learned contents and exploration of new knowledge can be guided by clues and instructions. For either teachers or the school managers, this can be further enhanced in diverse ways to position students as agentive learners who can explore answers with help of peer discussion and teacher’s guidance.

Now please look at the table and fill it. *If you feel it difficult to do it by yourself*, discuss with others.

Therefore, every pedagogical decision or classroom discourse matters for teaching and learning success. Analysing classroom talk can help identify what could be done to reform a more ideal teacher-student interaction mode or how to help students achieve ideal positioning to enhance learning experiences (Vetter, 2010). In addition, the findings can help school managers recognise the difficulty in communicating with parents and accordingly take actions to address this issue at the school level. Alternatively, teachers can be provided with knowledge of how to better address this issue.

Therefore, I would argue that this study is helpful for teachers to better understand their own identities and hence better career development. Meanwhile, it can be illuminating for school managers to understand the narrative environmental of their teachers and the corresponding positioning mechanisms. Furthermore, based on the findings, school managers can identify where they could support staff with their professional advancement and teaching quality enhancement.

**Chapter 6. Conclusion**

In this study, the professional identities of primary EFL teachers were examined by exploring the subject positions evident in their discursive comments on their professional experiences, their classroom discourses and the mechanisms by which these positions are used for different positioning purposes. A research lens of that combines positioning theory (Davies & Harre, 1990) and narrative inquiry (Clandinin & Connelly, 2000) has enabled close scrutiny of the positions concerning their profession, the identities that they would like to construct and how these influence their pedagogic decisions in moment-to-moment interactions in classrooms. The results showed that the participants use nine subject positions frequently and that their professional identities are constructed through affiliation, which they achieve by creating equivalence for identification and/or by establishing difference as a means of distance from elements of undesired identity. During momentary interactions, particularly in classroom discourse, the participants implement positioning and, hence, construct their identities through a variety of positioning modes. Furthermore, the subject positions appear to be influenced by the institutional business model, which encompasses factors such as student-centred teaching, and historical and social ideologies, such as examination orientation. Therefore, establishing affiliation and the different modes of positioning are fundamental mechanisms for the participants to deploy these subject positions as narrative resources for constructing their professional identities discursively. Following these mechanisms of positioning, they have constructed three major professional identities: EFL teachers as educators, EFL teachers struggling with polarised performance and EFL teachers providing positive experiences.

This study arguably makes several noteworthy contributions to the literature on professional identities as well as provides implications for teacher development and management. First, it confirmed the important role of teachers’ professional identities in teaching practice and teacher development. I hope the findings can provide insights that will help teachers and school managers advance teacher development by facilitating the understanding of frequently used subject positions. The study is also anticipated to promote teacher management through informed policymaking based on the findings and implications. Teachers can better understand themselves concerning their own assumptions of who they are and how they construct their identities discursively in day-to-day stories that include personal narratives of their own experiences (Alusp, 2006; Soreide, 2006). In particular, some taken-for-granted positions and storylines that may be ignored can be analysed using positioning theory (Davies & Harre, 1990) and CDA tools (Jeffries, 2010). Ideologies hidden subtly in discursive practices can likewise be identified. Accordingly, the close analysis of taken-for-granted storylines can help teachers better reflect their pedagogic decisions in actual teaching practice or even reformulate the teacher-student relationship through storyline transformations (Vetter, 2010). Meanwhile, school managers can formulate business models based on the basis of this work to reflect the influence of these overarching models on teachers’ professional experiences, identities and teaching practices. If identities are what teachers have aimed for, managers can refer to this study for comprehending and maintaining key subject positions. If the opposite is true, then they can identify non-ideal issues, and acquire insights from the findings to address these problems. For example, if they wish students to be more proactive learners and teachers to take on a less authoritative role, then they should conduct classroom discourse analysis through longer-term observations and design teacher education programmes that enable the production of more ideal storylines and, hence, “successful positionings” (Vetter, 2010, p. 39).

Without taking away credits of the above-mentioned contributions, the limitations of the research are equally acknowledged. Only seven representative episodes are chosen from the 127 episodes for demonstration, despite the fact that qualitative analysis enables a detailed examination of subjection positions and corresponding positioning mechanisms. Therefore, treating the subject positions and mechanisms demonstrated as the only possibilities that apply to all primary EFL contexts is not suggested. We should also be cautious about regarding the three major professional identities as unified, coherent positions that stably and sharply define who the teachers are. Rather, these identities should be viewed as unstable and evolving interpretations of the participants according to different times, spaces and events. Pursuing such a perspective entails future research. The professional identities of EFL teachers in other primary schools should be investigated to further understand this group of teachers’ professional identities, as they are relatively new to the entire Chinese EFL teaching system. Such an investigation can bring changes to the global picture of teachers’ professional identities. Alternatively, longitudinal observations can be carried out to analyse key storylines that contribute to the construction of teacher and student identities as well as the dynamics of classrooms. This type of exploration can determine how storylines can better facilitate teaching and learning experiences.

In conclusion, it is crucial to investigate professional identities of primary EFL teachers for improving teaching and learning through facilitating teachers building more positive self-image enabled by engagement, motivation and better performance. The findings can also be shared with school managers for informed policymaking or administration to assist teachers’ reconciliation of the actual and desired identities. Therefore, if we wish to enhance English teaching quality and standards of primary schools, the EFL teachers should be empowered by making more positive positions available.

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**Appendix 1: Open-end Questionnaire1**

Hello, this is Xiaomei Fang, sister of your colleague F. I’m reaching you for help with my MA TESOL dissertation titled *A narrative inquiry of primary school EFL teacher's professional identities and their language teaching practices*.

Each teacher's story is unique, which is worth digging and studying deeply. The purpose of this study is to deepen the understanding of this profession among all walks of life and peers, and to provide clues for external macro management and policy support. Please share your valuable experience and wonderful stories. Thank you!

1. **Demographic information:**

* Address （e.g. Mr. Wang）
* Gender
* How many years you have taught English
* Which level you are teaching
* Name of University/College of your highest degree of education, and major

1. What style of English teacher do you think you are? Can you give me one or two examples?
2. Based on these years of teaching experience, please share a teaching method that you think is very effective. Can you give me one or two specific examples of the reason?
3. What are the challenges or difficulties in English teaching in township primary school? Can you elaborate on the reason (s)?
4. As an English teacher, what brings you the greatest sense of achievement? Can you elaborate on the reason (s)?

*1 Note.* Appendix 1 to Appendix 3 are largely adopted from my research proposal for this dissertation that was submitted as ENG406 coursework to Xi’an Jiaotong Liverpool University.

**Open-end Questionnaire**

**分享你的故事-关于英语教师职业身份**

**Note:** this questionnaire is conducted in Chinese to elicit and enrich more details and background in the mother tongue of the 8 participants. The English version of it has been provided in the next page.

你好，我是方晓梅，是方老师的妹妹，目前在读**英语教育**专业的研究生，毕业论文方向是“**乡镇中心小学英语教师职业身份的建立和这种职业身份定位对教学实践的影响**”。

每一位教师的故事都很独特，都值得深入挖掘和研究。该研究旨在让社会各界和同行加深对这个职业的理解；同时，为外界的宏观管理和政策上的支持提供线索。请不吝分享你的宝贵经验和精彩故事。谢谢！

1. **基本信息:**

* 称呼 （e.g. 王老师）
* 性别
* 教授英语多少年
* 现教几年级英语
* 最高学历的学校名称、所学专业名称

1. **你觉得自己是什么风格英语老师？ 能说一两个具体的例子吗？**
2. **基于这些年的教学经验，请分享一个你认为很有效的教学方法。能说一两个具体的例子吗？**
3. **乡镇小学，英语教学过程中有哪些挑战或难点？能具体说一下原因吗？**
4. **作为一名英语教师，是什么给你带来最大的成就感？ 能具体说一下原因吗？**

**Appendix 2: Guidelines for Semi-structured Interview**

This is a semi-structured interview that will be conducted a relatively relaxed environment or an environment familiar to the interviewees. The consent form will be signed before the interview and relevant details and plans should be introduced to the participants. Meanwhile, I familiarise or memorise the interview questions to make it not look like a merely question-and-answer discussion, instead, efforts should be made to facilitate it more like a natural conversation within the framework of the following guidelines.

In addition, sometimes, the data collection and analysis go on simultaneously and this may involve the researcher’s reflections, or practice-based enhancement if there is any findings during analysis. It should be avoided to step in too much or force personal views into the interactions. However, it would be helpful to generate deeper insights if follow-up questions can be asked about details and background of their stories before digging further opinions of the interviewees without making them feel offensive, making interviews productive, meaningful as well as enjoyable for both parties.

| **Main questions** | **Sub-questions** |
| --- | --- |
| Teachers’ background, previous and current teaching experiences and future career/teaching plan **(RQ1&RQ2; Temporal aspect)** | -Why did you choose to be an EFL teacher?  - Biggest challenge as a novice EFL teacher?  -An impressive story / challenge? Solution?  -What about now? Teaching style? Challenging, enjoyable parts?  -Township primary school, English learning under absence of most parents support with family tutorials? Manifestation? How to address this in learning? The impact on your teaching?  -Plan for future career/ teaching? Any change you would aim for? |
| Teachers’ relationship with their students and the community they work in **(RQ1&RQ2; Social aspect)** | -Interactions with students? Your role? Students’ comment: English teaching related? Non-English teaching related?  -Interactions with other EFL teachers? Communication topics? In-service training?  -Interactions with Parents? Main expectation/features?  -Interactions with school administrations? Any administrative roles they are undertaking? Workload? Feelings about that? |
| Teachers’ interaction or perception of the marco context including city where they live, EFL education in general **(RQ1&RQ2, place)** | -EFL teaching in general in the city/school?  -DoE’s regulations, support, requirement?  -Municipal Bureau of education’s onsite inspections? Any preparations, requirement, outcomes/implications?  -School they are working in, feeling about working there? The professional and English teaching climate? |
| Topics that initiated by the interviewee (**RQ1 &RQ2)** | -Should be welcomed if they are relevant and within the study remit.  -Should be taken into analysis where necessary and relevant. |

**Appendix 3: Classroom Observation Scheme**

Observations are useful ways of collecting in-depth information for phenomena such as language activities, events, and interactions happening in an EFL classroom. This scheme aims to outline key aspects of the observation including purposes, observational focus, schedule, setting and method of recording, as suggested by (Stallings and Mohlman, 1998)

1. **Purpose**

This study turns to positioning theory which examine identity as situated and accomplished in discourse, for the purpose of analysing the teacher’s identity performativity as an EFL teacher. The observation aims to collect the teacher’s spoken discourse in classroom instructions and the interaction with students as well as how he or she does these. By doing this, the data collected help supplement the data from the other two sources and the triangulation sources help very the teachers’ opinion about the class and strengthen the research findings.

1. **Behaviour and Observational Focus**

The observations focus on modes of classroom teaching organisation and classroom interactions such as teacher’s error correction and feedback and teacher-student interaction as well as the overall climate of the classroom. In addition, it intends to observe teacher’s instruction choices, delivery methods and students corresponding reactions, as well as the paramount features of teacher spoken discourse.

1. **Schedule, Setting and Method of Recording**

The observations occur in the first month of Semester 1, 2020 – 2021 academic year and teachers are communicated for details and consent form is signed. The research observes the classroom by attending in person, without participating in classroom interaction or discussions, to minimise obtrusiveness (Como, 2006) and keep it as naturalistic. With tape recording of the entire class, the researcher also observes the visual details such as facial expressions and following Kayı-Aydar’s (2018) advice, “field notes” (p. 102) were taken to include important non-audio information and help identify informative moments.

**Reference for Classroom Observation Scheme:**

Stallings, J. A., & Mohlman, G. G. (1988). Classroom observation techniques. In *J. P. Keeves (Ed.), Educational research, methodology, and measurement: An international handbook* (pp. 469-474). Oxford, England: Pergamon.

**Appendix 4: Transcripts of Data** (representatives)

**Interview of Alice (Translated)**

FANG: Why did you initially decide to become a teacher here?

ALICE: At the beginning, I felt that being a teacher is a good job for a girl for stability. I gradually communicated with students, and then I found that these children, especially those in rural areas, have very little knowledge of English. They don't know anything, and then there is an idea that I can bring them forward a little in English learning. That is all I want.

FANG: Did you start as a teacher because you majored in English education at university?

ALICE: Yes. I learned English education programme in a normal university.

FANG: Was what you imagined before graduation the same as what you actually experienced?

ALICE: Well, there is a slight gap. When I was a student, my grades were relatively good at that time, and then I thought that the students were similar to myself. Then when I was a teacher, I was teaching students. I found out, oops, the gap is really not a little bit. No matter how hard you teach, some students just could not learn well. Yes, they can't learn how you teach them, and they can't learn what you say.

FANG: How did you feel at that time?

ALICE: I felt a little bit lost. It is that sometimes what you give and what you get is really not proportional. But I will continue to work hard, I will continue to work hard.

FANG: During this process, for example, if you find some students with very weak foundations, do you take any specific measures?

ALICE: I tried to find exercises for him specifically. Or I compensate and give more explanations for what the students could not understand well. However, if the effect is particularly good, that is to say, I think that the child has made a lot of progress. For most of the students who received my extra tutorials, they made great progress. However, the students who have intellectual problems, they really cannot get it. Some even do not know how to write their names. In particular, those students with weak academic foundation, come from the rural areas, I feel helpless as we don’t have enough energy. Every English teacher need to teach 4 classes and we were too much fully occupied. We lack teaching force.

FANG: Do you have any impressive stories with students?

ALICE: Yes. I remember clearly about a boy called John who suddenly heard the news of his mother's death while he was in class. Then his academic performance began to plummet. He used to be a good child, but since then he has become tired of studying. We didn't know what happened, so we kind of blamed him for the reason that he didn't study well and suddenly his exam marks dropped so much. Later, when his father told us about his situation, we realised that it was because his father and his mother quarreled, so his mother chose to commit suicide. We brought him back to school and provided psychological counselling to him. After some time, he became more cheerful and became more affectionate with teachers. Every time he saw me, he asked, teacher, do you need me to help? I always found something for him to help me so that he could feel a similar type of love from his mother. After all, I am also a mother, and I wish he could be happy. Although his grades were only at the medium level later, at least he was a cheerful and healthy person.

FANG: In fact, for this type of circumstances, it is not a must choice for you to do these for the student. What is the reason for you to do these to care for him?

ALICE: I feel that it is distressing, maybe it is distressing for a mother to seek this kind of thing. When he said that his mother was gone, and then he gave up on himself, and his heart was particularly painful. Then I felt that no matter he learns or not learns is ok, or learn Chinese, or learn mathematics or learn English. It is not my biggest concern at all regarding to what degree he learns. What my ultimate concern is to bring this child to a normal track, to a normal mindset. I do not want him to be an unhealthy person. I do not want this thing to bring big pressure to his future learning, his future development or cause unhealthy impact to him. That is all.

FANG: How long have you been teaching English?

ALICE: I have taught English for 16 years so far.

FANG: It's been a long time, has there been any major change between your current teaching style and that when you just graduated?

ALICE: Style, anyway, there are changes. Because we have to go out to study every year, and then we must learn more from the training programmes. Then if we learn something new, we can improve what is not good and incorporate what we learned into daily teaching.

FANG: Do you have regular trainings?

ALICE: Yes.

FANG: What are the trainings usually about?

ALICE: They are mainly about English teaching. Sometimes, the training is held at municipal level, sometimes it is at township level. They are conducted at different levels but mainly about pedagogical innovations.

FANG: Could you please tell me more about the details of the training?

ALICE: Sure. The trainings are about both pedagogical research and innovations. Some are about linguistic knowledge of English. Usually, they deliver a demonstration lesson to show what they want to train or teach you. They also present according to the slides to show the knowledge or skills for learning. We discuss to find out if there is any difference from our current teaching practices.

In addition, we are now learning Rugao, in Nantong because the teaching quality there is excellent. The overall lesson planning and delivery methods have changed according to their teaching model and correspondingly, we also need to prepare homework lists over the phone. The lesson planning process changes a lot. Previously, teachers dominate in classroom activities and teachers impart knowledge into the brain of the students. Currently, we promote the model that students play central role in classroom and let them to participate more.

FANG: Do you think the regular trainings can help your career development?

ALICE: Well, there are still some changes for me, because they help me make better adaptations gradually. For students, of course it is also better, because more time is given to them and let them think proactively, right? As soon as they thought about it, their brain became active, and then they were familiar with the knowledge they are learning. Then if the teacher has been teaching them and they are receiving it passively, then they may not be able to master it well. When I ask, can you do it, do you understand it? During the class, they say yes. We really know about it. However, do they really master the knowledge and can use it to solve communication problems? They participate more and can provide real-time feedback regarding what they know and what they do not understand. So the teaching or explanation can be provided accordingly. If I know where this child does not master, I will be able to teach more specifically.

FANG: I can see that sometimes it is a bit noisy in classroom.

ALICE: Yes, it takes particular patience to communicate with these kids. Well, when I first taught the third grade students, it was really noisy all the time. However, there are always ways to manage them and engage them more. For example, I ask students to help mark examination papers sometimes, which means we review the test paper together. Why do we do this? How about reviewing test papers together? By doing so, they can have the feeling of ownership, it is when they are marking, and then figure out what is wrong. I think this makes it more impressive for them and easier to remember.

There is also another reason for letting students mark examination papers. That is to say, let the students and the teacher correct the test papers together, which means that it is good for the students and the teacher. For the questions that many students provide wrong answers, we explain and repeat it again and again. For those students who love to be naughty and talkative in class, we ask them to do this together and they feel like they are important for teachers. For example, for those particularly naughty students, we will tell them that if you can help the teacher review the test papers. When they do this, they feel they are important and useful for teachers.

FANG: What is the happy part of this profession?

ALICE: Yes. Teaching is a nice job, and we have summer and winter vacations. The happy part is still that I feel happy for the children when they make good progress. That is, when seeing poor examination marks, the teacher is still really worried. When seeing the good marks, we feel happy for them. However, for the students with poor performance, we feel more or less frustrated and helpless. Sometimes we feel that we have done a lot, but have received few rewards. When I see good examination marks of the students, I feel a great sense of accomplishment!

FANG: Do you need to provide extra teaching for the students with poor foundation?

ALICE: There are tutorial lessons in training centres outside the school. Internally, after 4:30pm every day, we don’t have any class. However, for those students with poor foundations, we provide them with an extra English lesson to help them until 5:30pm.

FANG: What is your plan for future career development?

ALICE: In the future, because I have been teaching for more than ten years after all, my teaching style is basically formed. It has been regulated and fixed. However, I do not mind changing or adjusting when it is needed. For example, if there is training that requires new teaching ways or practices, I can learn. The things we add in and slowly change. In other words, for the future, there may be no any big change. Personally, there are no big changes. I would aim to look at the training and the things that are pressed into the brain. With this, most things are changed according to the external environment or corresponding training requirements.

FANG: Will you stay in this profession? Why?

ALICE: Yes, yes. Because when I first graduated, I still had some thoughts. I didn’t want to be a teacher, and the salary was low. Moreover, my family conditions were good in all aspects, and then I felt that what I had done was not well paid. At that time, I was thinking about starting a business and explored new possibilities.

FANG: Yes.

ALICE: In fact, I was told by my family, and I did some things other than teaching occasionally. In other words, when I was outside, I actually opened a clothing store long before I went to work when the school hadn't stipulated that teachers were not allowed to do anything outside. But then it was all because of the economy, no, that is to say, I really couldn't come up with all aspects of energy, and then I gave up. I lost a lot of money, so I feel that I am still more suitable to be a teacher. I should choose to be a teacher for stability.

FANG: How is your workload?

ALICE: Well, our workload of being an English teacher is actually quite large. There are a minimum of 12 sessions of teaching each week, plus the difficulty of the usual homework classes. Some students just don’t do homework, we have to go to him alone. Every time I finish every exercise note books, I will teach a unit. I have at least two a and b volumes of exam papers to be marked. Therefore, in fact, it means that I have been doing it non-stop every day. There are not enough classes, sometimes I still squeeze their self-study classes or something to provide more teaching for students.

FANG：You just mentioned the year you opened the clothing store, and when was that? Do you mind sharing more details?

ALICE：The second year of working.

FANG: Why did you do that?

ALICE: At that time, I always felt that I still had unlimited possibilities

FANG: Is it because of the workload is full now? Or, you have your own family now, but at that time, you don’t have.

ALICE: Perhaps. When I was young, I had a dream. After I have been a teacher for a long time, the current social teacher and the status of rural teachers have also changed, and the status has changed a lot than before. Meanwhile, the salary has also been higher. Then, in other words, all kinds of requests have come, right? We originally said to ourselves that the focus is still on teaching, so we then felt that teaching is still the main focus, that's it.

FANG: There are many teachers in this school who will choose to be admitted to schools in the city later, have you thought about it?

ALICE: Never thought, I like to be free here. I heard there are very strict and trivial matters over there. I like to be free. My colleagues and the environment here are also familiar.

FANG：How is your interaction with students?

ALICE: There are some students that I treat him like friends, but some cannot. Because some students have poor consciousness. For example, if you ask your students to finish this test paper, then some students finish it quickly, and some students copy it, or teach him to write that he doesn't write it. Take reciting textbook as an example, you don't need to force him to have memorised before class. For example, if you say a little bit, he can memorise. For example, he can't memorise what you say. For that type of student, I will force him.

FANG: Be strict?

ALICE: Yes, be strict.

FANG: How your students comment you?

ALICE: Students like me anyway. I have been a teacher for a long time. When I was a student, I always liked the teacher to play with us or something, and then when I became a teacher, I also I want to play with the students. There may be some sense of distance. Some students, especially those with poor academic performance, naturally have a sense of awe for the teacher; then for those students with good academic performance, why should they act coquettishly in front of me? Yes, in fact, I am not partial to this point. The key is that students have this feeling in their hearts, but it depends on the individual. Some students just say that some students in our class have poor family conditions. I don’t care if they have poor grades or good grades. I give them the clothes of my children. I will give them to him or I will give them some delicious snacks. Then, there are some, when they just graduated, some students have difficulties in their homes in the countryside, and every student is so good that I will give him 10 yuan for living expenses every week. Then it means that I have been doing this for so many years until this year, but I don't want to tell others about it, because I am afraid that it will affect the students’ psychological health.

FANG: OK. Are you still doing this, or just did it when you just graduated?

ALICE: When I graduated, I did a lot and it was fixed. Every student received money from me every month. Whenever I have pocket money, I bring some to them. Later, it will be selected, which means that some students really need it, and I will give it.

FANG：This is far more than about teaching English.

ALICE: Yes.

FANG: Do you think you have any other duties in addition to teaching English?

ALICE：Yes, I think so.

FANG: How is your communication with school managers in your school? What do you think about the management here?

ALICE: The management of our school, I don't like it very much. Because there are many, that is, teaching leaders, maybe it is, he does things only based on his own way. He does things according to what he wants, not what it should be done for the school. For example, when scheduling timetables, some colleagues tell him, or if some people’s family has a little relationship with these leaders, he tells him that I don’t take fourth grade this year, because taking the fourth grade, fifth grade and sixth grade is more stressful. It is still in the third grade, so he will target his situation and keep it until the third grade each year. Then I went to give feedback to them, and they told me this kind of thinking, that is to say, they always start to implement it in the next year in the same way. Their sophistication is particularly serious. He said that it would be implemented the next year, but he could not implement it.

FANG: Do you have administrative workload?

ALICE: Our elementary school teachers have no administration. I served as the head of the teaching and research group of the English group this year, and sometimes I have meetings, or these things are allocated to the team. Then for normal teachers, we still focus on teaching, no administrative work.

FANG：Will there be some documents to be checked by the Municipal Education Bureau?

ALICE: Yes, there are some. We are checked about our political studies, teaching pedagogy studies, and then, anyway, auditing class notes. There is also something we should do. Writing the auditing notes of the open lesson is what we are required to do.

FANG: Yes. I saw the lesson handouts. Are they also from Nantong model?

ALICE: Yes, form Rugao.

FANG: What do you know about the municipal overall English teaching?

ALICE: The English teaching in our city, anyway, I know that if we teach English, there are few foreign teachers. Many schools outside, they all have foreign teachers. There are almost none in our city. Very few schools have foreign teachers, including those in the city. There are almost few in public schools, and there may be such teachers in private schools.

FANG：This is the characteristics of the private schools.

ALICE: Exactly.

FANG: What other topics do you discuss with colleagues besides students' grades?

ALICE：Most of the discussions are about teaching-related topics and student performance. FANG：In general, is your job satisfying and fulfilling?

ALICE: Not bad. I like the profession of teacher more and more. Because everyone wants to be respected and valued, right?

FANG: Now everyone respects teachers better than before.

ALICE：Yes, so I feel pretty good, including the welfare.

FANG: Do you have any other comments?

ALICE: I personally hope our school including the whole city, if it is possible, to make more investment in teaching. That is, to our hardware facilities, add a little more. I hope we can reduce the bureaucracy and put more efforts in implementation. Our school used to say that many rural schools are, how to put it, that is, if a school has 150 teachers in each school, there will be 50 teachers are not doing their jobs. There may be all aspects of empty pay. Now that Director Lin is pretty good, and then he has basically solved these problems, except for some serious illnesses, and there is no way for those who get cancer. There are also some in the school who used to be a leader in the school. He doesn’t have to take the class anymore. Now it’s much better. The vice principal and the like have classes. Although it’s still unfair, but slowly improved in this regard.

Then for our teachers, our teaching tasks and duties are still as heavy as before. To be honest, we don't have much to say. However, we wish the hardware investment for students can be improved. It means that the environment can create an environment for the students by hiring a foreign teacher, then of course it will be better. I hope this environment facilitates what the school asks us to do, but he does not provide us with these, and then our time is limited, and we cannot change anything, because we also have our own teaching tasks to complete. We have so many tasks every day. Then, if we can change these teaching environments, it won’t cost much if you hire one or two foreign teachers. For our school hires a dozen or twenty substitute teachers every year. If we can have one or two foreign teachers each year, it does not take much money but helps change the learning language environment. I think it’s different for students, but our school may have not improved in this area. In the past, our English teachers were so exhausted that they were brought in as minor subject teachers. Language and mathematics are the main subjects, and English sciences are all minor subjects. They don't pay much attention to our English subject at all. Now we are slowly paying attention to English. English was facing many embarrassing situations, and it is slowly changing. Anyway, I hope that in the future English can be regarded as a foreign language, that is, I can pay more attention to it. This can provide the language environment and provide interest groups of English learning a lot of trainings, and then it is best for English teachers. I hope there can be some materials and recordings that are convenient for teaching activities. These can be good supplementary materials to textbooks.

FANG: How is your communication with students’ parents?

ALICE：Gosh, parents in rural schools are the worst for communication.

FANG: Communication not smooth?

ALICE: I just can’t communicate. They are all out of town. More than 50% of them are out of town. Then the grandparents are at home, and the parents say, I don’t know how to describe them, really, the difficulty we face is students’ polarised academic performance mainly caused by the insufficient involvement of the left-behind children’s parents. Their absence in tutoring English homework in day-to-day English learning of the young learners with poor autonomies further strengthens the gap that requires additional teacher efforts to make up.

FANG: Do they understand English?

ALICE：The first is that they don’t understand English, and the second is that the parents’ in rural areas do not treat child’s learning as seriously as those do in the city. When you tell them that their child has not finished his homework, some parents even question you: What does it matter to me? Isn't it your problem? If the children are sent to you, you will take care of everything. They don't care about a penny (a little bit), even if the student doesn't finish it, they say it's teacher's business.

Those reasonable parents are okay. When you encounter unreasonable parents, you will be troubled.

FANG：How do you feel if meeting those unreasonable parents?

ALICE：It was very uncomfortable, and I felt as if I just wanted to communicate with them and wanted to raise the children up with them. However, they thought it was not his business. They felt that this was the teacher's own business.

FANG: I don’t have any further questions.

ALICE：OK.

FANG： Thank you.

ALICE：You are welcome.

**Interview of Alice** (Original)

FANG: 最初你是怎么决定来这里当老师的？

ALICE: 一开始就觉着当个老师就是什么挺稳定的做一个女孩子，对，后来渐渐的跟学生之间交流，然后发现这些孩子们，尤其农村这些孩子们，他对英语了解特别特别少，什么也不知道，然后就有一种想法说能把它能从这个层面上带高一点，然后仅仅是这一点点而已。

FANG: 你最开始做老师是因为你大学学的是英语专业的吗？

ALICE: 是的，是师范学校英语专业的

FANG: 那你想象中当时毕业之前想象的和你实际教的是不是一样的？

ALICE: 嗯，有一点点差距，我作为学生时候，就是说我那时候成绩还是比较可以的，然后认为就是说学生们跟自己都差不多，然后当我当老师的时候，我在教授学生们的时候才发现，哎呀，那差距真的不是一点点，有的孩子你怎么教，对，你怎么教他都学不进去，你怎么说他也不行。

FANG: 当时感觉是怎样的？

ALICE: 对，然后有点点失落，对。就是付出与得到的有时候真的不是成正比。但是我会继续努力的，我会继续努力吧 哈哈。

FANG: 这个过程，比如说你发现有些基础很薄弱的学生，你有具体做什么吗？

ALICE: 有的就是说针对它单独就是给他找练习做，或者我单独对他哪一块不懂，然后针对那个我会多出一些练习给他单独补一下。但是呢，就是说如果效果特别好的呢，就是说我就觉得这个孩子进步还是蛮大的，如果有的学生呢，就是说存在着智力方面的问题的话，有一些那些学生我就觉得他，确实很无奈，他就是连名字都不会写嘛。农村存在这种情况，因为是留守儿童嘛，然后家长就是都在外面打工，爷爷奶奶也不会，我们，我们的能力也，我们的精力也确实的，我的精力有限，1个英语老师大概带4个班，确实是太缺课了，缺老师。

FANG: 有什么印象比较深刻的故事吗？跟学生之间？

ALICE: 嗯~，就是我最印象最深的就是一个叫John的男孩子，他就是在上课的时候呢，就是他的母亲就是突然走掉了，然后他一开始就是一个不错的孩子，后来一落千丈，当时我们也不知道什么情况，他就厌学。后来呢就是我们就是感觉针对这种情况说，老师也不知道，就是反复的怪他嘛。你为什么学习突然差距这么大，后来呢就是说他只知道哭，也不知道说。嗯，最后他就有点厌学了，不想来了。然后呢，有一次他的，就是说他的爸爸呢，然后就特地把他拖到学校，我们就是才知道，嗯，他的母亲就是跟他父亲有一点摩擦，然后走掉了。剩了孩子自己，他就开始厌学，抛，放弃自己了一样。然后我们呢，就是说知道这个情况之后呢，我们就对这个孩子进行心理疏导，然后现在这个孩子都对我们可亲热了，就去，每次见到我都问老师，你还有什么需要我帮你的吗？我说，我就尽量让他来帮我，有什么事情我就尽量让他来帮我，让他感觉到就是说老师毕竟也是女性，让她感受一点母亲的那种关爱嘛，然后现在学生无论是心理还是学习上都还不错，也算一个中等生吧，也不是说特别优秀，但也不特别差了。

FANG: 但是人是比较开心的？

ALICE: 对，非常开朗一个孩子，心理没有问题了感觉。

FANG: 其实按理说就是这个小孩的情况，他他跟英语学习没有特别大的关系，你当时去付出，去对这个孩子有关爱，是出于一种什么样的心理？

ALICE: 我感觉就是，心疼，可能一个做母亲了吧，就是心疼。看到他说母亲走了，然后他就放弃自己了，心特别特别疼，就这样。然后就感觉到，不管你是学还是不学，还是学语文，还学数学，还是学英语，就学到什么程度，当时根本不是我关心的问题，我最终想关心就是把这个孩子能拉回到一个正常的一个，一个心态。嗯，我不想让他就是到时候成为一个不健康的人，就是说以后对他的学习啊，对他的将来，就是说生活、工作造成很大的压力，或者说造成不健康的影响，是这样。

FANG: 你从事英语教学几年了?

ALICE: 嗯，今年，我04年吧，算起来应该16年整了。

FANG: 那也蛮久了，你对比现在和刚毕业的时候的教学风格有什么大的变化没有？

ALICE: 风格吧，反正有变化的。因为每年要出去学习嘛，然后学习到好的方面，我们就要多加，多多跟他们学。然后如果学到不好的地方，我们感觉到自己有些地方不太好，我们就会改进。

FANG: 你们会有定期的培训是吧？

ALICE: 是的.

FANG: 一般都是教关于什么的？

ALICE: 英语啊。有时候到市级培训，比如到县里面培训，就是说培训的阶层不一样吧。

FANG: 嗯。

FANG: 那他是培训教学法，还是具体的是语言知识还是什么类型的？

ALICE: 嗯，都有。然后有的是上课，他上一节他要表达的什么课给你听，然后按照他的知识或者PPT来呈现，看跟我们有一些不同地方。还有呢，现在我们就学如皋嘛，我们这边学如皋现在。因为好像说如皋现在教学质量特别好，然后我们现在就是说我们的那个课，整体的那个，教案，以前都是按照我们之前的变化而变化，就变化很少。现在的教案变化很大，他现在是弄那个作业单嘛。然后那个，然后这边嘘这边讲的就是教师的准备流程，然后这边反馈学生学习的东西，反正主要以前的里面的，以前主要以教为主，后来就是以学生互动为主，把时间多数给学生，是这样的。

FANG: 你觉得这个定期的培训对你的职业发展有什么大的帮助吗？

ALICE: 嗯，对我的变化还是有的，因为从不适应到慢慢的适应吧。对于学生呢，当然更好了，因为把时间就更多的给他，让他去思考，对吧？他一思考了他脑子一活动了，然后他对这些东西它就是得心应手了。然后如果老师一直教他一直在接受的话，就说你他当时也许你会了吗？我会了，你到底会了吗？我真的会了，现在不一样，就是我没学的东西，我就可以问他你会多少，你学多少，他可以教和读和说给你听。然后我就从中我就知道这孩子哪里不会对我就更能够针对性的去教学。

FANG: 嗯，因为我看到教室里有时候也挺吵的，小学生嘛，难免

ALICE: 对。

FANG: 走廊里也蛮闹的，这个职业会不会很需要耐心?

ALICE: 是的，特别需要耐心。嗯，一开始教三年级的学生，那真的是无时不刻的，有时候不在吵闹，但是你看现在我们正在就是说请学生就是说把昨天的试卷我们当时一块批阅一下，为什么找学生一块批阅试卷呢？因为这个，他们就是也从当主人的感觉还有呢，就是批的时候，然后错在哪里，他们就是说印象更深刻一点，然后为什么让学生跟我一起来批阅试卷，就这个原因。

还有确实有一点是老师确实一下子四五个班确实一下子也改不过来，就是说总之让学生跟老师一起批改试卷呢，就是说对学生有利，对老师也有利，然后我们针对于不会的地方，反复的再去讲，再去上。针对那些就是说爱调皮爱讲话的学生，就是说我们也有特别的针对别的方法，比如说那些特别调皮的学生，我们就会跟他讲，你把试卷帮帮老师一起批阅一下，他就有一种感觉就老师重用我，然后他也会安静下来。

FANG: 你觉得做这份职业比较开心的部分是哪里？除了暑假。

ALICE: 是的，老师确实挺好的，寒暑假可以就是说说走就走，但是最开心的还是，所以开心的部分还是感觉到孩子们，就是说，看到成绩单的时候，老师还是这一点还是确实的看到好的成绩单的时候还是很担心，然后看到说那些不好的成绩单的时候，老师心里面还是多多少少有一点就是说力不从心，或者感觉就是说事倍功半的感觉，对吧？看到好的时候，成绩单的时候，老师还是感觉好有成就感，是这样！

FANG: 你们会需要比如说，就是基础差一点的学生帮他有额外的辅导或者怎么样的吗？我看校外也有

ALICE: 校外有辅导，现在我们学校也有，我们学校4:30之后，现在就是说都是有课的，五年级三四年级没有五年级都有加一节课的，一直学到5:30。

FANG: 然后你在对未来的职业或者说教学风格方面有没有一些自己的计划？

ALICE: 未来吧，未来反正因为我毕竟教了有十几年了，然后我的格式和风格呢基本上就是在我的印象里面，就是说已经规，定格了，但是有改变了，也就是说要求什么或者学到的东西，我们加进去慢慢的改变。或者说对未来说有什么大的动作大的改变，我个人来讲也没有什么太大的改变，主要就是看培训学的东西和压进脑子里的东西，随着这个，就是说，大部分东西是根据外面的环境或者是相应的培训要求来改变。

FANG: 因为我们是有编制，所以可能大家都还是比较稳定的想要一直呆在这个行业，是吗？

ALICE: 对对对。因为刚开始刚毕业的时候，我还有点想法，我不想当老师，工资也低啊，而且就是说我们就是说本来家庭条件各方面挺好的，然后觉得拿这个钱与我期望的差的太大太大。当时就想着去创业啊，去干嘛呀。然后其实也被家里面人说过，也自己偶尔有时候也做过一些。就是说外面的，其实我在上班之前就老早老早那时候学校还没有规定不让老师在外干嘛的时候，我还开过一个服装店。但是后来都因为经济，不是，就是说各方面的精力真的来不了，然后就放弃了，也就是贴了不少钱，所以说我感觉自己还是安安稳稳地做一个老师挺好的。

FANG: 其实你们工作量是不是也还挺大的？

ALICE: 嗯，工作量我们英语工作量其实蛮大的。英语找辅导，中间上课最低要12节（每周），然后再加上平时改作业课课练难度特别大，还有一部分学生就是不写作业，我们还要去单独去找他，或者就是说每做完每讲完一份练习，我就讲了一单元，我至少都有两份a、b卷要做也要改，所以其实就是说每天马不停蹄的一直在做。课不够，我有时候还是去挤他们的自习课什么的。

FANG：你刚刚提到说开服装店是在哪一年，大概工作几年的时候？

ALICE：工作第二年的时候。

FANG: 就觉得还有很多可能是吧？

ALICE: 对，老是觉得那时候好像自己还有无限发挥的可能啊。

FANG: 现在其实是觉得这份工作其实工作量也能装满，加上，会不会那时候没有成家，现在是有家庭？

ALICE: 是的，有可能是这个原因。年轻时候嘛，都有一种梦想，但是后来就是说当老师久了，随着现在社会老师，农村老师地位也改变了，比以前地位改变了很多，工资也高了。然后呢，就是说，各种各样的要求也来了是吧？我们自己本来对自己就是说侧重点还是在教学上，所以说就然后感觉到还是以教学为主，是这样。

FANG: 有很多这个学校的老师会后期选择考到市区的学校，你想过吗？

ALICE: 没想过，我喜欢这里自由一点。那边听说管的很严格、琐碎的事情特别多。我喜欢自由一点，这里同事、环境也熟悉了。

FANG：你跟学生的互动是怎样的？

ALICE: 有一些学生我是对他真的像朋友一样，但有一些不可以。因为有些学生他自觉性太差了。你例如说请同学们把这一张试卷给他做完，然后有的同学很快就做完了，有的同学你就抄给他写，或者教给他写他都不写；好像背书一样，比如说你不用强制他都已经课前都已经背了，比如说你稍微说一点他会背了，比如说你怎么说他也不会背，那一类学生，我就要强制他。

FANG: 要凶一点？

ALICE: 对, 要凶一点。

FANG: 学生对你的评价是怎么样的?

ALICE: 学生反正都喜欢，还是你喜欢我的，然后就是说当老师角色时间长了，以前我当学生的时候老喜欢老师跟我们在一起玩什么的，然后当我反过来当老师的时候，我也想跟学生们一起玩。可能是有一些距离感，有些学生就是尤其对于那些学习成绩不太好的学生，他对老师自然有一种敬畏感；然后那些学习成绩好的学生，他在我面前还是该撒娇撒娇干嘛干嘛的，这一点其实我并没有去偏心，关键是学生自己的心里有这种感觉，但是也看个别吧。有些学生就是说你看我们班有些学生就家庭条件不好，我不管他成绩差还是好，我都会把我家里面小孩子穿小的衣服，我拿给他或者我有好吃的东西我会送给他。 然后呢，有一些，就是刚毕业的时候，有一些学生家里面比较困难都农村嘛，然后每个学生每周都好到我一个人给他10块钱当生活费用。然后就是说今年这么多年就一直在做这个事情，但是也不想把这个事情告诉别人，怕影响学生就是心理上的不健康。

FANG: 嗯嗯。你是一直在做，还是说毕业那会儿？

ALICE: 毕业那时候做的比较多，就是固定的。每个学生一直到我跟前领钱，然后呢，到后来慢慢的家里面有我就带给他们。再后来就针对性，就是说有些学生确实需要，我就会给予。

FANG：那这个是远远超出英语教学的。

ALICE: 对。

FANG: 所以你觉得一个英语老师除了教英语，还有一些其他的责任在？

ALICE：对，是这样的。

FANG: 你跟学校行政管理部门的沟通怎么样？你觉得学校管理怎么样？

ALICE: 我们学校管理可以说吧，我不太喜欢。因为很多，就是说教干（干部）嘛，可能就是，他就是以他的那个方式为主，他就觉得我要怎么样，而不是说，就是说针对于学校排课，对，比如说有的人跟他说，或者有的人家家里面跟这些干部家里面或者有一点点关系的话，他就跟他讲我今年不带四年级，因为带四年级五年级六年级压力比较大嘛，我今年还要在三年级，那么他就会针对他这种情况，就一直把它留到三年级。然后我也去跟他们反馈过，他们对我这种想法，就是说老是说明年就开始实行。他们的人情世故这一点就特别严重。他说了第二年实行，他实行不了。

FANG: 工作内容会有其他行政事务吗？

ALICE: 我们小学老师没有什么行政，没有他的行政。我今年担任英语组的教研组长，然后有时候会开会，或者这些东西跟他们就是说交接一些。那我们基本老师，就是说还是以教学为主，行政没什么。

FANG：市教育局什么的来检查，会有一些文件要做吗？

ALICE: 有的。要检查，还有我们的政治学习，又有什么业务学习，然后又是，反正听课笔记，这也是我们分内之事。

FANG: 对，我刚刚看到他们课堂形式是不是也是学南通的试卷的形式。

ALICE: 对，学如皋，如皋市南通的吗？

FANG: ((笑)) 是的。你对咱们市英语教学总体情况有了解吗？

ALICE：我们市的英语教学啊，反正我知道就是说，我们市教英语的话，外教这些东西都少。很多外边的学校呢，他们都有外教啊。我们市几乎没有，我们学校包括市里面的我了解几乎很少，公办学校几乎很少，可能有私立学校会有。

FANG：这是他们的特色。

ALICE：对。

FANG: 跟同行同事之间你们讨论的话题除了学生的成绩还有什么？

ALICE：就多数都是讨论教学相关的话题，讨论学生的成绩。

FANG：总的来说，你的对于工作是比较有满足感和成就感的是吗？

ALICE: 还算不错吧。我越来越挺喜欢老师这个职业。因为大家都希望被尊重被重视，对吧？

FANG: 现在大家对老师的尊重比以前更好。

ALICE：对对，所以说感觉挺好，包括待遇也提升了。

FANG: 你有什么其他的想分享的吗？

ALICE: 我个人就是说，我希望我们学校说，包括就是说我们全市啊，如果能在，就是说更更大的投入教学，就是说，对我们的硬件设施啊，多给补充一点，而且就是说少流于形式，多流于实际，对吧？我们与其说有一些，当然喽，以前我们学校就是说农村学校很多都是，怎么说呢，就是说，假如一所学校，每个学校150个教师会有50个教师不上课，这50个教师可能吃空饷各方面都会存在，现在就是说林局长还挺好的，然后他把这些问题基本上解决了，除了一些重病了，没办法得癌症之类的。还有一些是学校里面的一些以前当个学校里面随便当个小领导，他都不用带课了，现在好多了，副校长之类的都有课，虽然说，虽然还是不公平，但是慢慢在改进了这方面。然后就是说对于我们老师，就是说我们老师任务该怎么重还是怎么重。说实话我们没有多大感觉。然后我们希望就是说对于我们老师这一块，就是说硬件设施还是能给学生，如果就是说能请个外教或者口语这些环境给学生们造成一种环境，然后当然更好。我希望这种环境就就是说学校里面一边要求我们怎么样，他不给我们提供这些，然后我们的时间又有限，我们也就是说也改变不了什么，因为我们也有自己的教学任务完成，太多了，我们每天的任务真的超多。然后如果他能够把这些教学环境改变好，你请一两个外教也花不了多少钱，我们学校每年就是说代课老师还请了有十几二十个外教老师的话，你请一个到两个，我觉得对于学生来讲都不一样，但是我们学校就是说可能对这方面一直没有改进，现在还好喔，以前我们英语老师累得要死，当小科来带。语文，数学是主科，英语科学他们都是小科，根本就不重视我们英语，现在慢慢的才重视我们英语，所以英语面对很多的就是说尴尬的境地，也在慢慢的改变吧，反正我希望未来说能够把英语就是说当语数外一样，就是说能够重视一点，然后能给我们的语言环境啊，兴趣小组啊多多培养，然后学校里面最好就是说能给老师看你写什么关于录音用起来方便的一些材料教材对补充材料是的。

FANG：教材的补充材料，上课物料？

ALICE: 是的是的。

FANG: 然后你这边跟家长的沟通怎么样？

ALICE：哎呦，家长，农村的学校就这一点最不好。

FANG：沟通不顺？

ALICE: 沟通不了，他们都在外地，50%以上的都在外地吧，然后爷爷奶奶在家的，还有家长就是说我也不知道怎么形容他们。真的，教学过程中我们面临的主要难题是学生成绩两极分化，主要由留守孩儿他们父母很少关注孩子学习造成的，小孩子自主学习能力差，父母平时不能辅导作业，进一步加强了差距，而这个差距需要老师额外花功夫去弥补。

FANG：他自己是不是本身也，英语也不懂？

ALICE：第一是不懂英语，第二就是说对孩子的学习可能就是真的不如城市里面的家长重视，然后你如何反馈他孩子没做完作业，有的家长甚至质疑你：他没做完作业跟我有什么关系啊？不是该你老师得问题嘛。孩子都交给你了，就什么都你管。他一分钱（一点的意思）都不用管，就哪怕他做也没做完，他也说是你老师的事情。就有一些讲道理的家长还好，遇到不讲道理的家长就是说跟你胡搅蛮缠。

FANG：这个时候你会感觉怎么样？

ALICE：很难受，就感觉到好像自己就是说想跟他们沟通，想跟他一起把孩子往上提一提，但人家认为不是他的事，就是你自己的事，就觉得这是老师自己的事。

FANG: 我这边暂时没其他问题了

ALICE：那就这样吧。

FANG： 谢谢你。

ALICE：不用谢。

**Classroom observation of the open lesson** (Translated)

**Note:** The lesson was delivered in both English and Chinese. Chinese was used to assist students’ comprehension and explanations. Names of students are pseudonyms.

T: Class begins.

Sts: Good morning. Miss Angela.

T: Sit down please.

Ok, now let’s start our lesson. Now listen to me carefully. How is the weather today? Who can answer my question? How is the weather today? Who can answer? Is it sunny? Is it cloudy? Wang Jing please.

S: It is sunny.

T: It is sunny, yes or no?

Sts: Yes.

T: ok, very good. Sit down please. Now, what about yesterday? How was the weather yesterday? Who can answer? How was? OK Zhen Ran, you please ((this student raised her hand)).

S: It was sunny too.

T: It was sunny too. Very good. Sit down please. Ok, now, next, please listen to a song and think. Now, how was the weather in John’s song?

The song. … rain rain go away…

T: now if you like, you can sing together. Do you understand? Ok, now, who can answer me? How was the weather? Now what did you hear? What did you hear? How was the weather? Yuan Ye please.

S: Windy.

T: Windy. Windy. Yes or no?

Sts: No.

T: No.

S: Rainy.

T: Rainy, yes. Ok, sit down please.

S&T: [It’s rainy].

T: Yes. He is Johnny. What is his day like? Now you can choose. Which one ((choose from smiling face and sad face))? Is it happy? Or bad? How do you, what do you think about his day? What do you think his day? Ok. Sun Xing.

S: Bad.

T: yes, it’s bad. Do you think so?

S: silence.

T: Do you think so? Yes or no?

Sts: Yes.

T: ok. Sit down please. I think so. He has a bad day. Ya.

Now Yang Ling had a bad day too. Do you remember what happened to Yang Ling and her friends? Do you remember?

Sts: Yes.

T: What happened to Yang Ling and her friends? ((Angela then translated ask this question again in Chinese)). Now, let’s recite together. Please look at the picture. Who can describe it? ((Angela then said this in Chinese again)).

Sts: Silence.

T: Don’t be nervous. ((Angela then said this in Chinese again)). Now, who wants to try? Please hands up. Wang Kang please.

S: She lost her bike. And I want to have my bike.

T: Very good. Sit down please. You are so great. Ok. Now what about this picture? Sun Jiahui.

S: There is a kite in the sky.

T: Very good, sit down please. Next one. What about this? Zhang Zhen.

S: It was ((stopped after saying these two words)).

T: It was what?

S: It was windy. We flew kite.

T: We flew kite or we flew kites.

T&S: we flow kites.

T: Yes. Not kite, we flew kites, high? ((Waiting for students to answer)).

T&S: in the sky.

T: Ya. Sit down please. Ok, now, next one.

What did they see? Oh sorry. What did they bring for their lunch? Li Qing.

S: Brought some Jiaozi.

T: Brought some Jiaozi, bread, not bread ((i:)) and?

S: Honey

T: and honey and some?

S: Drinks.

T: Yes. For?

S: Lunch.

T: For lunch, good. You are so great. Sit down please. Ok, next one. What about this one?

What are they? What did they see? Umm, Liao Peng.

S: they saw some ants and bees, they could not eat their lunch.

T: Umm, very good. Sit down please. They saw some ants and bees, so they could not eat their lunch. Now, what about this one? What about this one? Gou Jian.

S: There are clouds in the sky. It rained.

T: Yes, there are black clouds in the sky. It

S&T: rained.

T: Ya ya. Sit down please. Ok, so, if you meet the day like this, I think you feel bad too. So they feel bad too. They were not happy, they were sad. Follow me, sad.

S: sad

T: Sad

S: sad.

T: s-a-d, sad

S: s-a-d, sad.

T: Bobby looks sad. Now, looks sad, looks sad. Ok. Now can you make this action like this ((pointing to the sad face emoji on the projector)) Now, everybody, make a facial expression of “sad”. What does it look like? Let me see whose facial expression is the most like? Umm, Yao Jv made a good vivid one. Very sad, ok. Do you, do you understand what “sad” for meaning? You know what it means now?

S: Yes.

T: Now, who knows, who knows? Raise your hands and let me know. Guo Sihui.

S: Bobby looks very sad.

T: Yes, looks

S&T: [very sad]. Now, what happened, what happened? Do you know? What’s the matter? What’s the matter? Ok, sit down please. Listen carefully and answer my question. What happened to Bobby? Why does he look sad? Do you understand?

Sts: Yes.

((Cartoon playing))

T: ok, now, what’s the matter with Bobby? Wang Yuhan. What’s the matter with Bobby? What happened to him?

S: ((Silence))

T: OK, sit down please. Now, who found it? ((Angela said it again in Chinese)). What’s the matter with Bobby? ((Angela said it again in Chinese)). He looks sad. ((Angela said it again in Chinese)). Very sad, right?

Sts: Yes.

T: Now, what’s the matter with him? What happened to him? ((Angela said it again in Chinese)). OK, you please.

S: He lost his new kite.

T: Yes, he lost his new kite. Sit down please. ((Angela said it again in Chinese)).

S&T：New kites.

T: ((Angela said it again in Chinese)). OK, now, please read the cartoon texts and circle the new words. Now, read the dialogue by yourself, and circle new words. Circle those words that you don’t know how to read or what it means. ((Angela walked around)).

T: Please circle all the words that you don’t know and we talk about them together later. ((Check with one student)) How do you pronounce this word? How do you pronounce that word? ((Pointing to the words)).

S: ((Silence))

T: I don’t see anyone circle any words. Don’t you say you can read?

T: Read loudly. Otherwise, how can you check if you can read them or not? Does it mean you can read if you think you can? All read loudly. ((Checking with one student)) How do you read this?

S: ((pronounce a sound with a low voice)).

T: Nonsense. ((With smile on her face)).

Now, everybody looks at the vocabulary and circle the words you don’t know how to pronounce. When you think you don’t know how to read or you are unsure, you should circle it.

T: Now, everybody, have you finished? Ok, now, which words? ((Angela said it again in Chinese)). If you don’t say it, I would assume that you know how to pronounce all the words. I don’t need to teach this lesson if there is no any word that you don’t know. OK, you please.

S: ((Low voice))

T: Speak loudly.

S: m-e-e-t-s, h-a-p-p-e-n-e-d.

T: OK, what else？ ((Angela said it again in Chinese)).

S: k-i-t-e.

T: What else?

T: w-i-n-d-y, what else? Sit down please. Now anybody else? Luo Mian.

S: c-l-i-m-b-e-d

S&T: c-l-i-m-b-e-d ((Angela wrote all the words on the board))

T: ok, sit down please. What else? 还有吗？

T: just one？只有一个吗？Wang Sini

S: c-o-u-l-d-n-t

T: c-o-u-l-d-n-t, is this one? This one? What else?

S: No.

T: OK， sit down please. Anybody else? Umm, yes, you please.

S: f-o-u-n-d

T: f-o-u-n-d. What else? Hu Weiyu.

S: m-a-t-t-e-r

T: m-a-t-t-e-r. What else?

S: w-a-s-n-t

T: w-a-s-n-t. ok, sit down please. Anybody else? You please.

S: k

T: K, which one? This one? Yes or no? Ok, sit down please. Now anybody else? ((Angela said it again in Chinese)). Ok, no? But I have some new words too. ((Write down some other new words: know, hold onto, fly away, flew))

T: Now who can read them? These two, who can read them? Umm, Chen Jie.

S: ((silence))

T: Don’t you said you know how to read them? How to pronounce this one? Wang Jun.

S: Hold onto

T: hold onto. Now this one ((pointing at “flew”))?

S: fly.

T: flew or fly? How to pronounce this one? Flew, flew, then, how to read this one? ((Pointing at fly))，this is fly. Right? Right? All sit down please. You read this. ((Pointing at one student)) How do you pronounce this one? ((Pointing at fly)) ((Angela said it again in Chinese)). Fly, this pronounces fly. What about this one?

Sts: flew.

T: sit down please. Ok, now follow me. Meets,

Sts: meets:

T: meets.

Sts: meets ((repeat two times)).

((Other new words on the black board, students follow the teacher to read three times of each:

Meets; couldn’t; hold onto; happened; found; fly away; flew; kite; matter; windy; wasn’t; climbed; know

Repeat extra times of “climbed and windy, correct pronunciation of know, matter when she found the students’ pronunciation do not sound good enough)).

T: Now read it together, two times, understand? Go.

Sts: meets, meets, happened, happened…… ((Read the words on the black boards twice)).

T: When students read “climbed”, the teacher ((found the students’ pronunciation is not right)) joined the drilling, and read together by four times. She did the same to “matter” and “know” ((e.g. know- əʊ, not aʊ)).

Sts: Finish reading.

T: Yes. Now, please read them by yourselves. If you have questions, you can raise your hands to ask me. ((Angela circulated in the classroom, and welcomed questions from students))

T: Ok, now, stop. I found many students do now know how to pronounce this word. ((Pointing at climbed )) OK, let’s have a look. We talked about “c” previously, right? What does it often pronounce? /k/. Then, this pronounces /m/ ((Pointing at m)). And this pronounces /aɪ/ ((Pointing at i)). This word pronounces /klaɪmd/. This b is silent, and ed is its past tense form. This word pronounces /klaɪmd/.

T：Climbed.

Sts：Climbed. ((Repeat 3 times))

T: And this ((pointing at “couldn’t)). If I cover this ((covering “n’t” in “couldn’t” with one hand)) do you know how to pronounce?

Sts: Could.

T: Yes. Could

Sts: Could.

T: Could.

Sts: Could.

T: What about now ((remove the hand that covers part of the word))? Couldn’t.

Sts: Couldn’t.

T: Couldn’t.

Sts: Couldn’t.

T: OK. What about this? ((Covering “n’t” in “wan’t’))? Was.

Sts: Was.

T: Was.

Sts: Was. ((Repeat three times))

T: ((Remove the hand that covers “n’t”)). Wan’t.

Sts: Wan’t.

T: Wan’t.

Sts: Wan’t. ((Repeat three times))

T: OK. In this work ((Pointing at “know”)) k does not pronounce. The “now” after k looks the same as the word “now” we taught previously, right? Now pronounces /naʊ/, but, if k is added in front of now, what will it pronounce?

Sts: Know.

T: Yes, it pronounces /nəʊ/. The vowel pronounces /əʊ/. Now read after me, know.

Sts: Know.

T: Yes, know.

Sts: Know. ((Repeat two times)).

T: Wasn’t.

Sts: Wasn’t.

T: Couldn’t.

Sts: Couldn’t.

T: Ok, let’s have a look at these words. Let me ask what is this “couldn’t”?

Sts: ((Silence))

T: Just now, I covered n’t, could. If I don’t cover n’t, what do we call this form how it is written and spelt?

Sts: Contraction.

T: Yes, contraction. ((Chinese of contraction)). Ok, which two words are contracted into this one?

Sts: Could and not.

T: Yes, it is contraction of couldn’t and not, right?

Sts: Could and not.

T: It is could and

T & Sts: [not] contracted.

T: Yes, contraction of could not. Now, what about this one? This one ((pointing at “wasn’t”))?

Sts: Wan’t.

T: Yes ((prolonged stop)).

T & Sts: was and not.

T: contraction of was and not, right? We will look at the other words later. Let’s look at these questions first ((handout with questions, gap filling)). Please read the textbook first by yourself, and answer the questions on the handouts. Now please look at the table and fill it. If you feel it difficult to do it by yourself, discuss with others.

Sts: ((read and discussions))

T: Think about the questions when you read the textbook. ((Circulate and check discussions)) 。

T: If you can’t see the contents on the projector clearly, you can look at the handouts at your hands, right? The contents are the same on the project and the handouts. This is why I circulated the handouts in advance yesterday. ((After a while, having seen that some students could not find their exam papers that were circulated before the day before)) Can you really find it? ((Angela said this in dialect, slightly impatiently.))

T: ((to one student)) Do you know where the answer is? Do you? Here, here. Isn’t it here? Why can’t you see it? Where are Sam and Bobby? I can find it even I check one by one with the textbook. What were you doing? The answers are just there, if you turn over the page. I gave the handouts to you yesterday, why don’t you preview it ((Slightly impatiently))?

T: I found that some students have read the handouts I gave to you yesterday. That’s great. Some just have not ready any.

T: ((Continue to circulate in the classroom and help answer questions from students))

T: Please raise your hands if you don’t understand anything. Have you got the answers? Now, let’s look at the first question: Where are Sam and Bobby? Who knows?

S: ((Silence))

T: ((Repeat the question)) Where are Sam and Bobby? Who can answer this? ((To a student who raises his hand)) You please.

S: In the park.

T: In the park, yes or no?

Sts: Yes.

T: In the park, is it in the park?

Sts: Yes.

T: They are in the park. OK, sit down please. Now what about this one? You read the questions.

S: Who looks said? What’s the matter?

T: Who looks said? Shi Jiayun.

S: Bobby.

T: Bobby looks said. What’s the matter?

S: His new kite.

T: Bobby looks sad. He lost his new kites. OK, sit down please. OK, the third question: What did Tina and Bobby do this morning? Fan Ting please.

S: Flew new kites.

T: Yes, flew new kites. Sit down please. Good. Now, next one: Was it windy in the park? Was it ((stress it)) windy in the park? Huang Yu.

S: ((Silence))

T: Hua Xuan.

S: ((Silence))

T: Jiang Shunan.

S: No.

T: No, it wasn’t. Yes or no?

Sts: Yes.

T: It is windy, but not very windy, right? Yes, it was. And then they climbed to the top of the hill, didn’t they? Now, sit down please.

T: Where did they fly the kite? Why? Ok, sit down please ((to the two students who could not answer the previous questions)). You two sit down.

T: What does this question ask about? ((3 second stop)) Where did they fly the kites? Is this what the question mean? Right?

Sts: Hill.

T: Where are they? On the hill. Right? Why?

T & Sts: [the wind is big on the hill].

T: Is it right?

Sts: Yes.

T: The sixth question: what happened at last? Wang Baoli, can you tell us?

S: ((Silence))

T: What happened in the last?

S: ((low voice))

T: What? What do you think happened in the last?

S: Sam returned the kites to Bobby。

T: She said Sam returned the kits to Bobby, is that right? Then, what happened? The wind is too strong, and what happened to the kites?

Sts: ((Silence))

T: They flew away, right?

Sts: Yes.

T: OK, the kites flew too high, and they couldn’t hold onto them ((Angela then explained it in Chinese)). The kite flew too high. They couldn’t hold onto it. It flew ((stop, and wait for the student to continue))

S: away.

T: Sit down please. Why does Sam have the kite?

Sts: ((Discussions))

T: Ge Wenjun.

S: ((Silence))

T: You can speak in Chinese.

S: ((Still silence))

T: Eh, ((repeat)) you can speak in Chinese if you don’t know how to speak it in English.

S: ((Still silence))

T: Why is it so difficult?

S: ((Still silence))

T: Can you speak Chinese? ((Slightly impatiently))

Xin Jiahui, can you tell her?

S: They picked it up.

T: They picked it up, right? Where do you know they found it? Besides the river?

Sts: On the top of the hill.

T: What?

Sts: The hill.

T: Near the hill, right? He found it near the hill. Sit down please. Now please look at the table and fill it. If you feel it difficult to do it by yourself, you can do it together with your desk mates. If you can’t do it by yourself, you do it by two people together, or three.

T: ((Walking around in the classroom and found that some students do not know how to fill the gaps in the table)) I have told you, if you can’t do it, do it together with others, two together or three. Some students maybe not even know the words, but they just sit there doing the exam paper by themselves. Eh ((sigh)). ((To one student)) how many gaps have you filled? Let’s fill the gaps in pairs, and two people must be more powerful than one, right? ((To one student)) Look at you, what are you filling?

T: OK, let’s have a look.

First question, in the morning, Tina and Bobby ((gap)), Tina and Bobby, what happened to them? This question, do you feel it appeared somewhere just now? So here it was transformed into a table, right? Zhang Zhen, can you tell us?

S: ((Low voice))

T: Speak loudly.

S: Flew kite in the park.

T: OK, flew a kite, in the park. Sit down please. The weather was not ((gap))

What is the answer to this question? Qian Hao.

S: windy.

T： The weather was not what? Windy。

Then what happened with Bobby? Peng Bo, can you tell us?

S: Climbed the hill.

T: They climbed up the hill. It was windy there. Sit down please.

T: And then? The kite, the kite ((gap)), what happened to the kite?

Sts: Fly away.

T: What? Speak loudly.

Sts: Flew too high.

T: Flew too high. How did the kite fly?

Sts: Too high ((Speak in Chinese)).

T: Too high. He couldn’t ((stop and wait for students to fill the gap)).

Sts: Hold onto it.

T: Yes, he couldn’t hold onto the kite. ((Explain this sentence in Chinese)). The kite ((stop and wait for students to fill the gap))

Sts：Flew way.

T: How about Sam? What happened to Sam then?

Sts：Found the kite

T: Yes. Sam found the kite near the hill.

Now, find all the verbs and their past tense forms in the textbook. Understand? Then, read them many times and read the dialogues in the textbook. OK?

Sts: OK.

T: Class is over.

**Classroom observation of the open lesson** (Original)

T: Class begins.

Sts: Good morning. Miss Angela.

T: Sit down please.

Ok, now let’s start our lesson. Now listen to me carefully. How is the weather today? Who can answer my question? How is the weather today? Who can answer? Is it sunny? Is it cloudy? Wang Jing please.

S: It is sunny.

T: It is sunny, yes or no?

Sts: Yes.

T: ok, very good. Sit down please. Now, what about yesterday? How was the weather yesterday? Who can answer? How was? OK Zhen Ran, you please ((看见这位同学举手))。

S: It was sunny too.

T: It was sunny too. Very good. Sit down please. Ok, now, next, please listen to a song and think. Now, how was the weather in John’s song?

The song. … rain rain go away…

T: now if you like, you can sing together. Do you understand? Ok, now, who can answer me? How was the weather? Now what did you hear? What did you hear? How was the weather? Yuan Ye please.

S: Windy.

T: Windy. Windy. Yes or no?

Sts: No.

T: No~.

S: Rainy.

T: Rainy, yes. Ok, sit down please. It’s rainy, yes~.

S: it’s rainy. ((同时))

T: He is Jony. What is his day like? Now you can choose. Which one ((choose from smiling face and sad face))? Is it happy? Or bad? How do you, what do you think about his day? What do you think his day? Ok. Sun jiaxing.

S: Bad.

T: yes, it’s bad. Do you think so?

S: silence.

T: Do you think so? Yes or no?

Sts: Yes.

T: ok. Sit down please. I think so. He has a bad day. Ya~

Now Yang Ling had a bad day too. Do you remember what happened to Yang Ling and her friends? Do you remember?

Sts: Yes。

T: What happened to Yang Ling and her friends? 杨林和她的朋友们发生了什么事呢？Now, let’s recite together. Please look at the picture. Who can describe it? 谁来描述一下。

Sts: Silence.

T: Don’t be nervous. 不要紧张。Now, who wants to try? Please hands up. Wang Shuai please.

S: she lost her bike. And I want to have my bike.

T: very good. Sit down please. You are so great. Ok, now let’s. Now what about this picture? Sun Jiahui.

S: There is a new kite.

T: Very good, sit down please. Next one. What about this? Zhang Zhen.

S: It was

T: It was what?

S: it was windy. We flew kite.

T: we flew kite or we flew kites.

T&S: we flow kites.

T: yes. Not kite, we flew kites, high …

T&S: in the sky.

T: Ya. Sit down please. Ok, now, next one.

What did they see? Oh sorry. What did they bring for their lunch? Li Qing.

S: brought some Jiaozi.

T: Brought some Jiaozi, bread, not bread ((i:)) and

S: honey

T: and honey and some?

S: Drinks.

T: Yes. For? For?

S: lunch.

T: for lunch, good. You are so great. Sit down please. Ok, next one. What about this one?

What are they? What did they see? Umm, Liao Peng.

S: they saw some ants and bees, they could not eat their lunch.

T: umm, very good. Sit down please. They saw some ants and bees, so they could not eat their lunch. Now, what about this one? What about this one? Gou Jian.

S: There are clouds in the sky. It rained.

T: Yes, there are black clouds in the sky. It

S&T: rained.

T: ya ya. Sit down please. Ok, so, if you meet the day like this, I think you feel bad too. So they feel bad too. They were not happy, they were sad. Follow me, sad.

S: sad

T: Sad

S: sad.

T: s-a-d, sad

S: s-a-d, sad.

T: Bobby looks sad. Now, looks sad, looks sad. Ok. Now can you make this action like this ((pointing to the sad face emoji on the projector)) 大家做一下sad这个动作什么样子的。我看看谁做得像。嗯，Yao Yujie做的非常像。好sad，ok. Do you, do you understand what “sad” for meaning? 知道它什么意思了吧？

S: yes.

T: now, who knows, who knows? 知道的，可以举手告诉我。Guo Sihui.

S: Bobby 看起来很伤心。

T: yes, 看起来

S&T： 很伤心。Now, what happened, what happened? Do you know? What’s the matter? What’s the matter? Ok, sit down please. Listen carefully and answer my question. What happened to Bobby? Why does he look sad? Do you understand?

Sts: Yes.

((Cartoon playing))

T: ok, now, what’s the matter with Bobby? Wang Yu. What’s the matter with Bobby? What happened to him?

S: Silence.

T: ok, sit down please. Now, who found it? 谁找到啦？ What’s the matter with Bobby? Bobby怎么啦？He looks sad. 他看起来什么啊？很难过，是不是？

Sts: 是

T: Now, what’s the matter with him? What happened to him? 他发生了什么事呢？OK，you please.

S: He lost his new kite.

T: Yes, he lost his new kite. Sit down please. 他怎么呀，丢了他的什么？

S&T：新风筝。

T: 新风筝丢了是吧。OK，now, please read the cartoon and circle the new words. 现在自己读课文，圈出生词。只要你不会读的或者是不懂意思的都要把它圈出来噢 。

The teacher walks around.

T: 不会读的把它圈一下噢。回头一起讲。这个都会读啊？ 那这个怎么读？

S: silence

T: 你不说都会读的嘛 。

T: 读出声音，不然怎么检查自己会不会读？ 你认为自己会读就会读啦？ 都读出声音来噢。

这个怎么读？

S：pronounce a sound.

T: 胡扯八道 ：))

大家看那个单词噢，你不会读的一定要圈出来了。当你认为自己会读的，不确定的也要圈。

T: now, everybody, 好了吗？ Ok, now, which words? 哪个生词你不会的？举手起来说。你要是不说，我就认为都会读，这节课我就不用教了，知道吧？来，你来说。

S: low voice.

T: 大点声音说。

S: m-e-e-t-s, h-a-p-p-e-n-e-d.

T: ok, what else？ 还有吗？

S: k-i-t-e.

T: 还有吗？ What else?

T: w-i-n-d-y, what else? Sit down please. Now anybody else? Luo Mian.

S: c-l-i-m-b-e-d

S&T: c-l-i-m-b-e-d ((T-write on the board))

T: ok, sit down please. What else? 还有吗？

T: just one？只有一个吗？Wang Sini

S: c-o-u-l-d-n-t

T: c-o-u-l-d-n-t, is this one? 是这个吗？what else? 还有吗？

S: No.

T: OK， sit down please. Anybody else? Umm, 就是你，对。

S: f-o-u-n-d

T: f-o-u-n-d. What else? Hu Weiyu.

S: m-a-t-t-e-r

T: m-a-t-t-e-r. What else?

S: w-a-s-n-t

T: w-a-s-n-t. Ok, sit down please. Anybody else? You please.

S: k

T: K, which one? This one? Yes or no? Ok, sit down please. Now anybody else? 还有吗？还有没有？ok，没有了？but I have some new words too. ((Write down some other new words: know, hold onto, fly away, flew))

T: now who can read them? 这两个谁来读一下？umm, Chen Jie.

S: silence

T: 你不是说你没有词不会读的嘛？这个读什么？ 啊？Wang Jun.

S: Hold onto

T: hold onto. Now this one ((pointing at “flew”))?

S: fly.

T: flew or fly? 这个读什么啊？ Flew, flew, 那这个读什么 ((pointing at fly)) ，这个读 fly是吗？是吗？都坐下去。你来读 ((pointing at one student))，这个读什么((pointing at fly))？fly，这个读fly，这个读什么？

Sts: flew.

T: sit down please. Ok, now follow me. Meets,

Sts: meets:

T: meets.

Sts: meets ((repeat two times)).

((Other new words on the black board, students follow the teacher to read three times of each:

Meets; couldn’t; hold onto; happened; found; fly away; flew; kite; matter; windy; wasn’t; climbed; know

Repeat extra times of “climbed and windy, correct pronunciation of know, matter when she found the students’ pronunciation do not sound good enough)).

T: Now read it together, two times, understand? Go.

Sts: meets, meets, happened, happened…… ((Read the words on the black boards twice)).

T: When students read “climbed”, the teacher ((found the students’ pronunciation is not right)) joined the drilling, and read together by four times. She did the same to “matter” and “know” ((e.g. know- əʊ, 不是aʊ)).

Sts: Finish reading.

T: Yes. 下面可以自己自由读，有同学不会的这个时候可以举手问我噢((teacher circulated in the classroom, and welcomed questions from students))。

T: Ok, now, stop. 我发现好多同学这个单词不会读噢 ((pointing at climbed ))。 好，大家看一下，这个c是我们以前讲过的吧，经常发什么音？/k/。然后这个发/n/，然后这个发/aɪ/((pointing at ))，连起来的/klaɪmd/。这个b不发音，这个ed是它的过去式。连起来读 /klaɪmd/

T：Climbed.

Sts：Climbed. ((Repeat 3 times))

T: 还有这个 ((pointing at “couldn’t)), 那我把这个盖上这个会不会读啊 ((covering “n’t” in “couldn’t” with one hand)) ？

Sts: could.

T: 对。Could

Sts: Could.

T: Could.

Sts: Could.

T: 那现在呢 ((remove the hand that covers part of the word)). Couldn’t.

Sts: Couldn’t.

T: Couldn’t.

Sts: Couldn’t.

T: 好，这个读什么 ((covering “n’t” in “wan’t’))? Was.

Sts: Was

T: Was.

Sts: Was. ((Repeat three times))

T: ((remove the hand that covers “n’t”)) Wan’t.

Sts: Wan’t.

T: Wan’t.

Sts: Wan’t. ((Repeat three times))

T: Ok. 这个单词(( pointing at “know”))k 不发音知道吧。后面“Now”跟我们以前讲的单词，now一样的是吧。Now发音是/naʊ/，但是前面加上k之后就不发/naʊ/了，发什么啊？

Sts: Know.

T: 对，发/nəʊ/后面的原因发/əʊ/。跟我读，know

Sts: Know.

T: Yes，know.

Sts: Know. ((Repeat two times)).

T: Wasn’t.

Sts: Wasn’t.

T: Couldn’t.

Sts: Couldn’t.

T: 好，我们来看一下这些单词。现在我来问一下这个couldn’t是什么东西呢？

Sts: Silence.

T: 刚才我把这个n’t盖住，could，不盖住的话，这是一种什么样的写法？

Sts：缩写。

T: 缩写，ok，是什么词和什么的缩写？

Sts：Could和not。

T: 是couldn’t和not的缩写啊？

Sts：Could 和 not。

T: 它是could和

T & Sts: not的缩写。

T: Yes, could not 的缩写。Now, what about this one? 这个呢 ((pointing at “wasn’t”))？

Sts: Wan’t.

T: 是 ((prolonged stop))

T & Sts： was 和 not。

T: 的缩写是吧。剩下的词过一会再来看，先来看一下这些问题噢 ((handout with questions, gap filling))。你自己读课文，回答问题，如果感觉有难度的话，可以同桌之间相互讨论一下。

Sts: ((read and discussions))

T: 带着问题去看书噢，带着问题去看书 ((circulate and check discussions)) 。

T: 如果投影仪上的问题看不清楚的话，你手里不是有张试卷嘛，对？手里那张试卷是一样的问题，不然我发试卷给你干什么的啊？ ((After a while, having seen that some students could not find their exam papers that were circulated before the day before)) 能不能找到憨 ((dialect)) ？

T: ((to one student)) 你知道在哪里？ 啊？你你知道这个问题在这个卷子上哪里啊？知不知道？这，这，不在这儿嘛，这不是的吗？Where are Sam and Bobby? 我一个个对也能对出来了啊。都干什么吃的，这不是啊，翻过这边不是啊。昨天就发给你了，不知道看((slightly impatiently))。

T： 我发现我预习材料发给你们噢，有的同学预习的挺好，但有的同学还不知道这个问题在试卷的什么位置。

T: ((Continue to circulate in the classroom and help answer questions from students))

T: 如果有不会的可以举手一下噢。答案找到了没啊？ 我们看第一个 ((问题))：Where are Sam and Bobby? Who knows? 谁知道？

S: ((Silence))

T: ((Repeat the question)) Where are Sam and Bobby? Who can answer this? ((to a student who raises his hand)) 你来说。

S: In the park.

T: In the park, yes or no?

Sts: Yes.

T: 在公园里，是不是在公园里啊？

Sts: 是。

T: They are in the park. OK, sit down please. Now what about this one? You read the questions.

S: Who looks said? What’s the matter?

T: Who looks said? Shi Jiayun.

S: Bobby.

T: Bobby looks said. What’s the matter?

S: His new kite.

T: Bobby looks sad. He lost his new kites. OK, sit down please. 好，第三个：What did Tina and Bobby do this morning? Fan Ting please.

S: Flew new kites.

T: Yes, flew new kites. Sit down please. Good. Now, next one: Was it windy in the park? Was it ((stress it)) windy in the park? Huang Yu.

S: ((Silence))

T: Hua Xuan.

S: ((Silence))

T: Jiang Shunan.

S: No.

T: No, it wasn’t. 到底有没有风？

Sts: Yes.

T: 也有风，但是它不够大，是不是？Yes, it was. 然后他们爬到了山顶是吧。

Now, sit down please.

T: Where did they fly the kite? Why? Ok, sit down please ((to the two students who could not answer the previous questions)). 你们两个坐下去。

T: 这个问题是什么啊？ ((3 second stop)) 他们在哪里放风筝呢？ 是不是啊？在哪里啊？

Sts: 山上。

T: 在什么啊，山上。是不是啊？为什么啊？

T & Sts： 因为山上风大。

T: 是不是啊？

Sts： 是的。

T: 第六个： What happened at last? 王宝，王宝莉，谁叫王宝莉？

S: ((Silence))

T: 最后发生了什么事啊？

S: ((low voice))

T: 什么？ 你说最后是什么？

S: Sam 把风筝还给Bobby。

T: 她说最后Sam把风筝还给了Bobby是吧。然后，就是怎么样？ 风，太大了，风筝怎么样？

Sts：((Silence))

T: 飞走了，是不是啊？

Sts： 是的。

T: 好。风筝飞的太高，他们住不住，对吧。The kite flew too high. They couldn’t hold onto it. It flew ((stop, and wait for the student to continue))

S: away.

T: Sit down please.

Why does Sam have the kite? Sam为什么会有这个风筝呢？Sam为什么会有这个风筝？

Sts: ((Discussions))

T: Ge Wenjun.

S: ((Silence))

T: 你可以用汉语说。

S: ((Still silence))

T: 哎 ((repeat)) 不会说可以用汉语说。

S: ((Still silence))

T: 怎么那么难呢？

S: ((Still silence))

T: 汉语会不会说啊 ((slightly impatiently)) ？

Xin Jiahui你来说。

S: 捡到的。

T: 捡到的是吧。那是在哪里发现了它的啊？在河边吗？

Sts： 山顶。

T: 什么？

Sts: 山上。

T: 在山上附近是吧？应该是在山里发现的是吧。He found it near the hill. Sit down please.

Now please look at the table. 看下这个什么，表格。看到了吧，卷子上也有这个表格。然后把它填一下。

自己一个人如果有难度的话，可以两个人一起做。自己填不上来就两个人填一份，两个人填不上来就三个人填一份((试卷))。

T: ((Walking around in the classroom and found that some students do not know how to fill the gaps in the table)) 我说啦，要是一个人不会可以两个人、三个一起讨论。有同学大概单词都不认识，你还坐在那里一个人做((试卷))。哎~

还有人卷子都丢了，自己一个人趴在桌子上。

((To one student)) 你填上来几个了啊？

我们现在都来两个人填，两个人肯定比一个人力量大呀，是吗？

((To one student)) 你看你瞎填，填的什么啊？

T: 好了，我们来看一下。

第一个，in the morning, 在早上，Tina and Bobby ((gap))。Tina和Bobby做什么啦？

这个问题，刚才在问题那里出现过是吧？这里又把它((问题)) 转化成表格对不对？

Zhang 什么，张Zhenyu啊. 张振宇，你来说。

S: ((Low voice))

T: 大点声。

S: Flew kite in the park.

T: 噢，flew a kite, in the park. Sit down please. The weather was not ((gap))

这题是什么啊？Qian Hao.

S: windy.

T： The weather was not 什么啊？ Windy。

然后，然后Bobby怎么样啊？Peng Bo，你来说说看？

S: Climbed the hill.

T: 噢，They climbed up the hill. It was windy there. Sit down please.

T: And then, 然后呢？The kite, the kite ((gap)) 风筝怎么样啦？

Sts: Fly away.

T: 啊？大点声说。

Sts： Flew too high.

T: Flew too high. 风筝飞的怎么样啊？

Sts: 太高了。

T: 太高啦。He couldn’t ((stop and wait for students to fill the gap)).

Sts: Hold onto it.

T: Yes, he couldn’t hold onto the kite. 抓不住风筝。The kite ((stop and wait for students to fill the gap))

Sts：Flew way.

T: Sam 呢，最后Sam怎么样啦？

Sts：Found the kite

T: Yes. Sam found the kite near the hill.

下面，课后的时候把课文里面涉及到的动词的过去式找出来，听没听到？然后试着多读一下噢。然后去读课文，听没听到？

Sts: 听到啦。

T: 下课。