CFL Teacher Cognition in K-8 School Settings: Focus on Classroom Management

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CFL TEACHER COGNITION IN K-8 SCHOOL SETTINGS: FOCUS ON CLASSROOM MANAGEMENT

by

ZIYI GENG

Under the Direction of John Murphy, PhD

ABSTRACT

Across North America and especially in the United States, the teaching of Chinese as a foreign language (CFL) to native speakers of English has expanded tremendously in recent years. Accordingly, related fields such as Chinese language pedagogy, language policy, CFL acquisition, and CFL teacher development have attracted researchers’ attention. Among existing areas of research, the cognitions and instructional practices of CFL teachers in the U.S., especially those who teach in K-8 schools have rarely been documented or examined. This situation means that contemporary K-8 CFL teacher development programs have access to limited information about CFL teachers’ cognitions, instructional challenges, and professional
preparation needs. To address these informational gaps, this empirical case study of CFL teachers' cognition and instructional practices related to classroom management in US K-8 school settings centers on seven teacher-participants who teach within the CFL program of a charter school located in a southeast urban region of the U.S. The study focuses on how these CFL teachers manage young CFL learners’ classrooms; rationales the teachers depend upon to support their classroom management practices; and the cultural, experiential, and contextual factors that affect their related cognitions and practices. Through the analysis of qualitative data comprised of semi-structured interviews, classroom observations, stimulated recall interviews, focus group interviews, and observations of teacher meetings, findings reveal that the participating teachers’ cognitions and related classroom management practices are individual, complicated, contextual, experiential, and constantly evolving. The multi-faceted aspects of the teachers’ cognitions including their beliefs, thoughts, knowledge, attitudes, and emotions influence their classroom practices in different ways and to different degrees. The participating teachers’ cultural backgrounds, contextual factors of the school, and the teachers’ awareness of their professional development histories all contribute to their cognitions and related practices. The study has important research implications for future CFL teacher cognition investigations and practical implications for the fields of CFL teaching and CFL teacher education in the U.S. and globally. The study and its implications will better inform language teachers, teacher educators, school administrators, and policy-makers interested in fostering more effective K-8 CFL instruction and teacher development, especially in the U.S., Taiwan, and mainland China.

INDEX WORDS: CFL education in the US, K-8 CFL teachers, CFL teacher cognition, Classroom management, Multi-case research
CFL TEACHER COGNITION IN K-8 SCHOOL SETTINGS: FOCUS ON CLASSROOM MANAGEMENT

by

ZIYI GENG

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy
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Georgia State University
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CFL TEACHER COGNITION IN K-8 SCHOOL SETTINGS: FOCUS ON CLASSROOM MANAGEMENT

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Office of Graduate Studies
College of Arts and Sciences
Georgia State University
May 2018
DEDICATION

This work is dedicated to the memory of my grandparents, Li Geng and Jiying Zhang, who passed away during the last year of my Ph.D. study. “Find something you really love to do” was a heartfelt wish of theirs. That is what I have been trying to pursue in this work and my life.
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feelings as they navigate the challenging seas of Chinese language teaching in the United States.

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1 INTRODUCTION

1.1 Purpose of the Study

Along with the continuous development of teaching English as a Second or Foreign language in the United States and many other parts of the world, the teaching of Chinese as a Foreign Language (CFL) has been attracting increased attention along with changing attitudes towards Mandarin Chinese worldwide (Zhao & Huang, 2010). China’s growing political, economic, and cultural influence in the global arena has generated considerable interest in CFL teaching and learning. Hanban (a key government-sponsored agency responsible for the international promotion of Chinese language and culture) estimates that there are approximately 40 million CFL learners worldwide (Hanban, 2009). Other sources indicate that a total of 2,500 universities and colleges worldwide are offering Chinese language courses (Zhao & Huang, 2010).

In the United States, the popularity of learning Chinese has also increased over recent decades. CFL instruction is described as “an expanding field”, and Chinese is characterized as a “critical language” in fields from educational policy to school language-planning (Zhao & Huang, 2010, p. 135) in the United States. A total of 1,000 schools in the United States offer CFL courses (Nye, 2005). Since Chinese has emerged only recently as a popular language to teach and learn in the US, the small number of experienced CFL teachers currently working in this part of the world can hardly be expected to meet societal needs. According to Zhao and Huang (2010), a pressing concern of CFL teaching in the United States is the shortage of qualified and competent teachers.

CFL teachers are reported to experience challenges and difficulties in several areas of teaching, including language barriers, different expectations of the roles of the teachers and the
students, communication with parents, different pedagogical practices and styles, classroom management, and inclusion of students with special needs (Xu, 2012; Hanson, 2013; Zhou & Li, 2016). The confluence of such challenges is likely to lead to classroom management challenges due to the complicated and interwoven nature of young learners’ foreign language classroom experiences. Existing studies pay special attention to CFL program building, pedagogy, and learning instead of focusing on the teachers themselves. However, a small number of studies have explored CFL teacher cognition, CFL teachers' real-time practices, and underlying rationale for how they teach in U.S. classrooms. As a consequence, current teacher education program may be inefficient due to a lack of knowledge of the teachers since the more that is known about CFL teachers, the more likely the profession will be to create models for foreign language teacher preparation that reflect relevant behaviors and attitudes of CFL teaching.

Given the fact that there are very few studies available concerning CFL teachers’ classroom management in US K-8 contexts, more classroom-based empirical studies are needed to better understand what CFL teachers’ think, know, and believe about their instructional practices when managing young learners’ classrooms. This is the current project’s primary goal.

1.2 Context of the Study

The planned study will explore cognition and practices of seven CFL teachers in one K-8 charter school in the southeast region of the United States. Adopting an International Baccalaureate curriculum framework, the charter school has been offering Mandarin Chinese as its only foreign language course since the fall of 2008. While serving the goal of developing students who are global citizens and are academically competitive by international standards of excellence, the school founders chose Chinese since a program with Chinese language education
could make the school unique as comparing with other schools in the same area (interview data from school administrator).

Mandarin Chinese is part of the daily academic routine at the charter school for students at all grade levels, kindergarten through eighth grade. The Mandarin curriculum includes listening, speaking, reading and writing. Every student participates in Chinese class for 50 minutes daily. The school has a Chinese Department made up of seven full-time teachers who are state certified to teach Mandarin. These teaching professionals incorporate music, song, movement, writing exercises, art, and cultural activities as parts of their CFL teaching. The study of Chinese culture is integrated into the curriculum to foster an international perspective tying in with the charter school’s International Baccalaureate program. As reported on the school website, teachers maximize the use of Mandarin Chinese for the majority of the instructional time and employ various instructional strategies to encourage students to practice speaking Chinese inside and outside of the classroom. Teachers not only provide students with communication-focused classroom experiences but also engage them in the use of Chinese through field trips, cultural performances, assemblies, and community-wide cultural events throughout the school year. Among the seven teachers in the program who participated in the current study, four are from mainland China, two are from Taiwan, and one is from the United States. Their experiences of CFL teaching range from 4 years to 15 years. Based on the program evaluation of the Chinese program in 2015 and 2016, teachers reported several challenges including teaching methods, school administration, and classroom management. In response to the reported challenges, classroom management is the focus of the current study.
1.3 Research Questions

Research into language teacher cognition focuses on what teachers know, think, and believe about their professional practices. Also, investigations and discussions of CFL teacher cognition in US schools, especially concerning the construct of classroom management, have been limited and underrepresented in literatures. Therefore, the current project builds upon the research topics, procedures, and investigative findings that have been conducted thus far. The study’s purpose is to document, analyze, and explore the thoughts and beliefs of CFL teachers who are working within a contemporary CFL program in the United States. The research focuses on CFL teachers' instructional practices related to classroom management in an urban K-8 setting, and how cultural, situational and contextual factors have shaped their behaviors and cognitions. Specifically, the study explores four research questions:

1. What are the classroom management behaviors of CFL teachers?

2. What are CFL teachers’ cognitions (beliefs, thoughts, knowledge, attitudes, and emotions) concerning classroom management?

3. Are teachers’ stated beliefs and thoughts about classroom management congruent with their teaching behaviors within CFL classrooms?

4. What are the participating CFL teachers’ rationales underpinning their classroom management cognitions and behaviors?

1.4 Organization of the Study

The study is organized in chapters to present clear review and discussion about relevant research, methodology, results, and implications. The report is divided into 14 chapters including an introduction.
Chapter 2 reviews previous literatures regarding multiple areas related to the topic of the study. Specifically, they are current theories and research about teacher cognition, Chinese language teachers in the United States, existing research about K-12 CFL teacher cognition in the US, theories and research about language classroom management, and the examination of multi-case research.

Chapter 3 introduces the empirical methods used in the study, including detailed backgrounds of the participants, data collection methods and timeline, as well as methods of data analysis. Trustworthiness of the study and researchers’ ethical considerations are also discussed in this chapter.

Chapters 4 through 10 report the research findings of the seven cases (i.e., the CFL teaching experiences of the seven participating teachers). Each chapter focuses on a single case: classroom management cognition and practices of one CFL teacher per chapter. These seven chapters are further divided into several subsections: background of the teacher; teacher cognition regarding different aspects of language classroom management including time, space, engagement, and participation; followed by a chapter summary. The result chapters are organized in the sequence of grade levels of the observed classes of each teacher, from primary school years part (PYP) teachers to middle school year part (MYP) teachers.

Chapters 11 and 12 provides a holistic comparison of the results of the seven cases, including their similarities and differences regarding different aspects of their management of the Chinese classrooms. Chapter 13 discusses the findings of the study and Chapter 14 concludes the entire study and discusses potential implications language CFL teacher education and future research.
2 LITERATURE REVIEW

2.1 Teacher Cognition

With over thirty years in the development of teacher cognition research, the investigation of language teacher cognition has been concentrating on the unobservable dimension of language teaching: language teachers’ mental lives (Borg, 2009). Studies of teacher cognition after the 1970s questioned and opposed the traditional model that particular teaching behaviors lead to greater learning, which was usually measured by different kinds of language proficiency tests. Instead, post 1970s studies emphasized that language teachers are active agents and that their behaviors reflect complex mental processes and result in a diversity of learning outcomes based on multiple interweaving factors and contextual considerations (Borg, 2015). As a result, the study of language teacher cognition requires the exploration of teachers’ multiple layers of cognitive processes, their knowledge base, attitudes, thoughts and beliefs. Teacher cognition, as defined by Bartel (2007), refers to “the processes of knowledge acquisition and use that teachers engage in with regards to their practice” (p. 8). Borg further elaborated the domain of language teacher cognition as an often tacit, personally-held, practical system of mental constructs held by teachers and which are dynamic, i.e., defined and refined on the basis of educational and professional experiences throughout teachers’ lives (Borg, 2015). Correspondingly, language teacher cognition research examines “what language teachers, at any stage of their careers, and in any language education context, think, know or believe in relation to any aspect of their work” (Borg, 2015, p. 321). It also entails the research of actual classroom practices which are related to teacher cognition. According to Borg (2003, p. 81), research into teacher cognition focuses on four key questions:

- What do teachers have cognitions about?
- How do these cognitions develop?
- How do they interact with teacher learning?
- How do they interact with classroom practice?

Borg (2003) also proposed a framework of teacher cognition studies emphasizing the contributing factors of language teacher cognition, including previous experience of learning and teaching, professional coursework, contextual factors and classroom practice (Figure 2.1).

![Figure 2.1 Framework of Teacher Cognition Research. (Borg, 1997)](image)

There have been two main strands of language teacher cognition research according to the existing studies. One is comprised of studies that have aimed at identifying the range of teacher cognition, such as teacher knowledge, beliefs, and perspectives on certain issues which
language teachers have on different dimensions of their teaching career (Kubanyiova & Feryok, 2015). Teachers’ knowledge, also referred as the knowledge base of teaching, generally includes knowledge about subject matter content, pedagogy, curriculum, learners and educational context, etc. (Shulman, 2000). Freeman and Johnson (1998) further emphasize that language teachers’ knowledge base should include forms of knowledge representation that document teacher learning within the social, cultural and institutional contexts in which it occurs. Research in the knowledge base of language teaching includes both preservice and in-service teachers as participants and focuses on both specific curricular areas and general language education. For example, Almarza (1996) investigated four foreign language teachers at a British university on the origins, content, and change of their knowledge during teacher education; Bartels (1999) examined three experienced EFL teachers in Germany about their linguistics knowledge and skills; Borg (2001) worked with four EFL teachers in private language schools in Malta and reported on their self-perception of their knowledge of grammar; and Meijer, Verloop and Beijaard (2001) conducted a larger scale study of sixty-nine language teachers in the Netherlands teaching different foreign languages and investigated their similarities and differences with respect to the teaching of reading and reading comprehension.

The knowledge that language teachers possess is one of the most commonly explored themes in the existing literature. Some specialists (Freeman, 1998; Verloop, Van Driel, & Meijer, 2001) argue that teacher knowledge is objective and justified by appropriate evidence, while others view such knowledge as subjective, experiential and closely connected with teachers’ beliefs (Kubanyiova, 2012; Borg, 2015). However, it is commonly concluded from the teacher cognition research that teacher knowledge is shaped by multiple factors, including
teachers’ previous learning experiences, professional training, practical teaching experiences, and the actual teaching experiences as they experience at the start their professional careers.

Teachers’ beliefs, although sharing a vague boundary with teachers’ knowledge, is a notion which may be consciously or unconsciously held by language teachers. It is imbued with emotional commitment and serves as a guide to teachers’ thoughts and behaviors (Borg, 2001). Language teachers’ beliefs play important roles in many aspects of teaching and are directly related to their teaching practices. Research on language teachers’ beliefs includes their views or perspectives (static or emerging) on certain aspects of their work, and how their learning and teaching experience form and/or change their beliefs. For example, Borg (2011) conducted a longitudinal study to examine the impact of an intensive eight-week in-service teacher education program in the UK on the beliefs of six English language teachers; Burgess and Etherington (2002) explored the beliefs about grammar and grammar teaching of forty-either teachers of English for Academic Purpose in UK universities; Burns (1992) focused on six experienced ESL teachers of beginning-level adult learners in Australia and studied the impacts of their beliefs on the teaching of writing. Findings usually indicate the emerging, dynamic nature of language teachers’ beliefs based on the impacts of different experiences, the direct influence towards teaching practice and the diverse effects of various sociocultural contexts.

Another strand of language teacher cognition studies lies in the relationship between teachers’ cognitions and practices. It is argued that the study of what teachers do should be integral to the investigations of language teacher cognition, since the research goal is to better understand what teachers do while teaching, instead of only describing in “theoretical terms what teachers believe and know” (Borg, 2015, p 321). Breen (2001) analyzed data collected from 18 experienced ESL teachers in Australia and attempted to make sense of the relationship between
teachers’ principles and their actual classroom practices. Burns (1996) examined six experienced ESL teachers on their theories and practices in beginning-level adult L2 classrooms. Some research findings that address the relationship between teachers’ cognitions and practices sometimes indicates convergence of the two, while others signal a mismatch. Researchers (Bailey, 1996; Bartels, 1999; Lam, 2000) posit that congruence between cognitions and teaching practices are desirable and therefore should be facilitated. It is also claimed that the existing mismatch in some studies is often due to the complexity of teaching contexts. However, recent explorations of the research of language teacher cognition posits that mismatches may be because they are tied to different contexts of teacher cognition in action relative to the research context (Kubanyiova & Feryok, 2015). Correspondingly, teachers’ desired membership in the researcher’s social network, their emerging participation in professional communities of practice, their memberships in immigrant communities, or their pursuits of deeper societal purposes for developing empowered and responsible students may also contribute to identified inconsistencies between an individual language teacher’s knowledge, belief, and practice (Kubanyiova and Feryok, 2015). This view has propelled language teacher cognition research into a larger phenomenon of social participation and calls for further investigation under such landscapes in order to learn more about teachers’ mental lives through the collaborative and communicative process of sense-making between teachers and researchers.

Besides the traditionally examined fields of teachers’ knowledge, beliefs and their relationship with practice, a recent view which goes against the division between the rational and the affective dimensions of teacher decision-making, calls for the inclusion of research on teachers’ emotions and identities within the scope of language teacher cognition (Borg, 2012). Cowie (2011) examined contributions emotions made to the professional lives of nine
experienced EFL teachers in Tokyo universities. Findings revealed that teachers had rather positive feelings about their relationships with students but relatively negative emotions regarding their relationships with colleagues and the institutions. The study also called for the need for teachers to talk collaboratively about the impacts of emotions on teaching, and to discuss what might be the moral purpose of EFL teaching. Farrell (2011) reported on the professional role identity of three experienced ESL college teachers in Canada as communicated in regular group meetings. The paper identified three major role identity clusters of the teacher-as-manager, teacher-as-professional, and teacher-as-acculturator. It was also posited in the paper that reflecting on teacher role identity allowed language teachers and teacher educators to have a useful lens into “how teachers construct and reconstruct their views of their roles as language teachers and themselves in relation to their peers and their context” (Farrell, 2011).

In terms of the value of teacher cognition research, a wealth of language teacher cognition research has emphasized the importance of the connection between teacher cognition research and student learning as well as teacher education. This is because the larger purposes of language teacher cognition research are to shed light on more effective language teacher education programs in order to engender optimal and meaningful language learning environments and outcomes.Existing research has provided enormous evidence about what teachers know and believe, which teacher education programs and curricula have available to refer to. However, there have been voices which claimed that implications of teacher cognition research on how teachers could be helped to make a difference in their students’ language learning is not direct enough (Kubanyiova and Feryok, 2015). There have also been calls for documentation of more direct links between teachers’ cognitions and students’ learning (e.g., Borg, 2006, 2009) which the bulk of current studies in the language teacher cognition field has
yet to achieve. A recent study by Kubanyiova (2015) illustrated how this link could be made. In her study, she examined a teacher’s discursive practices in teacher-led classroom discourse and how these created or hindered language development for EFL learners in Slovakia (Kubanyiova, 2015). Findings indicated that the teacher’s identity and agency might facilitate or hinder students’ language learning experiences. Indeed, the field of language teacher cognition is still in need of further discussion concerning its scope, boundaries, and goals in order to maximize the significance and value of research in this area. However, there is no doubt that current studies on theories and empirical research into teacher cognition have already taken giant steps towards the overall objectives to answer the pertinent questions asked by teachers, teacher educators, and policy makers: “how do language teachers create meaningful learning environments for their students”; and “how can teacher education and continuing professional development facilitate such learning in language teachers” (Kubanyiova & Feryok, 2015, p. 435).

**K-12 foreign language teacher cognition research**

As one of the research areas of language teacher cognition, K-12 foreign language teaching has drawn considerable attention from many scholars. This section will offer a literature review of foreign language teacher cognition studies focusing on K-12 education settings at the start of the 21st century. A total of 24 empirical studies are included in this review, featuring discussion of teachers’ knowledge, thoughts, beliefs, practices and more holistic views on teachers’ cognition (the ones focusing on Chinese language teachers will be reviewed in the subsequent section). Among those studies, the target language taught by the teacher participants varies and the contexts of research settings range from elementary school in Asia to high school in Europe and even Africa. Table 2.1 presents a general overview of those studies including language taught by participating teachers, context, and research themes. It seems that studies of
English as foreign language teachers around the world are still quite dominant in the field (15 out of 23), and contexts of research extend all over the world.

*Table 2.1 Topics, Contexts and Target Language Taught by Teachers in K-12 Foreign Language Teacher Cognition Research*

<table>
<thead>
<tr>
<th>Source</th>
<th>Focus</th>
<th>Context</th>
<th>Target language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdelhafez (2014)</td>
<td>Professional practical knowledge</td>
<td>Egypt secondary school</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Burke’s (2006)</td>
<td>Preservice teachers’ transition from theory to practice</td>
<td>US secondary school/University teacher training program</td>
<td>Foreign</td>
</tr>
<tr>
<td>Butler (2005)</td>
<td>Comparison of perspectives on CLT</td>
<td>South Korean, Japanese and Taiwanese elementary schools</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Chacon (2005)</td>
<td>Perceived efficacy</td>
<td>Venezuela middle schools</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Chou (2008)</td>
<td>Practical knowledge</td>
<td>Taiwanese elementary school</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Feryok and Oranje (2015)</td>
<td>Emergent sense when adopting cultural portfolio project</td>
<td>New Zealand secondary school</td>
<td>German</td>
</tr>
<tr>
<td>Gilje (2014)</td>
<td>Cognition and EFL reading</td>
<td>Norwegian upper elementary school</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Graham et al. (2014)</td>
<td>Beliefs about listening</td>
<td>England middle and high schools</td>
<td>Foreign</td>
</tr>
<tr>
<td>Haim et al. (2004)</td>
<td>Knowledge of grammar and mental models of learners’ minds and learning</td>
<td>Israeli junior high school</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Hwanti’s (2014)</td>
<td>Knowledge and beliefs on the implementation of language teaching policy</td>
<td>Indonesian elementary school</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Kirkgoz (2008)</td>
<td>Implementation of curriculum innovation</td>
<td>Turkish elementary school</td>
<td>English (EFL)</td>
</tr>
<tr>
<td>Kissau et al. (2013)</td>
<td>Comparison of beliefs</td>
<td>US K-12 schools</td>
<td>Foreign</td>
</tr>
<tr>
<td>Authors</td>
<td>Research Focus</td>
<td>Country/Setting</td>
<td>Language</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Lin and Wu (2012)</td>
<td>Perception of TBLT</td>
<td>Taiwanese junior high school</td>
<td>EFL</td>
</tr>
<tr>
<td>Liu et al. (2004)</td>
<td>Beliefs and practice in the</td>
<td>South Korean high school</td>
<td>EFL</td>
</tr>
<tr>
<td></td>
<td>use of target language in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mangubhai et al.</td>
<td>Practical theory</td>
<td>Australian grade 5-12</td>
<td>Foreign</td>
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<tr>
<td>(2004)</td>
<td></td>
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<tr>
<td>Moodie and Feryok (2015)</td>
<td>Cognition and</td>
<td>South Korean elementary school</td>
<td>EFL</td>
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<td></td>
<td>commitment</td>
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<tr>
<td>Nishimuro and Borg</td>
<td>Cognition and grammar</td>
<td>Japanese high school</td>
<td>EFL</td>
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<td>(2004)</td>
<td>teaching</td>
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<td>Raymond (2012)</td>
<td>Perspectives on foreign</td>
<td>US k-5 school</td>
<td>Foreign</td>
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<td></td>
<td>language authorization</td>
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<td></td>
<td>towards students</td>
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<tr>
<td>Sato and Kleinsasser (2004)</td>
<td>Beliefs, practices and</td>
<td>Japanese high school</td>
<td>EFL</td>
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<td></td>
<td>interactions in working context</td>
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<tr>
<td>Su (2006)</td>
<td>Perceptions on language policy</td>
<td>Taiwanese elementary school</td>
<td>EFL</td>
</tr>
<tr>
<td>Woodgate-Johns</td>
<td>Perception on subject knowledge</td>
<td>Elementary school/preservice training program</td>
<td>Foreign</td>
</tr>
<tr>
<td>(2008)</td>
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</table>

Focuses of research on K-12 foreign language teacher cognition mostly aligns with the overall research areas of language teacher cognition on its theme of study. Therefore, the literature reviewed in this section will follow the strands of general language teacher cognition studies: identifying the range of teacher cognition, as well as teacher cognition and practice.

**Identifying range of teacher cognition: knowledge, thoughts, and beliefs**

Thirteen studies from 2002 to 2015 on K-12 foreign language teacher cognition explored teachers’ knowledge, thoughts and beliefs on different aspects of their work.

**Knowledge and knowledge base.** Three of them addressed teachers’ knowledge specifically in their study. Chou (2008) explored three elementary school English teachers’ practical knowledge in Taiwan, on how they conceptualized their practical knowledge about
English teaching towards young learners. Through interviews, classroom observations and teachers’ reflective journals, the study found that the teachers’ practical knowledge was formulated through a process of reshaping their existing knowledge of English teaching and learning from training programs and their classroom practices, instead of the direct imposition of learning theories, teaching methods, and materials. It confirmed previous findings that teachers’ practical knowledge is situational, theoretical, personal, social and experiential and indicated that the examination of teachers’ practical knowledge can “contribute to the integration of theory and practice” (Chou, 2008, p. 539) for both language teachers and language teacher educators.

Haim, Strauss, and Ravid (2004) and Woodgate-Johns (2008) expanded their focus by examining the relationship between teachers’ knowledge and mental model, and teachers’ confidence level about their knowledge. Haim et al. (2004) took English language teaching in the contexts of Israeli junior high schools and examined EFL teachers’ formal knowledge of grammar and their in-action mental model of children’s minds and learning. This mix-method study adopted the notion Mental Model from the cognitive field and revealed that the 74 participating teachers had similarities about their mental models, but their views were expressed differently by the teachers as a function of their knowledge level of grammar. Woodgate-Johns (2008) investigated 18 pre-service elementary school foreign language teachers in England on how confident they were about their own subject knowledge. The study combined the examination of teachers’ subject knowledge, their perspectives on their knowledge and the overall effectiveness of the training program within a one-month study abroad practicum. Results indicated that the experience of going abroad contributed more to student teachers’ confidence levels concerning their knowledge of subject matter than the preparation course which focused more on their linguistics competence development.
Beliefs and thoughts. Other studies within this strand were interested in K-12 foreign language teachers’ thoughts and beliefs. Graham, Santos, and Francis-Brophy (2014) investigated 115 foreign language teachers’ beliefs about listening in England through a questionnaire. The researchers were particularly interested in: whether such beliefs and practices reflected the literature on listening, whether beliefs and stated practices converged, and what factors might underpin them. Results showed that teachers admitted the importance of teaching listening, but their claims about what they did in class did not match their actual classroom practices. The researchers found that the teachers tended to focus more on task completion instead of on their beliefs concerning the development of learners’ listening effectiveness.

Chacon (2005) explored middle school English teachers in Venezuela on their self-perceived teaching efficacy for classroom management, engagement, and instructional strategies. She surveyed 100 teachers using the teacher sense of efficacy scale (Tschannen-Moran & Woolfolk Hoy, 2001) and concluded that the participating teachers’ efficacy of instructional strategies was higher than engagement and classroom management and their overall perceived efficacy was correlated with their self-reported English proficiency.

Mangubhai, Marland, Dashwood, and Son (2004) and Lin and Wu (2012) analyzed teachers’ perceptions concerning certain language teaching approaches. In Teaching a foreign language: one teacher’s practical theory, Mangubhai et al. explored one Australian German teacher’s perception and personal theories about communicative language teaching (CLT) through semi-structured interviews, classroom observations and stimulated recall interviews. It was stated in the paper that the teacher’s practical theory was an amalgam of many features of CLT approaches and of general teaching (Mangubhai et al., 2004) and the teacher’s perceived theory of CLT did not completely align with features listed in CLT literature. One of the various
realizations of a CLT approach is task-based language teaching (TBLT), which was set as a focus by Lin and Wu (2012), in their work with Taiwanese junior high school English teachers. The themes addressed in the study were teachers’ perceptions and understandings of TBLT and teachers’ views on the feasibility of using a TBLT approach within the Taiwanese context. The study collected survey from 136 English teachers in Taiwan and data from interviews of four of them. Findings claimed that the vast majority of the teachers had a positive attitude towards TBLT, but they were worried that its implementation would not be easy due to the inflexible syllabus, limitation of teaching hours, large class sizes, and an exam-oriented educational system (Lin and Wu, 2012).

Three studies focused on teachers’ views concerning national policy and standards of foreign language teaching. Allen (2002) examined the extent to which US foreign language teachers’ beliefs were consistent with major constructs underlying the Standards for Foreign Language Learning in the 21st century. In her study, responses to the Foreign Language Education Questionnaire (FLEQ) from 613 Midwestern foreign language teachers from grade 6 to 12 were collected and analyzed. The author also asked the participants to provide their background information in order to identify factors that affected their beliefs. The findings indicated that teachers were somewhat familiar with the standards and held positive attitude in the implementation of foreign language teaching in K-12 schools for all students, especially in early elementary schools. Raymond (2012) analyzed two teachers’ perspectives on the effect of New Jersey’s K-8 foreign language standards and authorization. Raymond found that the teachers were willing and felt confident in providing standardized instruction in elementary and middle schools foreign languages, but a lack of requisite political will from the stakeholders to support and sustain the foreign language programs remained as an obstacle. Su (2006)
investigated 10 Taiwanese EFL teachers’ perceptions of benefits and constraints of English language policy implementation in elementary schools. Data were collected from interviews, classroom observations, and other relevant documents. Results found that teachers agreed with the policy to include English as a compulsory subject at the elementary level but expressed concerns about the constraints of large class size, students with mixed levels of proficiency, limited teaching hours and resources, and parents’ expectations towards English learning.

Butler (2005) and Kissau, Algozzine and Yon (2013) conducted research to compare teachers’ beliefs among different groups. Butler (2005) compared elementary school English teachers in South Korea, Japan, and Taiwan on their perspectives towards communicative activities in class. Adopting a sociocultural theoretical framework, this study identified and compared the ways in which teachers consider classroom activities in English that are effective in their given sociocultural and policy contexts. The author videotaped and edited those communicative activities in class into three themes and played them to teachers. Three themes were identified through concerns and challenges raised by the teachers: (1) creating motives and goals that drive communicative activities; (2) identifying developmentally appropriate mediational means, and (3) situating activities in specific contexts. Butler concluded that teachers’ concerns derived from their lack of knowledge of what constitutes teaching for communicative purposes, the roles that developmental factors played in EFL learning and teaching, and strategies for harmonizing learning/teaching and context (Butler, 2005). Kissau et al. (2013) explored differences in beliefs across four demographic groups: experienced and inexperienced teachers, teachers with teacher training experience and those without, teachers of different foreign languages, and immersion and traditional foreign language teachers. The study used data from survey response for 222 K-12 teachers and their supervisors, as well as interviews
with 14 teachers and 7 supervisors to gain both broad sense and in-depth view of their beliefs. Findings indicated that although survey responses were similar in each of the comparisons, interview data emphasized that members of each group faced unique challenges that influenced their beliefs and classroom practices.

*Relationship between teachers’ cognitions and instructional practices*

In this strand, studies direct their focus on the relationship between teacher cognition and instructional practice. Research reviewed in this section further blurred the boundary between beliefs and knowledge and tended to merge all mental processes of teachers with the term “cognition”. As a consequence, review of literature of this strand of studies will be in categories based on their themes and topics.

*Preservice teachers’ transition from theory to practice.* Many researchers of teacher cognition (Shulman, 2000; Borg, 2001) have claimed that teaching is a learning process, and pre-service training programs and courses may have a substantial impact in facilitating the transition from student teachers’ knowledge and theory towards teaching practice. Burke’s (2006) study looked at such transition of preservice world language teachers in the United States. The participants of the study had world language teaching courses for ten weeks focusing on the implementation of communicative language teaching (CLT) and five weeks of field experience in local middle schools or high schools. Results indicated that although student teachers were trained comprehensively on CLT, only a minority of them fully implemented what they had learned in the courses. The other teachers either used CLT in teaching partially or stayed with grammar-translation methods. The study confirmed the proposition that training in university level methods courses might be insufficient to convince student teachers to use CLT. Also, the teachers’ previous language learning experience have a powerful impact on their teaching
practices if the teachers are not provided with additional forms of training and professional development.

*Cognition, practice, and context.* Sato and Kleinsasser (2004) documented the relationships among the context, English teachers’ beliefs, practices, and interactions with people within the learning community of a Japanese high school. The study used multiple data sources to examine three research questions: nature of the beliefs, practices, and interactions of EFL teachers who worked together within the context of one English department, the relationships among them, and how their working culture affected their individual beliefs, practices, and interactions. The results revealed that the participating teachers’ shared beliefs about teaching with heavy emphasis on grammar explanation and translation and the practices focused extensively on the goal of achieving high exam scores. Their beliefs, practices, and interactions interwove and created a web of school culture. Somewhat surprisingly, the authors also concluded that teacher collaboration only reinforced existing practices, which eroded teachers’ motivation to learn to teach in more innovative ways in this specific context.

*Cognition and practices on policy or curriculum implementation.* Kirkgoz (2008) reported on a two-year case study of teachers’ instructional practices. The study explored the impact of teachers’ beliefs and training experience about their implementation of a major curriculum innovation in teaching English to young learners in Turkey: the Communicative Oriented Curriculum (COC). The author examined 32 English teachers in Turkish elementary schools through interviews and classroom observations and discovered that teachers’ practices vary depending upon different beliefs about the curriculum and their training experiences. It is argued in the paper that providing continuous teacher training and teacher development opportunities particularly during the first few years of the innovation process is highly needed to
promote the implementation of curriculum innovation in Turkish elementary level English education. Hwanti’s (2014) study of teachers’ knowledge and beliefs in implementing Indonesia English language teaching policy in primary schools also called for more teacher training and professional development in policy implementation. The researcher argued that teachers were not the only ones who need to put effort on this issues but that policymakers should develop a comprehensive curriculum and relevant materials to better guide the teachers in understanding and adopting intended policies more effectively.

**Professional practical knowledge and practices.** Two studies address the relationship between teachers’ knowledge and classroom practices. Abdelhafez (2014) conducted a study which aimed at investigating the professional practical knowledge of experienced EFL teachers in Egypt and how their knowledge informed their classroom practice. A mix-method approach, including questionnaire, interviews and stimulated recall interviews were used in the study and results showed that six identified areas of teachers’ practical knowledge had informed their decision making in classroom teaching.

**Cognition and practice in specific curricular.** Language teachers’ cognition and practices in specific curricula, such as grammar teaching were widely investigated in general teacher cognition field. K-12 foreign language teacher cognition research also addressed this theme. Nishimuro and Borg (2013) examined the relationship between teachers’ practices and cognitions about teaching grammar in a Japanese high school. They concluded that teachers’ learning experience, teaching experience, students’ well-being and motivation as well as context of education had significantly affected their practices of grammar teaching. Gilje (2014) qualitatively explored Norwegian upper elementary school EFL teachers’ cognition and practice
in the teaching of reading. Gilje’s study had findings similar to those of Nishimuro and Borg (2013) but emphasized the influences of teachers’ formal education on their teaching.

*Attitudinal practices towards learners.* Language teachers’ attitudes may be defined as a relatively enduring organization of their beliefs around an object or situation predisposing one to respond in some preferential manner (Rokeach, 1971). Russell and Kuriscak (2015) examined US high school teachers’ attitudes and practices towards Spanish Heritage Language Learners (HLL). The paper used survey data to address three research questions: 1) whether and to what extent teachers were aware of the particular challenges facing Spanish HLLs; 2) pedagogical practices they implemented and 3) whether and to what extent they perceived the need for Spanish heritage programs. They found that although teachers had been aware of HLLs challenges, they struggled with finding effective ways to help them to overcome such challenges, with the lack of program and curriculum specially designed for HLLs particularly.

*Emergent beliefs and practices.* Kubanyiova and Feryok (2015) advocated the trend of studying and viewing language teacher cognition as emergent sense making in action, and Feryok and Oranje (2015)’s study serves as an example in answering this call. The authors considered teacher cognition as a dynamic system and teacher’s learning and teaching processes as changing and emerging. Specifically, they looked at how a German language teacher in New Zealand adopted a cultural portfolio project for culture teaching by examining her self-report, mental action in the lesson plan and teaching statement, as well as her classroom practice. The findings showed that the participating teacher conceptualized the project as a formal assessment, as evidenced in her reported beliefs, her development of lesson plans, and instructional practices.

*Certain pedagogy acts and beliefs.* Liu, Ahn, Baek, and Han (2004) researched South Korean high school English teachers’ code-switching behaviors through data from teachers’
practices in class and articulated views of such practices from both teachers and students. The paper inferred that although curriculum guidelines seemed to affect teachers’ language use, teachers’ beliefs might severely mitigate such impact.

In addition to the traditional two strands of language teacher cognition research, Moodie and Feryok (2015) expanded the boundary of the field by examining teachers’ commitment beyond and through cognition investigation. With four Korean primary school English teachers participating in the study, the authors were interested in their commitments and development of learning and teaching English, as well as the relationship between the commitments of learning and teaching English. Results showed that teachers’ commitment to learning and teaching transferred between the participating teachers through both positive and negative experiences, and that their early commitments to language learning contributed to their continuous acts of improving English proficiency and classroom practice.

Generally, findings and implications of K-12 foreign language teacher cognition confirmed much of general teacher cognition research. Many studies claimed that teachers’ knowledge and beliefs are personal, situational, social and experiential. Although teachers might share some common ground in knowledge and beliefs, the challenges and issues they were facing varied by individuals. Beyond that, teachers’ beliefs were usually reported to be shaped by their current teaching context, which included not only the culture of the geographic areas, students’ levels, but also their working context which was formed by the daily routine and interaction among teachers, administrators and other parties of the school. Teachers’ beliefs might also correlate with teachers’ knowledge, in that they might believe more in their own teaching efficacy based on higher language competency. Although teachers’ beliefs, thoughts, and knowledge played an important role in shaping K-12 foreign language teachers’ practice,
they were not the only factors and teachers’ practice are not determined by them alone. Instead, teachers’ previous learning and teaching experience, context, and other factors combine with teachers’ practice and influence each other in a dynamic and multi-directional manner.

In addition, the notions of beliefs, knowledge, thoughts, and attitudes have been incorporated within recent studies. Some researchers decided to use the word “cognition” in an effort to resolve some of the ambiguous boundaries between previous constructs. Such effort might signal that the study of K-12 foreign language teacher cognition is beginning to align with more general teacher cognition research and it might be possible to observe, define, and analyze teachers’ mental life in a more comprehensive way.

2.2 CFL Teachers in the United States and K-12 CFL Teacher Cognition Research

With the rapidly increasing number of young Chinese learners around the world and the gradual CFL education development, the critical need of CFL teachers has switched from the need to attract larger numbers of students to the need for higher standards for teacher qualification, especially for K-12 settings. In the United States, K-12 CFL teachers share different backgrounds, nationalities and educational and teaching experiences. Currently, US K-12 CFL teachers come from four main backgrounds:

*Chinese teachers with Chinese heritage language backgrounds.* Many second generations Chinese immigrants (i.e., raised and educated in North America) possess bilingual proficiency in both Chinese and English. Despite their educational level and experience, most of them have well-developed understandings of American students and US school culture which benefits their teaching effectiveness in the US.

*Chinese teachers from the Confucius Institutes.* In response to the needs of inadequate number of professional Chinese teachers in the US, in the mid-2000s, Hanban initiated a
program, known as the “Confucius Institutes” which collaborated with universities, colleges and local communities in the United States in order to enhance the quality of CFL instruction in local communities and universities (Hanban, 2009). One of the main acts was sending Chinese language teachers to the Confucius Institutes in the United States from China mainland. The CFL teachers who are invited to come to the United States are selected from university faculties, graduate students and L1 Chinese teachers who are experienced in teaching Chinese to native speakers or to second language speakers of Chinese within China. Most of the Hanban teachers have professional knowledge and experience in Chinese language and teaching theories. As a consequence, they can be very knowledgeable resources with respect to Chinese language and culture and effective practitioners of the leading teaching methods when teaching in the US. However, being educated and trained in China, many CFL teachers who are assigned to US classrooms may also confront unanticipated conflicts and challenges when they try to adapt their teaching styles to what is for them the new teaching environment of North America.

*Chinese teachers from other institution or exchange programs.* Recently, there are also some institutions and exchange programs that select and assign teachers from China to teach in the US schools based on individual contracts and appointments. The institution may include private career agencies, schools in China and the United States which have teacher exchange programs. Different programs have different recruiting standards for teachers and unique training procedures.

*Non-native Chinese language teachers.* Since Chinese has become one of the most popular foreign languages for learners in the United States, many successful second language learners of Chinese have decided to switch from being Chinese learners to serving as teachers of Chinese. Many of these non-native Chinese speaking (NNCS) teachers have systematic training
in the Chinese language and may have obtained a Bachelor or a master’s Degree in Chinese language or related majors. Although these teachers may have a less native intuition of the language and perhaps lower proficiency level compared with native Chinese speakers (NCS), their previous experience as Chinese learners may allow them to better understand students’ challenges and areas of difficulty through first-hand experience with the CFL learning process. They also have the advantage of sharing their own experience as Chinese learners and effective learning strategies. However, this relatively smaller group of NNCS teachers is still greatly outnumbered by NCS teachers in the US. According to the survey from CLASS, only about 14% K-12 Chinese teachers in the US are NNCSs.

The quality of the professional preparation of CFL teachers is in direct connection with the quality of CFL instruction as well as learners' learning outcomes. Therefore, several standards, certificates and training programs were implemented in order to ensure CFL teachers’ teaching qualification and improve their teaching effectiveness. Several professional organizations have developed standards for CFL teachers in the United States, including ACTFL, Hanban, and CLASS. Despite the widely respected backgrounds of those organizations, experts in the field of world languages have reached broad agreement on the basic requirements for effective CFL teachers. It is commonly considered that CFL teachers in the US are supposed to:

1) be fluent in Mandarin and have solid content knowledge regarding the linguistic features of the Chinese language; 2) understand and be skilled in foreign language pedagogy such as methods of teaching, curriculum design, assessment and testing, second language acquisition, and material design; 3) knowledgeable about and skilled in managing students in a U.S. classroom; 4) certified or willing to pursue certification and continuing professional development; 5) able to work with the school and community at large; and, 6) must be able to
communicate effectively with students, parents, and school administrators in English. (Asia Society, 2010). Many training programs and teaching preparation programs with degrees both in China and the US are committed to preparing teachers with such skills, such as Hanban (a key government-sponsored agency responsible for the international promotion of Chinese language and culture) teacher training program, and master’s degree programs of Teaching Chinese to Speakers of Other Languages (MTCSOL). In the United States, the STARTALK Chinese teacher training program has also conducted workshops and intensive training to sustain K-12 CFL teachers to achieve more effectiveness in classroom instruction and management in their professional career (STARTALK is a US association that aim at increasing the number of U.S. citizens learning, speaking, and teaching critical need foreign languages). Although teacher educators, scholars and policy maker have been expending considerable effort toward developing programs for CFL teacher training and professional development, it is also the case that a primary reason for the current shortage of better prepared CFL teachers is a lack of qualified CFL teacher trainers who can provide meaningful professional development for Chinese language teachers at all levels (e.g., Wang, 2007, Li & Tucker, 2013). One reason may a lack of understanding of the CFL teachers, what they know, think and believe about CFL teaching and other aspects of their professional careers. Research on CFL teachers’ mental lives will be essential to improve teacher training and professional development programs. As the primary players in implementing language teaching policy, utilizing effective teaching methods and facilitating students’ learning to achieve optimum learning outcome, CFL teachers need well-developed training and professional development programs to help them overcome their inevitable challenges and to provide instruction of high quality.

CFL teacher cognition research in K-12 settings has a much shorter history compared
with general language teacher cognition research and K-12 foreign language teacher cognition research. The first study of K-12 CFL teacher cognition was published in 2011, barely seven years ago. Further, there has been a total of only seven related studies as of the time of the writing of this report. Among the seven studies, six of them were conducted in a western context and mainly focused on CFL teachers from China. A detailed review of the seven studies will be offered below, under headings which identify their main themes.

*Teachers’ challenges in western educational contexts*

Haley and Ferro (2011) conducted a study to examine the perceptions of 16 pre-service and in-service teachers (6 Arabic and 10 Chinese) who attended professional development workshops and online learning community that focused on learner-centered approaches to language teaching. The paper concentrated on six research questions:

1. What perceptions do Arabic and Chinese teachers have toward foreign/world language education in U.S. schools?

2. What perceptions do Arabic and Chinese teachers have toward students in foreign/world language classes in U.S. schools?

3. What preconceived notions do Arabic and Chinese teachers have about their roles as foreign/world language teachers in U.S. schools?

4. How are Arabic and Chinese teachers able to apply theory from the summer institute they attended to their instructional practice?

5. What are some of the challenges that Arabic and Chinese teachers experience while trying to apply theory to practice?

6. How have they overcome these challenges?
Through analysis of data from pre- and post-surveys of the professional development programs and online discussion boards from the learner community, results of this study showed that both groups of teachers were experiencing challenges in US schools in both teaching methods and classroom management, and the mismatch of student behavior and teachers’ expectations due to cultural differences. Their previous experience in teaching and learning in their home countries still had a significant impact on their current beliefs and practices in US classrooms. However, they had already realized the differences between the education norms in both contexts and were open and receptive to modifying their teaching in ways such as including more learner-centered activities and incorporating the use of multimedia applications.

Lu and Lavadenz (2014) explored the relationships between the beliefs and practices of CFL teachers in the United States using a mixed-method approach, including teachers’ beliefs questionnaire, classroom observations and videotaping, and semi-structured interviews. 43 K-12 CFL teachers, including three non-native speakers of Chinese, participated in the quantitative section of the study and four of them also participated in the qualitative inquiries. The paper identified and documented teachers’ beliefs and practices on literacy instruction, student-centered instruction, and standards-based instruction. Results revealed that these CFL teachers, especially who came from China and who had just started to teach in the United States, held strong beliefs that reflected the dominant teaching styles of their home country, and such beliefs were reflected in their teaching practices. It was also shown that those teachers had already noticed differences in educational settings and classroom culture between the US and China. Concerning these differences, there are changes they would need to make, and they desired for a larger amount of practical pedagogical strategies.
Moloney and Xu (2012) provided a study in mapping CFL teachers’ beliefs under a western educational scheme, though the setting of their investigation was CFL teaching in Australia (and not the US). These researchers mapped the evidence of three identifiable groups within “the Chinese teacher group, reflecting respectively, teachers who retain [a] Chinese education scheme, teachers who adhere to the western educational scheme, and those in a transition stage” (p. 470).

Sun (2012) reported one of the cases of his dissertation on immigrant CFL teachers’ personal practical knowledge. This case study revealed that the teacher’s self-report on her knowledge of teaching and classroom management as well as her teaching practice in Australia was positive and could be considered effective in a Chinese educational context since the students were following teacher orders and they seemed to accept their teacher. However, the author argued that the classroom atmosphere, as well as students' learning, might be judged negatively in western views. The study found that an immigrant teacher’s awareness of her identity and her cultural heritage had a profound influence on the shaping of her personal practical knowledge and teaching practices. The paper also suggested that more cross-cultural studies need to be undertaken to extend current understanding of CFL teacher knowledge.

**Perceptions of students and the teacher-student relationship**

Wang and Du (2014) also focused on immigrant Chinese teachers. They examined the immigrant CFL teachers’ professional identities and beliefs about teacher-student relationships in Denmark. The study used interviews mainly with four CFL teachers in Danish lower secondary schools and high schools. The results of the study suggested that teachers’ beliefs about their roles as teachers and their relationships with students were shaped by both their previous experience in China and the current teaching contexts. The transition of their professional
identities was also documented and analyzed. Firstly, they experienced a transformation from being a “role model, subject expert, authority and parental role” to be a “learning facilitator and culture worker” (Wang & Du, 2014, p. 429). Secondly, they also developed different individualized strategies to handle intercultural communication with students.

Zhou and Li (2015) focused specifically on CFL teachers’ expectations and perceptions of American students’ behavior. The analysis revealed that the teachers experienced cultural mismatches between their Chinese cultural expectations and American students' actual classroom behavior and struggled with challenges of better understanding the demands of American classroom management, lack of effective strategies for managing American classroom, and language barriers. The paper suggested that cultural differences played a significant role in affecting CFL teachers’ teaching and classroom management effectiveness, and they must be addressed in Chinese language teachers' preparation programs as well as professional development in the United States. In addition, a theme somewhat different from the other studies reviewed was the potential effectiveness of some methods rooted in their experiences as teachers in China (i.e., ones they had once experienced or utilized in China), since the CFL teachers were combining these L1 culture methods intentionally along with the practices they had adopted in the United States.

**Teachers' technological knowledge and beliefs**

Chai, Chin, Koh and Tan (2013) explored Chinese language teaching in an Asian context. They were interested in Singaporean Chinese language teachers’ technological pedagogical content knowledge (TPACK) and its relationship to their pedagogical beliefs. With multiple surveys included in their paper, findings suggested that teachers’ TPACK is more related to the teachers’ constructivist pedagogical beliefs than to traditional beliefs about language teaching.
The seven studies reviewed in this section present a general picture of the current situation of K-12 CFL teacher cognition research. It seems that most of the studies conducted in western contexts addressed the issue of teachers’ challenges in teaching in a setting with different cultural background toward learners with different learning styles. Teachers’ practices were highly impacted by what they had learned and experienced in China. Most of the study participants seemed less able to employ more western teaching styles. Most studies confirmed the interweaving nature of teachers’ cognition and practice: teachers’ previous learning and training experience, teaching experience contexts, and other factors altogether form their teaching practices. However, teachers in the studies had a different level of awareness of the issue they were facing. Some of them started to seek opportunities to change, while others were more steadfast in their belief that their own way of teaching was effective enough. Such differences between CFL teacher participants may be due to the amount of exposure western contexts of language teaching. Lu and Lavadenz (2014) found that the CFL teachers who had just started to teach in the US struggle more than other CFL teacher peers. However, the construct of teacher agency may also play a role, since some CFL teachers seem to more fully embrace western models and ideologies of language teaching, while other CFL teachers may not.

Moreover, all studies have addressed the need for more efficient training and continuous professional development for language teachers and have claimed that their findings shed light on how to achieve this goal. While this may be partially true, the results of available research do not go far enough. There is much more that teacher educators, policy makers, and other language education practitioners need to know about the experiences, knowledge, and beliefs of K-12 CFL teachers.
2.3 Classroom Management

Classroom management is one of the central elements of a language teacher’s daily professional experiences. It is also a vital part of the classroom experiences for both language teachers and students who are engaged in the process of instructed language learning. A language classroom is a complex setting where teachers’ and students’ roles and responsibilities, as well as their relationships and actual learning processes are shaped and realized. Better understanding of how teachers manage their classrooms, control the pace and students’ participation in classroom activities, and adopt strategies for facilitating students’ learning is essential to understanding the dynamic nature of classroom instruction. As defined by Evertson and Weinstein (2006), classroom management is any action a teacher takes to create a learning environment that supports and facilitates students’ academic and social-emotional development, which include pedagogical practices a teacher uses to structure the classroom environment. In language education, classroom management involves multiple dimensions where language teachers integrate their personal beliefs and pedagogical choices to create learning opportunities for students. For example, Wright (2005) synthesized four dimensions of language classroom management: time, space, engagement and participation (Figure 2.2). Time dimension refers to how language teachers manage the sequencing of activities through time and along with transitions from one activity to another. Teachers may have different senses and hold different options to purposefully use the dimension of time in the class. The space dimension refers to how teachers and learners occupy classroom space. For example, students may be asked to sit in different configurations: singly, in pairs or in groups during different stages and activities in a lesson. The engagement domain refers to mental and cognitive involvement in language learning and class activities that the learners is participating in. Engagement cannot be managed in
isolation but is connected with the use of time and space by the teachers. The last dimension, participation, refers to how teacher and student overtly participate (e.g., in observable ways) in the classroom.

Figure 2.2 Wright (2005)’s Four Dimensions of Language Classroom Management

Classroom management is a neglected topic in language education field, and its relative lack of attention in Applied Linguistics literature is far outweighed by its significance for teachers and students in language classrooms (Wright, 2005). A comparable lack of attention to the role and importance of classroom management also holds true for Chinese language education, with very few studies addressed these and related issues. The bulk of existing research into classroom management in Chinese language education has been focused on CFL teachers’ (who originally came from China) pedagogical adjustment in the cross-cultural contexts. As reported by Zhou (2013), classroom management was CFL teachers’ number one challenge because they did not have prior experiences in managing classrooms filled by heterogeneous students as the norm in the US. Hanson (2013) investigates the cross-cultural adaptation that
teachers from China and Taiwan encounter during their careers as Chinese language teachers in K-12 schools in the United States. Her research identified challenges and support systems that teachers from China and Taiwan encounter during their early years as teachers and highlighted the extent to which cultural difference plays a role in how teachers from China and Taiwan understand and interpret U.S. K-12 school communities. Romig (2009) examined the acculturation and induction process of four Chinese teachers as they began to teach in U.S. educational settings that were different from the settings with which they were most familiar in terms of language, teaching practices, and educational expectations. Findings indicated that Chinese teachers’ hierarchy-based styles of teaching had been a barrier to their adaptations to the western classroom environment. Romig found that while the Chinese teachers’ preferred teacher-centered instruction may make for an orderly classroom environment, a downside is that it may get boring for American students.

In sum, existing studies about Chinese language education and classroom management in the United States have tended to focus on cultural and educational differences between China and the United States. The studies suggest that CFL teachers’ instructional practices while teaching in the US reveal gradual development of fuller understanding of western educational norms and eventual adaptation to western styles of teaching and managing classrooms. Moreover, most studies focused primarily on teachers’ practice in action about classroom management, which have not explored the “unobservable of classroom life” (Wright, 2005, p. 424) in a comprehensive way.
3 METHODOLOGY

3.1 Context and Participants

The study centers on seven participants/informants who serve as CFL teachers at the Chinese language programs of an urban Southeast US charter school. The school makes a distinction between two administrative sections of their CFL program: primary school years part (PYP) and middle school year part (MYP). PYP refers to kindergarten through the 5th grade, and MYP refers to 6th through the 8th grade. The PYP and MYP programs have different principals and administrative teams and the teachers operate under the administrative management of the program within which they are teaching. The school has a single gender policy in PYP for the younger learners while the MYP offers CFL instruction within mixed gender classrooms. Starting in the 4th grade, the Chinese classes are divided based on students’ proficiency level according to CFL test scores. The test was designed by the Chinese department itself. Each class has about 22 students in total. Table 3.1 and 3.2 presents the Chinese courses offered through both the PYP and the MYP.

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Classes (gender and proficiency level based)</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1st grade</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2nd grade</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3rd grade</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4th grade</td>
<td>2 (1 advanced, 1 novice)</td>
<td>2 (1 advanced, 1 novice)</td>
</tr>
<tr>
<td>5th grade</td>
<td>2 (1 advanced, 1 novice)</td>
<td>2 (1 advanced, 1 novice)</td>
</tr>
</tbody>
</table>
### Table 3.2 Chinese Classes Offered in MYP

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Classes (proficiency level based)</th>
<th>Teachers</th>
</tr>
</thead>
</table>
|              | Novice | Intermediate | Advanced | Zhou
| 6<sup>th</sup> grade | 1      | 1            | 1        |
| 7<sup>th</sup> grade | 1      | 1            | 1        |
| 8<sup>th</sup> grade | 1      | 1            | 1        |

The classroom arrangement of the school is homeroom based, which means that each classroom has a homeroom teacher who is in charge of most of the core courses such as English, math, and social science. There are no classrooms specifically dedicated to CFL instruction. Therefore, the CFL teachers move to different homerooms in order to teach Chinese. In the PYP, each CFL teacher teaches sixth periods a day, and MYP CFL teachers are responsible for offering five periods a day. The length of each Chinese class is 50 minutes in the PYP program and is also 50 minutes for most of days of the MYP program with the exception of Tuesdays when the period of CFL instruction for MYP students extends to 90 minutes per class (Table 3.3).

### Table 3.3 Class Schedule of the School

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation from 7:30</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; period</td>
<td>Preparation from 7:30</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; period</td>
</tr>
<tr>
<td>8:18-9:07</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; period</td>
<td>Tuesday 8:00-9:35</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; period</td>
</tr>
<tr>
<td>9:11-10:00</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; period</td>
<td>Tuesday 9:39-11:09</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; period</td>
</tr>
<tr>
<td>10:04-10:53</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>Tuesday 11:13-1:32</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; period</td>
</tr>
<tr>
<td>10:57-11:46</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>Tuesday 1:36-3:13</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; period</td>
</tr>
<tr>
<td>11:52-12:39</td>
<td>Recess/lunch</td>
<td>Thursday 8:00-9:35</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; period</td>
</tr>
<tr>
<td>12:43-1:32</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>Thursday 9:39-11:09</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; period</td>
</tr>
<tr>
<td>1:36-2:35</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>Thursday 11:13-1:32</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; period</td>
</tr>
<tr>
<td>2:29-3:19</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>Thursday 1:36-3:13</td>
<td>Advisory</td>
</tr>
</tbody>
</table>
The seven CFL teachers who participated in the study (i.e., all of the school’s CFL teachers) have different backgrounds in terms of age, years of teaching experiences, and cultural backgrounds. The following chart provides general information about the seven participating teachers. Details about teachers’ background, such as their education and experiences of language learning will be reported in the results chapters.

### Table 3.4 Basic Information of the CFL Teachers

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Age</th>
<th>Gender</th>
<th>Teaching experiences</th>
<th>Cultural backgrounds</th>
<th>Professional Training Backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ping</td>
<td>Mid 40s</td>
<td>Female</td>
<td>8 years</td>
<td>Taiwan</td>
<td>State teaching certification</td>
</tr>
<tr>
<td>Sun</td>
<td>Late 20s</td>
<td>Female</td>
<td>7 years</td>
<td>Mainland China</td>
<td>State teaching certification; BA and MA in foreign language teaching</td>
</tr>
<tr>
<td>Yu</td>
<td>Late 20s</td>
<td>Female</td>
<td>4 years</td>
<td>Mainland China</td>
<td>State teaching certification; MA in foreign language teaching</td>
</tr>
<tr>
<td>Li</td>
<td>Early 50s</td>
<td>Female</td>
<td>15 years</td>
<td>Mainland China</td>
<td>State teaching certification</td>
</tr>
<tr>
<td>Zhou</td>
<td>Mid 40s</td>
<td>Male</td>
<td>10 years</td>
<td>Taiwan</td>
<td>State teaching certification; BA and MA in foreign language teaching</td>
</tr>
<tr>
<td>Min</td>
<td>Late 20s</td>
<td>Female</td>
<td>4 years</td>
<td>Mainland China</td>
<td>State teaching certification; MA in foreign language teaching</td>
</tr>
<tr>
<td>Lindsey</td>
<td>Mid 40s</td>
<td>Female</td>
<td>10 years</td>
<td>United States</td>
<td>State teaching certification</td>
</tr>
</tbody>
</table>

### 3.2 Data Collection

Since seven CFL teachers were recruited, and all of them teach in the same institution, the study adopted a case study approach, considering each of the seven teachers as a separate case within the same institution. Based on the study’s purpose and research questions, my intention is to capture the complexity of teachers’ mental lives, including their beliefs and experiences within the context of their practice as well as the relationship between their underlying beliefs and experiences. I employed five methods to gather data from teachers: semi-
structured interviews, classroom observations, stimulated recall interviews, focus group interviews and observation of teachers’ meetings (teachers’ regular meetings every month, with the discussion about existing issues of CFL instruction and future development of the Chinese program). Three school constituencies were invited to participate in the study: CFL teachers, homeroom teachers, and school administrators. Samples of students’ written work and the researcher’s written perceptions (e.g., field notes; journal entries) were also gathered for triangulation purposes. All seven of the CFL teachers participated in the classroom observations, semi-structured interviews, stimulated recall interviews and focus group interviews. In addition, to better understand the contextual factors about their cognitions and practices of classroom management, seven homeroom teachers, and two school administrators were also interviewed. More details of the data collection process are discussed in the next section.

3.2.1 Data Sources

Data from CFL teachers:

Semi-structured Interviews. Semi-structured interviews are based on a set of topics or loosely defined questions (Borg, 2015). Since the questions may be sequenced and paced in a flexible manner, respondents have more opportunities for open-ended talk, while the direction of the discussion is continues to be monitored and directed by the researcher. Before the first classroom observation, I conducted a semi-structured background interview with all seven teacher participants individually. The questions focused on their previous teaching and learning experience, and any experience in teacher training and professional development. Their general beliefs and thoughts about classroom management about their current teaching were solicited during the interview.
**Classroom observations.** Observation is an increasingly common data collection tool for studies of language teacher cognition. The strength of observation within the language classroom is that it can provide direct evidence of human behavior (e.g., language as teaching). I observed each teacher three times as part of the study based on their teaching schedules. Each class session lasted about 50 minutes. The classroom interactions were audio recorded based on the participants’ willingness to be recorded, and the recordings were used as stimuli for subsequent stimulated recall interviews. Teachers’ classroom management behaviors (what teachers say and do) and the impacts of those behaviors were my focus when observing their classes (See Appendix E for classroom observation sheet). Wright’s (2005) four dimensions of classroom management was adopted as the overall guidance when observing and locating behaviors that might be related with classroom management issues. Field notes of classroom observation were taken upon two stages: during the observation and while reviewing the observation recordings. During the observation, I took selective notes on anything that happened in the classroom which was related to classroom management matters. While reviewing the electronic recordings of the classroom observation, I also took further notes on what might be missed during the rapidly emerging events of classroom teaching and the impacts of teaching behaviors holistically based on the contexts of the class.

**Stimulated recall interviews.** Stimulated recall interview is a technique for further eliciting verbal commentaries on teachers’ cognition especially when researchers want to understand teachers’ decision-making in action. It involves the use of a stimulus (audio or video recording, lesson transcripts, etc.) to elicit teachers’ thoughts or decision-making process during previously performed behaviors (Borg, 2015). The stimulus will “enable the participant to ‘relive’ the episode to the extent of being able to provide, in retrospect, an accurately verbalized
account of the original thought processes, provided that all the relevant account of his original thought process” (Calderhead, 1981, p. 212).

Stimulated recall interviews with individual teacher participants were conducted within one week of each classroom observation. I conducted stimulated recall for all of the three observations for each of the seven teachers who participated in this part of the study. In sum, there was a total of 21 stimulated recall interviews. The interviews were conducted no more than two days after the relevant observations. All the interviews were audio recorded and transcribed. I also took notes during the interviews and annotated the interviews afterwards with additional notes. The interviews were conducted in either English or Mandarin Chinese based on the teachers’ preferences. Questions featured during the stimulated recall interview were informed by my (a) researcher notes generated during classroom observations, (b) researcher notes produced while reviewing the recordings of the same lessons, (c) careful review of additional observation data. I selected and played excerpts of the recordings during the stimulate recall interviews to elicit teacher rationale of their in-action practices. Each stimulated recall interview lasted about 60 minutes.

Group interview. Focus group interview is “a valuable way of gaining insight into shared understandings and beliefs, while still allowing individual differences of opinion to be voiced. They enable participants to hear the views and experiences of their peers and cause them to reflect back on their experiences and thoughts” (Ghazali, 2014, p. 8). It is commonly used in eliciting a group of people’s perspectives and beliefs and can provide a non-threatening atmosphere for participants. One group interview was conducted with all the participants together. It focused on their shared view about teaching beliefs and practices. The group interview was also audio recorded for data analysis.
Observation of teachers’ meetings. I also observed two staff meetings of the Chinese program where classroom management issues, concerns, and challenges could be revealed from the interaction during the meetings. In order to encourage the teachers to discuss about classroom management issue during the meeting, I suggested it as part of the meeting agenda for the teachers prior to the meetings.

Data from homeroom teachers and administrators:

Semi-structured Interviews. Seven homeroom teachers and two school administrators were interviewed concerning their perceptions of general classroom management issues at the school and in the Chinese classes. The semi-structured interviews were conducted individually with each participant and were structured to last 25-35 minutes.

3.2.2 Data Collection Schedule

Based on the data collection plan and data source, the timeline of data collection of the project is as below:

<table>
<thead>
<tr>
<th>Week</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>Email and communicate with potential participants and recruitment</td>
</tr>
<tr>
<td>-1</td>
<td>Finalizing participants selection</td>
</tr>
<tr>
<td>1</td>
<td>1st interview with Chinese instructors; interview with school administrators</td>
</tr>
<tr>
<td>2</td>
<td>1st classroom observation and post-observation conference with instructor 1, 2, 3 and 4</td>
</tr>
<tr>
<td>3</td>
<td>1st classroom observation and post-observation conference with instructor 5, 6 and 7</td>
</tr>
<tr>
<td>4</td>
<td>2nd classroom observation and post-observation conference with instructor 1, 2, 3 and 4; interview with homeroom teacher 1, 2, 3 and 4</td>
</tr>
<tr>
<td>5</td>
<td>2nd classroom observation and post-observation conference with instructor 5, 6 and 7; interview with homeroom teacher 5, 6 and 7</td>
</tr>
<tr>
<td>6</td>
<td>3rd classroom observation and post-observation conference with instructor 1, 2, 3 and 4</td>
</tr>
</tbody>
</table>
3.3 Data Analysis

3.3.1 Theoretical Framework and Coded Categories

Data analysis for the project applied in modified form Borg’s framework of language teacher cognition research (1997) and used Borg’s framework to identify the characteristics of CFL teachers’ cognition and practices. As reviewed from the previous literature, language teacher cognition is a still-developing area of research and its boundaries and scope are also evolving (for further discussion see Borg, 2009; Kubanyiova & Feryok, 2015). Therefore, the current study gives attention not only to the commonly adopted themes Borg (1997) discusses, but also to additional themes and categories suggested by the data collected. These additional themes and categories emerged from the research questions being asked in accordance with generally accepted methods and procedures tied to the investigative stance of grounded theory (Bryant and Charmaz, 2007). At the beginning of data analysis, a set of categories was used as the interpretive framework’s starting point:

- Some characteristics of teachers’ in-action classroom management behaviors
- Teachers’ knowledge about classroom management
- Teachers’ thoughts and beliefs about classroom management
- Teachers’ previous experience (including learning, teaching, and training) concerning classroom management
- Contextual factors that have influence on teachers’ practice and beliefs about classroom management
As suggested above, I applied grounded theory as a supporting method when analyzing data. Grounded theory is a research methodology which operates almost in a reverse fashion from some of the more established modes of social science research of the positivist tradition. Unlike positivist research, a study that employs grounded theory is likely to begin with a question, or even with the collection of qualitative data as primary research material (Davis, 1995). For the current study, although having the research questions as an over-arching scope for the study, there is no pre-set hypothesis of the potential findings. Instead, I generated themes that emerged through the procedure of coding any incident that was related to the main investigative focus. Accordingly, I first reviewed the data collected, and extracted recurring ideas, concepts or elements, then tagged those ideas and elements with codes. The final coded categories from interview data are as follow:

<table>
<thead>
<tr>
<th>Table 3.6 Coded Categories from Interview Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categories</strong></td>
</tr>
<tr>
<td>Teachers’ learning background</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Teachers’ teaching background</td>
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<tr>
<td></td>
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<tr>
<td>Teachers’ cognition about classroom management</td>
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<tr>
<td></td>
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<tr>
<td>Teachers’ stated behaviors about classroom management</td>
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<td>Teachers’ stated behaviors about classroom management</td>
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<td>Teachers’ stated behaviors about classroom management</td>
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<td>Teachers’ stated behaviors about classroom management</td>
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<tr>
<td>Teachers’ rationale about certain classroom management behavior</td>
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<td>Teachers’ rationale about certain classroom management behavior</td>
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<td>Teachers’ rationale about certain classroom management behavior</td>
</tr>
<tr>
<td>Teachers’ rationale about certain classroom management behavior</td>
</tr>
</tbody>
</table>

| Contextual factors | School culture and the status of Chinese program | Although Chinese is the core class, it does not have the equal status as the other subjects. |
| Contextual factors | Student population | Many of the students do not have good guidance at home. |
| Contextual factors | Communication with parents | Some parents are hard to deal with. |
| Contextual factors | Communication with school administrators | I talked with my principal, she didn’t seem to care. |
| Contextual factors | Collaboration with other teachers in the school | Support from the homeroom teacher is very important. |
| Contextual factors | Collaboration among CFL teachers | I observed several Chinese teachers’ class when I just started teaching here. |

In terms of analyzing the data of teachers’ behaviors/styles in classroom management practices, I primarily adopt Wright’s (2005) four conceptual dimensions of time, space, engagement and participation as the primary analytic categories. While observing the teacher and analyzing the observation data, I constantly reflected on the participant’s instructional behaviors that related to Wright’s classroom management categories of time, space, engagement, and
participation. Meanwhile, I also probed for information beyond those categories, i.e., whether what the teacher is doing in class has an impact on classroom management (either positive, negative, or neutral impacts). Moreover, any meaningful themes that emerged from the data were highlighted and analyzed together with their beliefs and/or rationales along with any other contributing factors.

Through the process of data analysis, I have generalized a set of categories which suites the data and the nature of the study more appropriately. Keeping the general framework of managing time, space, engagement, and participation in mind, I redefined the focus and scope of these elements as a guide for further discussion about classroom management behaviors of the cases of the study.

**Time.** Teachers’ management of time refers to any action they take in class with the consideration of structuring, framing, pacing, transitioning, sequencing, etc. It is worth mentioning that the current study will only focus on how teachers allocate and adjust the use of time within the institution-designed class period of a CFL-dedicated classroom lesson.

**Space.** Space management refers to a teachers’ use of the classroom furniture settings, decorations, lightings, a teacher’s and students’ movement patterns, and how teachers allocate space for themselves and students in different class activities.

**Engagement.** This category refers to how teachers talk or act concerning students’ mental (i.e., cognitive) involvement in language learning during CFL classroom activities. There are two main sub-categories under this element of classroom management: managing cognitive engagement and managing emotional engagement. Two examples of teacher management of cognitive engagement include teacher behaviors that encourage students to focus their attention and that guide students to notice and reflect on uses of language. An example of the
management of emotional engagement includes teacher behaviors that help to create a healthy learning environment in the classroom. Ways in which a teacher manages care and control of students’ affective issues constitute additional examples of the management of learners’ emotional engagement. Different from other dimensions which are observable in class, students’ engagement involves mental activities that cannot be directly observed from behaviors. In this study, the focus will be on what teachers do in class to ensure student engagement. The findings of this dimension will be based on the inferred effects of teachers’ action in class that I believe that what they do may have influence on students’ mental engagement.

**Participation.** This element centers around teachers’ awareness of students’ participation in class activities and the active use of language, the strategies teachers use to encourage student participation, and a teacher’s reaction to student non-participation.

Following the description of each category above, detailed categories with examples coded and excepted from the observation data are presented in the following chart. Specific themes of each case will also be provided in the result chapters.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
<th>Examples (Illustrations from the data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing time</td>
<td>N/A</td>
<td><em>Teacher spent 5 to 10 minutes for each segment of class activities.</em></td>
</tr>
<tr>
<td>Managing space</td>
<td>N/A</td>
<td><em>Teacher stands in front of the whiteboard during lecture. Students are seated at their desks in parallel rows facing the front of the room.</em></td>
</tr>
<tr>
<td>Managing engagement</td>
<td>Cognitive engagement</td>
<td><em>When teaching Chinese written characters, the teacher reminds students to notice on the shape and direction of a horizontal stroke.</em></td>
</tr>
<tr>
<td></td>
<td>Affective engagement</td>
<td><em>Teacher use of praise when a student answers a question correctly.</em></td>
</tr>
<tr>
<td>Managing participation</td>
<td>N/A</td>
<td><em>Teacher called on students randomly to have content-related conversation.</em></td>
</tr>
</tbody>
</table>
3.3.2 Organization of Data

Taking the stance of a teacher cognition study, the paper took data from interviews which mainly present their beliefs, thoughts and knowledge as primary data, and the field notes and transcripts of audio recordings of classroom lessons observed. Interviews with the homeroom teachers, school administrators and teacher meeting observations serve as thirdly supporting data. The data included 1) Interviews with the homeroom teachers, (2) interviews with school administrators, and that you also gathered (3) data (e.g., field notes or transcripts of) meetings between teachers. The study features a strong connection between teacher cognition and in-action classroom teaching behaviors. The interviews with the teachers, centered on their cognitions specifically about the management of young learners’ classrooms. Questions and inquiries about their backgrounds and contextual factors of their cognition and practices are also emphasized. For each case, the findings will be reported in separate sections dedicated to managing time, space, engagement, and participation. In each of the above sections, findings will be discussed in the overarching format of teachers’ cognition—evidence in classroom observation—rationales of their behaviors including contributing factors.

3.4 Trustworthiness of the Study

Triangulation

In research, triangulation is a process through which researchers verify evidence by using different sources of data (Lincoln & Guba, 1985). In the proposed study, triangulation was achieved through the use of interviews, classroom observation and observations of teachers’ meetings, stimulated recall, and group interviews. Triangulation was attempted by collecting data from different groups of participants: CFL teachers, homeroom teachers who collaborate with the CFL teachers and school administrators.
Member checking

Member checking is another way of verifying data interpretation. For this strategy, the researcher solicits participants' views of the credibility of their actions or words as they have been featured in rough drafts of writing (Stake, 1995). In this particular project, I define it as verifying the accuracy of the data. For member checking, interview and stimulated recall transcripts were sent via email to participants to ensure accuracy of the data.

3.5 Ethical Issues

The criteria of recruiting the participants are Chinese language teachers, homeroom teachers and school administrators of US K-8 school. Sex and race differences are not considered as long as the participants meet the above criteria. Besides, all participants are adults, above 18 years old. To prevent coercion, the research stated that the study is completely voluntary. The data collected from the teachers were labeled in anonyms instead of real names in the study so that participants' information is not revealed.

4 RESULT: PING

4.1 Background of Ping

Ping is a middle-aged CFL teacher in the program. She has been teaching in the current school for four years. When the data was collected, Ping was teaching Kindergarten to grade one in PYP. Ping was born in Taiwan and moved to the United States in 2008 when her husband found a job in a US university. “I came to the States to support my husband and my children,” she smiled. She has been a housewife at the beginning of her life in the US and then started to work as a Chinese teacher to make more financial contributions to her family once her daughter started in college. “I wanted to have more time to stay at home so that I could take care of my
son who was in middle school, but I had to work so that we can support our daughter to go to college,” she said.

Before coming to the United States, Ping lived in both Taiwan and Singapore. When she was 18 years old, she went to one of the best universities in Taiwan and studied Chinese language and literature. She received systematic knowledge and training of the Chinese language during her college studies. After graduation, she worked as an editor for a governmental-run newspaper in Taiwan. Although the newspaper was famous for its political comments and articles, Ping worked in the section of literature and art column. She commented on her experiences of working for the newspaper as “another training process of writing and editing in Chinese while staying away from political arguments about international relationships.” Ping also explained that she had been immersed more in both traditional and contemporary Chinese culture and literature during that period. However, she gradually developed an interest in going back to school to learn something different.

I liked the job of being an editor, but I started to feel bored about focusing on a single area in my life. I wanted to learn and experience things that are not related to language and literature.

(Semi-structured interview, Oct. 6, 2016)

Ping then applied for graduate school and started to study musicology in a Taiwan music institution. She chose this major because she had enjoyed her previous experiences of learning to play a musical instrument in her middle school. While attending a private Catholic school, Ping was in the music class and learned different kinds of musical instruments including piano, Guzheng (a 21-or 25-stringed plucked traditional Chinese instrument) and Pipa (a Chinese lute).

“I had the exposure to music, and I wanted to make some practical meaning out of it,” she
explained. During her graduate study, she took courses about the societal and psychological influences of music. “Many things I learned about musicology helped me in teaching, and I had never expected that when I was in school,” she added. However, she had to quit school half way through her course of study because her husband went to study abroad in the United States and she had to take care of her daughter in Taiwan.

Ping’s husband graduated and secured a job in Singapore as a university professor, so Ping moved with him to live in Singapore for eight years. During her life in Singapore, she worked part-time as a Chinese tutor. “There were many Chinese people living in our community. When they heard that I had been a Chinese major at Taiwan University, they asked me to tutor their kids,” she said. Her students were young heritage Chinese children aged from six to fifteen. Ping also had an opportunity to teach in a regular school in Singapore, but she gave this up because of her strong resistance to the teacher-centered style advocated in Singapore public schools.

After moving to the United States, Ping had taught Chinese for six years in total. She also obtained a Chinese teaching certificate by taking some language teaching courses. She taught at the current school for two years at first, then left for another public school because she did not particularly like teaching middle school students. However, she moved back to the current school after two years of teaching in the public school. She explained that public school students have too many behavioral issues and they did not think of Chinese courses as being important or relevant to their lives. Besides, the current school also offered her the opportunity to teach primary school students only. “I think I am still better with younger kids, so I just moved back,” she mentioned. At the time of our interview, Ping was teaching kindergarten and first-grade students.
In sum, Ping’s educational background was mostly about Chinese language and music. Her professional training of being a language teacher is limited, and her teaching experience included being a tutor in Singapore and a CFL teacher after she came to the United States. She never expected to be a CFL teacher based on her career plans, but she chose this position as a way to support her family. As a consequence, her cognition and practices about managing classes are influenced by her professional and personal experiences which will be discussed in the following sections.

4.2 Cognitions and Practices of Classroom Management

The classes I observed for Ping were kindergarten girls, first-grade girls, and first-grade boys. Ping had mentioned that she uses music in her classes as a tool of classroom management. Even though she had explained this to me before my visits to her classes, I was still astonished by the many music elements she incorporated into her classes. He extensive use of music strongly affected her Classroom Management practices. The chart below presents the categories coded from Ping’s interviews about her cognition and practices concerning classroom management.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Framing</td>
<td>Planned time structure of the class; segment division for different types of class activities</td>
</tr>
<tr>
<td></td>
<td>Transition</td>
<td>How teacher manages transitions between activities</td>
</tr>
<tr>
<td></td>
<td>Pacing</td>
<td>How teacher controls pacing within a lesson and single activity</td>
</tr>
<tr>
<td>Space</td>
<td>Sequencing</td>
<td>Sequence and order of different activities</td>
</tr>
<tr>
<td></td>
<td>Setting arrangement</td>
<td>Furniture arrangement in the classroom</td>
</tr>
<tr>
<td></td>
<td>Movement patterns and use of resources</td>
<td>Teacher’s standing position; movement pattern throughout the class; use of resources in the classroom</td>
</tr>
<tr>
<td>Cognitive engagement</td>
<td>Encouraging focused attention on language</td>
<td>Considerations and actions to let students focus on the target language</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Implementing non-engagement activities</td>
<td>The needs of activities with less attention on language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affective engagement</th>
<th>Control/discipline</th>
<th>Reaction to students’ misbehaviors; preventing students’ misbehaviors; maintaining order in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing positive mood</td>
<td>How teacher manages students’ mood for language learning especially at the beginning of the class period</td>
<td></td>
</tr>
<tr>
<td>Creating joyful atmosphere with motivation and encouragement</td>
<td>Teacher use of personal facial expressions and body gestures to give pleasant and less intimidating impression</td>
<td></td>
</tr>
<tr>
<td>Providing emotional support to students</td>
<td>Compliments and compassion</td>
<td></td>
</tr>
</tbody>
</table>

| Participation | N/A | Ensuring students’ participation in the learning community and activities |

### 4.1.1 Managing Time

Ping’s cognition about time management centers on framing, structuring, transition, pacing, and sequencing.

**Framing, structuring, and transitioning.** Ping is not satisfied with the institutional arrangement of the length of each class period. She argued that the school should be giving more consideration to students’ different age spans. “Keeping the students who are around six or seven years old, 50 minutes for language learning per class is unreasonable. They need a shorter period to keep motivation sufficiently high and to learn effectively,” she said. She claimed that for kindergarten and first-grade students, each class period should be limited to 20 to 30 minutes.

I want to make sure that my students are not wasting their life in class. They should make full use of every minute, and in a 50-minute class, they will definitely waste some time when getting tired, bored or irritated especially when they are learning such a different
language system. And for young children like them, you cannot expect them to be able to adjust their moods.

(Semi-structured interview, Oct. 6, 2016)

She also mentioned that she had several conversations with the school administrators about this issue, but it seemed that the school had difficulty in making changes to the younger students’ schedule. “If they are not able to make the adjustment, I will take actions to adjust myself,” she said. She divided the 50 minutes class into several segments of different types of activities, so that “students do not have the feeling that this is an excessively long class, but that the class features 10 or more small sessions with fun”.

<table>
<thead>
<tr>
<th>Table 4.2 Segments of Ping’s First Observed Class (Kindergarten Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class objectives:</strong> practicing and reviewing greetings and asking each other’s name</td>
</tr>
<tr>
<td>3m Letting homeroom teacher calm students down</td>
</tr>
<tr>
<td>2m Beginning song about “你好” (hello) and “星期” (week)</td>
</tr>
<tr>
<td>3m Directed instruction: review dates and days</td>
</tr>
<tr>
<td>3m Rhyme 1 to practice pronunciation</td>
</tr>
<tr>
<td>3m Rhyme 2 to practice pronunciation</td>
</tr>
<tr>
<td>4m Song about “欢迎你” (welcome)</td>
</tr>
<tr>
<td>3m Directed instruction: learning “你叫什么名字” (what’s your name)</td>
</tr>
<tr>
<td>3m Sing the song: “你叫什么名字” (what’s your name)</td>
</tr>
<tr>
<td>3m Review about words and phrases about “family.”</td>
</tr>
<tr>
<td>5m Individual work about “family” with a video as guidance</td>
</tr>
<tr>
<td>4m Reviewing numbers</td>
</tr>
<tr>
<td>4m Singing and dancing about numbers</td>
</tr>
<tr>
<td>2m Reviewing colors</td>
</tr>
<tr>
<td>5m Game about finding the correct numbers with music as background</td>
</tr>
<tr>
<td>3m Wrapping up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.3 Segments of Ping’s Second Observed Class (First-Grade Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class objectives:</strong> fluency development</td>
</tr>
<tr>
<td>3m Letting homeroom teacher calm students down</td>
</tr>
<tr>
<td>3m Beginning song about “欢迎你” (welcome)</td>
</tr>
<tr>
<td>3m Directed instruction: Pinyin</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>4m</td>
</tr>
<tr>
<td>3m</td>
</tr>
<tr>
<td>3m</td>
</tr>
<tr>
<td>3m</td>
</tr>
<tr>
<td>15m</td>
</tr>
<tr>
<td>5m</td>
</tr>
<tr>
<td>5m</td>
</tr>
<tr>
<td>3m</td>
</tr>
</tbody>
</table>

Table 4.4 Segments of Ping’s Third Observed Class (First-Grade Boys)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3m</td>
<td>Use of slow music to calm the students’ down</td>
</tr>
<tr>
<td>3m</td>
<td>Beginning song</td>
</tr>
<tr>
<td>5m</td>
<td>Song about “你叫什么名字” (what’s your name)</td>
</tr>
<tr>
<td>5m</td>
<td>Class activity about greeting to each other</td>
</tr>
<tr>
<td>5m</td>
<td>Practicing tones</td>
</tr>
<tr>
<td>5m</td>
<td>Dancing along with a video about Chinese tones</td>
</tr>
<tr>
<td>5m</td>
<td>Review of colors</td>
</tr>
<tr>
<td>5m</td>
<td>Individual work about colors</td>
</tr>
<tr>
<td>5m</td>
<td>Inviting students to come to the front to play games about color and number</td>
</tr>
<tr>
<td>5m</td>
<td>Singing and dancing “little apple.”</td>
</tr>
<tr>
<td>4m</td>
<td>Wrapping up</td>
</tr>
</tbody>
</table>

Ping’s allocation of class segments coincides with the length of the music or music video she chose for different activities. She thinks that rather than dividing time segments into a fixed 3-minute or 5-minute slot, fitting the activities within a piece of music would be more natural.

All the music and videos I chose are very short, usually less than 3 minutes. Even if the video is longer than that, I will do some editing to select an excerpt from it. Adults like me and you may enjoy longer songs, but the children may not.

(Stimulated-recall interview 1, Oct. 26, 2016)

Although most of Ping’s activities are music-related, she would also spend time more explicitly focused on language learning and directed instruction. However, the time for such
direct instruction covered very short portions of the class period based on her beliefs about the course objectives.

Of course, the aim of my class is to teach them Chinese. But they are the youngest children in the school, and they are going to be learning Chinese for years. I think it is more important to give them the impression that the learning of Chinese is interesting and to give them the early immersion into Chinese to develop their intuitive feel for the language. Excessive lecturing will scare them away and kill their intrinsic motivation.

(Stimulated-recall interview 1, Oct. 26, 2016)

Ping’s use of music was also reflected in her transitions between activities. When moving on from one activity to another, she would simply start the music for the next activity without making any oral announcement. She believed that this is the most efficient way of making such transitions for beginning level students:

In my class, I want to use Chinese as much as possible. Usually, I use very easy and short words and phrases, and they can either understand or at least guess the meaning. However, if I tell them what I want them to do next in Chinese, it is going to be a longer sentence, and they will not be able to understand unless I speak English. Therefore, simply starting the music will be the best way to lead them through.

(Stimulated-recall interview 1, Oct. 26, 2016)

Compared with the short-time activities, Ping tended to spend more time when she would like to pay attention to individual students’ language performance and progress. In the second observed class, Ping spent 15 minutes to get each student to perform a Chinese tongue twister. She commented about her action in the post-observation conference:
For most of the class time, I can only tell how the whole class is making progress regarding the use of Chinese, especially the speaking skills and their pronunciation. Training them to correctly pronounce Chinese words is essential at the begging stage of language learning. Individual presentations such as the one you saw in class is an opportunity for me to estimate how much progress each student is making so that I can decide how I may better help them in the future classes. I must give this section enough time.

(Stimulated-recall interview 2, Nov. 10, 2016)

**Pacing.** Ping believes that the pace of classroom activities is determined by both the teacher and the students:

The pace of the class should be the results of negotiation between me and the students. I have the lesson plan with the content I need to cover within a class period, but their needs and responses when practicing and learning in class will also affect my in class decisions about speeding up or slowing down.

(Stimulated-recall interview 1, Oct. 26, 2016)

In Ping’s second observed class, she was guiding the students to practice Pinyin with PowerPoint slides. She presented the slides one by one and asked the students to take notes about the Pinyin. Some students then asked Ping to slow down so that they could copy everything from the slides. Ping then gave the students an extra minute to work on their notes. Later, the students complained again about Ping being too fast in displaying the slides. Ping ignored them this time and did not modify her pacing. She commented on it after class:
They usually make a lot of requests. Some of them are reasonable, but some are just… I need to tell from their actual behaviors about whether they really need more time or just trying to make things difficult. When I figured that out, I will take appropriate actions.

(Stimulated-recall interview 2, Nov. 10, 2016)

Ping also mentioned that some of the students need the teacher to rush them to finish the task on time. She mentioned that even within the short period of her typical teaching segments, they are still unable to pay full attention to the planned tasks and may start talking and working on something else in the middle of an individual or a group activity. During the third observed class, the students were working individually on the worksheets about color. Ping walked around the classroom, and say “快点” (hurry up) several times to push the students to finish faster. In the stimulated recall interview, Ping paused the audio recording and said:

I have a planned schedule for each class. I can give them flexibility about the time spent on each activity if they really need it or if they are willing to practice more. But if they are just lingering or simply off task, I need to push them to focus and work faster so that they do not waste their time, and I will be able to stay on my schedule as planned.

(Stimulated-recall interview 3, Nov. 18, 2016)

Ping also adopted different strategies to accelerate student’ speed to save time. In the first observed class, she asked the students to go back to their seats after dancing. To get them to move faster, Ping told the students she was going to count from 10 to 1, and they should be sitting on their seats after that. The students then moved much faster and all sat down before Ping finish her count-down. Besides counting down, Ping also integrated the use of peer pressure in order to speed the students up and save classroom time. In the first observed class, she wanted the students to be faster in the coloring work. When she noticed that one of the groups had
finished the task and put their work on the table in order, she complimented the group to the whole class and said: “Who can be as good and quick as them?” Then the rest of the class started to work faster. She commented in the stimulated recall interview that she learned such CM strategies in some Chinese teacher workshops from the local universities:

I did not fully believe that these methods were going to work at first. However, after I tried several times in my class, I realized that they were very efficient. Now I attend a lot of workshops during summer or weekends. Since I do not have much experience in teaching regular size class, listening to some advice from the experienced teachers in the workshop is really helpful.

(Stimulated-recall interview 1, Oct. 26, 2016)

**Sequencing.** When arranging activities in class, Ping paid special attention to the sequence of each segment to ensure better learning outcome. She believes that strategic scheduling of the sequence of activities is essential in the management of an effective language class.

Learning a language is not an easy task, especially learning Chinese. Thus, I need to make sure they can learn something in my class. However, keeping them to learn for 50 minutes is an impossible mission. So, I just let them learn a little bit, then play a little bit. Whenever they feel tired or bored, there is something fun coming up.

(Semi-structured interview, Oct. 6, 2016)

Based on the observation of her classes, I noticed that Ping never combined two segments of directed lecture, or two practices of language points together. Instead, she made different types of activities happen in turns so students would feel the variety and be better motivated to learn.
4.1.2 Managing Space

Furniture settings in the classroom. Like all the CFL teachers in the school, Ping also transitions to different homerooms to teach. She claimed that for most of the homerooms, rearranging the furniture to better suit her needs really is not feasible. I was curious about this constraint and asked her if she was concerned about her relationships with the homeroom teachers. She told me that most homeroom teachers do not care if she wants to make changes to their classrooms as long as she returns everything back to the original locations after class. She mentioned that the time she would need to spend to rearrange chairs and desks is the problem.

One of my personal advantages is that I can communicate with people very well. I lived in different cultures before, and I know how to talk with them. So, I can easily maintain a good relationship with the homeroom teachers. They are all very supportive. But moving furniture for the sake of the activities is too time-consuming. I do not think I have the time to work on that. Also, making such changes in classes may distract the students get them very excited. Under such conditions I would need to spend even more time to handle the resulting disorder. It’s just not worth it.

(Semi-structured interview, Oct. 6, 2016)

Although she decided not to make any changes to the setting of the classrooms, Ping stated that most of the current settings of the homerooms do meet her expectation for a language classroom:

Kindergarten and first-grade classes in the United States feature quite a bit of collaboration among students. Therefore, students usually sit around several big tables in class so that they can work on projects together even in English and science class. This is
a great benefit for us since communication and conversations are crucial in language classes.

(Semi-structured interview, Oct. 6, 2016)

In the homerooms where Ping taught, I saw many examples of students’ Chinese work and decorations and postings about Chinese culture on the side walls and even on the door. She said those decorations are helpful for students to develop a passion for learning and using Chinese, and the homeroom teachers are very supportive about it. When interviewing one of Ping’s homeroom teachers, Ping’s colleague mentioned that she loved the Chinese elements in the classroom and she actually helped Ping in the design of the decoration. “We worked together on that poster about Chinese New Year. The students loved it, and one girl said to her classmates that ‘oh, we are really in China now. We have to speak in Chinese!’ Isn’t that awesome?” she said.
Teacher’s movement patterns. “As a language teacher of young kids, you have to be very active and energetic in class,” Ping said, “they will not like a teacher who always stays in front of the class and stands like a statue.” Ping believes that she thinks of herself as a “performer” in class, which means she moves around and makes different body gestures frequently. She also mentioned that she likes to have sufficient space between the chairs and desks so that she can move around the classroom easily and have a closer connection with
students. In the second observed class, Ping even danced when walking in the classroom which seemed to animate student who seemed eager to show her their works. Ping commented during the post-observation conference:

I learned from teaching in the US that kids get scared if I walk like a rigid professor. If I behave in a more entertaining way, they seem to be more willing to accept me as their teacher and are more open to me.

(Stimulated recall interview 2, Nov. 10, 2016)

Although mostly moving and getting close with the students, Ping will also stay in front of the classroom during directed instruction, so that students can be focused and learn under her guidance. In her second observed class, I also noticed that when she taught the students Pinyin using the PowerPoint slides, she was sitting by the homeroom teacher’s desk. I wondered if Ping did this with the intention to get the students to focus more on the overhead screen rather than on the teacher, so I asked Ping after class. She smiled and said:

I was just tired. I need to teach six period a day, which means I need to be animated and jump around a lot for several hours a day. I’m not only consuming my mental energy but also my physical energy, as well. Sometimes I have to take advantage of opportunities to give myself a break.

(Stimulated recall interview 2, Nov. 10, 2016)

**Arranging students’ position in different activities.** “The reason why I need to be active and energetic is that my students have endless energy,” she laughed during our second stimulated recall interview, “so I also need to find ways to focus their energy in class, basically, to make them move.”
Ping made active use of the classroom space to get the students to move around the classroom in different activities. During her more teacher-fronted phases of instruction, she asked the students to sit at their table and face the front. In activities which included dance and body movement, she asked the students to come to the carpet area, line up in order and keep space between each other so that all students could stretch their bodies and make movements freely. For activities in which peer interactions are needed, Ping gets the students to stand up and walk around the classroom to find their partners.

Ping also take advantage of the unique carpet of each classroom. For example, the carpet of the third class I observed has different colors on it. When getting the students to practice colors, Ping invited the students to come to the carpet area, sit on it and try to find the color she spoke in Chinese. She commented after class:

It is great to make use of the things they encounter every day. Even if they do not have Chinese class, they will still see the carpet. Moreover, when they see the carpet, they may be reminded of the game they played in my class and named the colors in Chinese. I’d love to see if they can use Chinese other than in class.

(Stimulated-recall interview 3, Nov. 18, 2016)

Although Ping felt that most of the physical layouts of classrooms can meet her needs, she mentioned that the second class I observed was not very practical in getting the students to dance in the carpet area.

The carpet area is small on the side of the classroom, and they cannot really see the video well because the smartboard is on the other side of the classroom. I usually won’t let that class dance too much to avoid the possibility of them hurting themselves when trying to look at the video without paying attention to the others.
4.1.3 Managing Engagement

4.1.3.1 Managing Cognitive Engagement

Ping thinks that getting young kids to actually engage with their new language is tough. “You may see that they are having fun in the activities, but they may only be enjoying the activity itself instead of the use of language,” she said, “but they need more than that since this is a Chinese class, not the playground.” She related her experience when learning English in Taiwan as not effective in her engagement with the language:

When I was learning English in middle school, my teacher was doing lecture and drills a lot. She let us read new words after her, told us the meaning in Chinese, and repeated that process again. When I was following her instruction, I sometimes didn’t pay any attention. Just repeat and repeat something I might not even remember the meaning.

(Semi-structured interview, Oct. 6, 2016)

When teaching here, Ping tries to avoid this downside of her previous English teacher’s style. She stated that when teaching, she would try to get the students to pay attention to the language itself they are learning and using by making meaning out of it, as she claimed, “you only touch the surface when reading, but you get into it when connecting it with what you know and what you understand in your own language and life.”

In class, such learning principles are illustrated through her use of body gestures when teaching the language. For example, in the first observed class, Ping was teaching the students a new word “苹果” (apple). When explaining to them the meaning of the word, Ping said “apple” and drew a big apple in the air with her arms. She then asked the students to do the same action along with her. In the rest of the class activities, she would make the same gesture and ask the
students to follow her whenever the word “apple” appeared again in video, music or texts on the PowerPoint slides. She furthered explained in the post-observation conference:

Students of their age usually have more memory of graphics and body movements rather than of texts and words. In order to let them pay cognitive attention to the meaning of the word, the act of drawing a picture by themselves is much better than just simply telling them the meaning. I also try to choose the music that contains the word, so that they have the opportunity to pay particular attention to the word under my guidance.

(Stimulated-recall interview 1, Oct. 26, 2016)

Ping also believes that implicit learning is effective in helping students to notice and reflect on their use of language. “This may sound contradictive, but what I mean is getting the students to be their own agents in controlling and reflecting on their use of Chinese without me telling them to do so directly,” she smiled. In the second stimulated recall interview, Ping showed me an example of the audio recording. She taught the students about the different consonants “t” and “d” in the previous class and introduced a tongue twister in the observed class which contains many appearances of the two consonants. She explained:

If they want to perform the tongue twister correctly, they need to figure out the differences between the consonants and be able to pronounce them first. When they were practicing in groups, I noticed that they are discussing with each other and tried to precisely identify the two. That is the effect I wanted.

(Stimulated-recall interview 2, Nov. 10, 2016)

Ping also emphasized the need for non-engagement with Chinese in class. As she mentioned, active learning for 50 minutes for young children is impractical. However, she does not want to waste time when students cannot gain knowledge for a pure fun period [I do not
understand that sentence]. As a result, she again used Chinese songs to help students to develop a sense of the pronunciation and rhymes. Another reason for using such resources is to cultivate students’ powers of intuition related to tone identification.

In Chinese, usually one character or one word has one syllable, and there is no consonant at the end of each syllable. This syllable by syllable nature matches the music perfectly…you can tell the clear do, re, mi, fa, so in the music, right? So, by letting the students sing the Chinese songs, they can gradually get used to the rhythm of Chinese. At this moment, there is no need to focus on the language. They need only to feel it.

(Stimulated-recall interview 2, Nov. 10, 2016)

When giving directions and orders to students, Ping believes that she should use mostly Chinese so that students have more Chinese language input in class. In all three observed classes of Ping, her use of Chinese in class was about 80%. “I’d like to speak more Chinese to students, but sometimes it takes too long to get them understand what they are told to do,” she said.

4.1.3.2 Managing Affective Engagement

Control and discipline.

Ping stated that her students in the current school is very different from what she had experienced before in Taiwan and Singapore. She mentioned that she felt tired and frustrated often in class because of students’ immature and disrespectful behaviors. She even said she felt her students were just a group of monkeys\(^1\) because no human being in the world could make

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\(^1\) During a public phase of my dissertation defense, one of the committee members expressed concern about a possible racial connotation tied to the speaker’s use of the word “monkey” in this context. Such an interpretation was a possibility that surprised me as it had not occurred to me prior to the dissertation defense. Upon subsequent
such chaos in class. However, Ping also claimed that after teaching in another public school for two years had eased her frustration for students in that students have worse behavior problems than the current one. “It seems like I cannot change the situation,” she said, “the only thing I could do is to adjust my own emotion and try my best to react and develop practical strategies to maintain the class order.” In general, Ping thinks that when managing classes of very young learners, teachers should not be too nice, or the students will be disruptive.

   The kids sometimes cannot control themselves. They need teachers to direct them and even stop them when they cross the line. It is also a learning process for them to become responsible people. If you are too accepting of whatever they do, you will not be able to control the class. Then how could they learn in a chaotic class?

   (Semi-structured interview, Oct. 6, 2016)

   She also related her ways of controlling the class with her experiences in the education her own children and her objection of the western education philosophy.

   I’m a mother of one boy and one girl. When raising them up, I realized that being nice is not always going to work. They need some kind to threat or even punishment. As Chinese, we know that sentiments such as “education with happiness” advocated in the western culture are ridiculous. Children will not learn if they only feel happy when growing up.

   (Semi-structured interview, Oct. 6, 2016)

reflection, the part of conversation in which the word “monkey” occurred between me and the CFL teacher involved was conducted in Mandarin Chinese. In Mandarin, the metaphorical meaning/connotation of “monkey” as I believe was intended by the speaker was something along the lines of a spoiled naughty kid who often misbehaves. At the time when the word was originally used, and based upon further sustained reflection, I do not believe there was any racial intention involved in the speaker's use of this word.
Following her beliefs, Ping would use some threat or punishment when there are students who misbehave. For example, in the first observed class, one student kept on distracting others when practicing pronunciation. Ping tried to stop her, but she did not listen. Ping then told the girl that if she continued distracting her classmates, she would not be allowed to participate in the Friday after class party. The girl then quieted down immediately and returned to practicing with the others. Ping further stated in the stimulated recall that not all threats work in her class, not all are as effective as the one I observed. It took her a long time to figure out kinds of threats serve as effective disciplinary moves based on her teaching experiences in this school and her own experiences of educating her children.

In the beginning, I thought telling the students I am going to call their parents will be effective. But I was wrong, some of the parents do not even care, or the students are used to be punished by their parents. Through years of teaching here, I gradually learned what they really care about and are afraid of. Sometimes I will also learn from communicating with my kids since they talked about their stories with their teachers all the time.

(P pinged that different kinds of discipline elicit a higher degree of constructive reaction to students’ misbehaviors. In her third observed class, a boy was angry at himself when he could not understand what Ping was saying in Chinese. Ping explained to him and tried to help him understand afterward, but he was still very upset and started to kick and knock his desk. Ping had no other choice but to send him to the back of the classroom and isolate him from his classmates. She explained after class that she could not let one student negatively affect the atmosphere of the whole class. Once the student had calmed down and was able to control his temper, she asked him to come back and rejoin the class activity. She also called on him to
answer some questions and subsequently praised him a lot. Ping explained that although she had to punish him initially, she did not want him to even feel more frustrated. Her primary purpose was to let him calm down before he could return to study again.

I still wish he can keep on learning and won’t give up for some minor obstacles. After he can control himself, I will give him more encouragement so that he can feel confident again. They are kids. It is very easy for them to forget about the punishment they had and start enjoying my compliments again.

(Stimulated-recall interview 3, Nov. 18, 2016)

Further, Ping also had other concerns about disciplining students for misbehaviors. She said that she learned from the homeroom teachers that some of the students in the school had unfortunate family issues, such as divorce, single parent households, or even parents who were in jail or who had just disappeared. “When some of the kids suffer from such life tragedy, I can understand that they may not be able to control themselves very well in class. They are still so young,” she said, “but to be fair to the rest of the students, I have to take action.” Ping said that as a Chinese teacher who only visited the class for one period a day, she does not have the opportunity or time to learn about all the students’ life issues. Therefore, giving compliments after disciplining them is a compromise she can make since there may be other extenuating live issues of which Ping is unaware. “I would like to know everything about them before they behave irresponsibly in class, but for now, this is the best I can do,” she said with pity. Ping’s another concern is about racial considerations:

We have a large population of African-American students in the school. As a Chinese person, I need to be very cautious about the way I treat African American students especially when I criticize them. There might be conflicts or misunderstanding such as
“that Chinese teacher does not like black kids.” One parent in this school once was skeptical about me and seemed to imply that I disliked her son because of their race, and that caused big trouble for me even if they did not really have any evidence.

(Stimulated-recall interview 3, Nov. 18, 2016)

Ping believes that a teacher should take precautions to minimize the students’ misbehaviors. She said that at the beginning of the semester, she would teach the students a series of Chinese classroom management phrases, such as “坐好” (sit down), “举手” (raise your hand), “不要说话” (do not talk), and she would repeat these every class to make sure students understood them and could comply with classroom rules and routines.

When students learned about these phrases, they would have the impression that this class is rule-based. Although they may still out of control from time to time, when I say these phrases, they would mostly follow my cues since the phrases are rooted in their minds already.

(Stimulated-recall interview 1, Oct. 26, 2016)

Despite the actions she takes concerning discipline issues, Ping also claimed that her age has some natural deterrent power in front of her students:

Compared with some of the younger Chinese teachers, it is easier for me to better control the class since I’m older than many of my students’ parents. For then, I am a true adult.

Creating a joyful atmosphere with motivation and encouragement.

Ping stated that learning a new language is difficult for young children and that because of this student need to be able to study in a pleasant environment if their motivation is to be maintained. “The teacher is the key to making them feel comfortable in class,” she said. During the three observed classes, Ping smiled for most of the class time. She also made exaggerated
body gesture along with music in order to be perceived as a more pleasant and comforting presence in the classroom. “I do not feel like smiling all the time, and my facial muscle hurt so much after class,” she said, “but seeing that the students are more motivated as a result of such efforts makes it worthwhile. As I mentioned, you have to love the kids to stay in this career longer.”

**Developing positive mood for Chinese learning.**

Ping believes that creating a positive learning environment at the very beginning of the class is essential for the success of the entire period. Also, students’ attention and moods in learning are one of the key elements of the learning environment. Consequently, Ping emphasized the use of strategies at the beginning of the class for students to calm down and be ready to study. In her observed classes, I noticed two methods from her: letting the homeroom teacher help students get ready and using music meditation to get students to settle down. She explained her rationale for using different strategies based on the degree of support from the homeroom teachers:

I usually have very good relationship with the homeroom teachers. Most of them are willing to help me if I ask. But people are different, some of the homeroom teachers believe that they should not intervene since it is my class, not theirs, as you saw in the boys’ class.

(Stimulated-recall interview 2, Nov. 10, 2016)

Ping also mentioned that if possible, it is always better to let the homeroom teacher work on establishing their readiness for learning.

Every class has its own atmosphere and culture. Usually, it will not change as the result of just one Chinese period since it has been developed under the guidance of the
homeroom teacher for most of their day and semester. The participation of the homeroom teacher can help to achieve a natural transition to Chinese learning. Students may not feel the huge change in the case of transitioning to another core subject such as English or science.

(Stimulated-recall interview 2, Nov. 10, 2016)

Although in the boys’ class, Ping needed to direct the mood developing session, she still felt confident because of her strong beliefs in constructive role music can play. In class, she moved all the students to the front of the classroom, asked them to sit on the carpet, and played a piece of very slow music. She also asked the students to close their eyes and focus on the melody. When the students were listening to the music, she explained to them that what they were doing was a traditional Chinese meditation before studying.

They are really interested in this kind of activity. They think of me as an ancient Chinese meditation master like sometime see in western movies. Afterwards, when they are immersed in the Chinese culture, and learning the Chinese language the process will seem more natural.

(Stimulated-recall interview 3, Nov. 18, 2016)

**Providing emotional support to students.**

Ping also thinks that students need her encouragement and compassion, especially when they encounter some of the inevitable obstacles of learning Chinese. She believes that students with positive emotion about learning will be more likely to persist with the long-term process of learning Chinese.

Many students just give up because they think this is too hard and they are never going to manage the use of the language. I want to tell them that they can do it. When they
successfully overcome the difficulties with my help, they are more likely to come away with the impression that they can be successful learners of Chinese.

(Stimulated-recall interview 1, Oct. 26, 2016)

In the second observed class, Ping invited students to perform a tongue twister individually. One of the students was trying hard to finish the task, but her performance was just average in comparison to her classmates. However, Ping said “对” (right) and “好” (right) multiple times to encourage the student. After class, she provided more information to me:

That girl just transferred from another school, and she needed to work even harder than her classmates to catch up. If I do not give her some support, it is quite possible that she would give up or lose hope for her future learning. No matter what her proficiency really is, I would give her positive feedback.

(Stimulated-recall interview 2, Nov. 10, 2016)

She also showed compassion to students. In the third observation, one male student could not understand how to finish the task. He became very sad and passive. Ping walked to him, touched his shoulder and presented a facial expression of sincere sympathy. “I wanted him to feel I understand his feeling, and it is ok to feel upset in front of me,” she commented, “and with that compassion, he knew I would help.”

4.1.4 Managing Participation

Ping argued that getting students’ attention is the first step of encouraging their participation in class activities. She adopted several strategies to capture and maintain students’ attention:

**Tap the musical instrument.** In class, Ping usually placed a musical triangle by the side of the homeroom teacher’ desk. When she realized that some students were not paying attention,
she would tap the triangle with simple tones such as “so-so, la-so-so” to get their attention. She believes that using this method is “healthier” than clipping hands and called on the students’ name, because “those are discordant sounds in music theory and not beneficial with respect to students’ mental health development.” She added, “I am not just a language teacher, but also an adult who should care about my students in all aspects of their life. This is how my teachers treated me when I was a student.”

**Requiring students to reply in a louder voice.** Before some of the activities in the observed class, Ping asked the students if they were ready and required them to reply in what some might have perceived to be very loud voice. If she thought that students were not loud enough, she would ask them to reply again. She commented on this after I expressed my curiosity in stimulated recall interview:

> I cannot really tell if all the students are paying attention. Some of them may not even pay attention and just follow the others. When asking them to do that again with a louder voice, those students may finally wake up and participate.

*(Stimulated-recall interview 1, Oct. 26, 2016)*

Beyond getting students’ attention, Ping also tried to animate students to participate more even in the midst of class activities. Again, Ping believes that different types of music can contribute a lot toward ensuring better degrees of student participation. For instance, in the second observed class, Ping asked the students to work on the seven-piece puzzle. At the same time, Ping played a song that students seemed very familiar with since some of them started to sing along with the song. I wondered if this action was to create a pleasant environment, but Ping replied with a different answer:
They are easily distracted and will start to talk with each other without really engaging with the task. If I played the song that they were familiar with, and they would sing along unconsciously. Moreover, then their mouths were occupied and would only be working on the task.

(Stimulated-recall interview 2, Nov. 10, 2016)

Also, Ping emphasized that a teacher needs to design the activity in the way that students are capable of participating. “If a task is far beyond students’ capability level, they will not be able to participate even if they want to,” she claimed. This belief is reflected in her choice of the songs which she wanted the students to learn and practice. All the songs she chose, as she described, have “very clear beats.” They are very easy to follow so that the students can catch up with less hardship. “They are little kids, not music masters anyway,” she smiled, “even if I like to use music in class, I use it in ways which are more acceptable to students.”

4.2 Chapter Summary

As a CFL teacher who did not plan to work within this career, Ping’s experience of professional training of becoming a language teacher was limited. However, Ping took advantage of her life experience, such as her cross-cultural communicaiton strategies and raising her own children. She also implemented her knowledge of musicology in her management of apporaches to teaching Chinese, which resulted in some unique and effective strategies. On an affective dimension, Ping’s personality of humanity and compassion seem reflected in her classroom management phylosophy and practices. She manifested care and concern for her students’ ages and mental progress. She was seemed acutely concerned for their future developments of learners of Chinese. She is also willing to understanding more about her students mental status although the student population she was teaching did not match her expectation as she had
experienced in Taiwan and Singapore. In conclusion, Ping’s cognitions about classroom
management as revealed in the data are mostly shaped from her personal life experiences, her
education in Taiwan, and her continuing teaching experience in the United States. She was
constantly reflecting and adjusting her teaching and classroom management practices to better
fit within the school in which she is teaching.

Ping’s cognitions and practices seem mostly consistent, and she tried to practice her
beliefs in class most of the time. However, she also had made adjustments in her actions when
there are outside influences such as school policy (e.g. heavy teaching load) or possible cultural
misunderstanding. The pressure she got from the school has also affected her attitudes and
emotion of her teaching in the current school as she concluded in the last stimulated recall
interview: “the school doesn’t seem to care about the teachers and I don’t think my efforts are
valued. If not, why should I still trying so hard to teach a group of students that are so difficult to
control in class?” After two months of the completion of the data collection, Ping resigned
from the current school and has started a new career in a non-teaching field.

5 RESULT: SUN

5.1 Background of Sun

Sun is a female CFL teacher in her late 20s. At the time of the study, she had been
teaching at the school for seven years. First and second grade learners comprised the classes of
her regular teaching assignments. Sun is from mainland China. In college she majored in the
Teaching of Chinese to Speakers of Other Languages in college (TCSOL). “I have always
wanted to communicate with people from foreign countries, ever since I was in middle school,
and I worked very hard to learn English so that I would one day have such opportunities”, she
said. Further, she believes that teaching Chinese is a very useful way to satisfy her interests in
cross-cultural communication. Based on her personal preference, she listed the teaching of Chinese as her first area of interest when in her successful college application. During her college years, she completed various courses in Chinese linguistics, theories of second language teaching, and educational psychology. Beginning in her freshman year, she taught students of Chinese as a second language in a local Chinese language institute to practice her language teaching skills and to gain more profound understanding of the theories she had learned from college courses. On weekends, she taught classes of 15 to 20 students each in a Chinese language training institute. Her students were mostly adults though occasionally there were a few younger learners. Many of the students were businessmen who worked for transnational corporations and who were self-motivated to learn Chinese. Prior to coming to the United States, she taught in the Chinese language institute for a total of two years.

Sun’s educational background and working experiences consisted of more than language education. While attending college in the major metropolitan area of Shanghai, Sun gradually developed strong interests in the media industry. After graduation from college, she became a journalist for a business magazine for a short period of time. She enjoyed her journalism position at the magazine very much but she was still interesting in going abroad to experience cross-cultural communication within a foreign context. Eight months after her graduation, one of her college professors offered her an opportunity to study as an education major in a Master’s degree language education program in West Virginia (USA). Sun accepted the opportunity and thus initiated her long desired overseas adventure. The MA program required that Sun take professional courses and teach CFL within a newly founded Chinese language program at a local high school. Because she was interested in continuing her career in journalism, Sun switched her major to journalism in the second semester of study in West Virginia. However, even though she
had changed majors, Sun continued to teach CFL at the high school for entire two-year period of her Master’s degree studies. She claimed that her CFL teaching experience at the high school level helped her to further develop firmer understanding of how to teach young CFL learners in the United States. Sun explained that teaching CFL at the high school level in West Virginia was very different from her previous teaching experience in China.

After completing her MA program in language education, Sun accepted a CFL teaching position in a Chinese and English dual-immersion program in Georgia. By doing so she was able to secure a work visa in the United States. A year later, she started to teach in the current school. At the time of our interview, Sun had been teaching in the current program for more than six years. She consistently reported that she felt she was doing a great job as a CFL teacher in the program and she was learning a lot from her experiences teaching at the Charter school. She has taught all grade levels, from kindergarten through each of the elementary and middle school years. In addition to learning from teaching and the school-based teacher training, Sun actively participates in outside workshops and takes relevant classes. She does so to gain more insight in CFL teaching and learning from other professionals and experienced teachers. While participating in the research project, Sun was teaching 1st and 2nd graders.

In summary, Sun had formal TCSOL/CFL education and training. She also possessed a keen interest in intercultural communication. Her experiences as a journalist and participation in post-degree professional development opportunities such as workshops and courses also contribute to shaping her behaviors and beliefs about CFL teaching, as will be discussed in the following sections.
5.2 Cognition and Practices of Classroom Management

Although Sun had taught in a considerably wider range of courses and age levels, the following discussion centers on her practices and beliefs as related to her current CFL teaching experiences. The chart below presents the categories coded from Sun’s interviews. It is worth mentioning that in compliance with Sun’s preferences, in all three of her classes that I observed Sun was teaching the same group of second-grade girls.

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5.2.1 Managing Time

Sun’s beliefs and practices of managing classroom time were mostly reflected in her framing, sequencing, transitioning, and pacing of the lessons taught.

Framing. In Sun’s opinion, CFL lessons designed to be effective for second graders should consist of short, easily managed segments. She supported this opinion by referring to the short attention spans that are typical of language learners of this age:

They are very young kids. They can pay attention to certain things, but not [for a] very long time…and they get bored easily. For every short period, they will need new kinds of excitement to keep [i.e., maintain] their passion for learning. Therefore, most of my activities are very short.

(Semi-structured interview, Oct. 6, 2016)

Sun also emphasized the use of the first three to five minutes of the class constituted an “essential foundation” for each lesson. She believes that each lesson should have an upbeat, positive beginning. To this aim, she would usually use the lesson’s earliest phases to get students to focus on the lesson and cultivate their readiness and motivation for learning Chinese. She also mentioned that she finds it useful to use these earliest phases of each lesson to get things going by setting up the computer and getting handouts ready:

Since I need to go to different homerooms to teach, I need to respect the homeroom teacher. The classroom is theirs anyway. Sometimes the homeroom teacher does not finish her lesson in the previous period until the beginning of my period, so I have no time to set up the things I need for class. Therefore, I usually play a Chinese song so that students can sing along with it, and I get the chance to start the smartboard and organize other class materials.
In all three of her classes that I observed, Sun played the same 3-minute song at the beginning of class as the students sang or hummed along with the music. Sun then used this period to connect the computer to the smartboard, present her PowerPoint slides on the screen, get all the online links she would be using ready, and layout all printed materials on the front table. Sun also stated that this strategy allowed her to appear more professional in front of the homeroom teachers.

If you seem like an organized person, the homeroom teacher may also respect you more. The Chinese class is not as important as other subjects in the school, so we do not have equal importance as other teachers. And you know, sometimes they think Chinese teachers are not very organized and [that they are] less professional compared with other American teachers. Being a guest in their classroom, gaining more respect is always better.

Regarding the types of classroom activities, Sun believes that her lectures should be as short as possible and most of the class time should be dedicated to different kinds of activities such as singing, dancing, and games. She ascribed this belief to the students’ age, the current teaching objectives based on school requirements, and her own perspectives:

I do believe that lecture is a good way to deliver knowledge to students, but the problem is that my students are too young to sit and listen for more than five minutes. There is a balance I need to keep when teaching: to teach and to cultivate their interests in Chinese language and culture. They have a long way to go in this school concerning Chinese
learning, and I do not want long lectures to scare them away (i.e., to demotivate them) from wanting to learn Chinese.

(Stimulated recall interview 1, Oct. 25, 2016)

Although Sun claimed that each of the activities she uses in class are designed to be short, I noticed during the lessons that she dedicated relatively more time to one type of classroom activity in particular: students’ performances after group practices. Specifically, she asked each group of students to perform a short play, dance, or song in front of the class as her preferred forms of language practice. To accomplish these performances, students were regularly required to work in groups. While the students were performing, Sun also recorded their artistic efforts and posted the recordings on her class blog which was easily accessed by school administrators and parents. I expressed my curiosity about this pattern in her teaching during the stimulated recall interview. Sun’s explanation for why she taught in these ways related to her belief in the importance of being fair to all students and her recognition of students’ passion for showing off their use of Chinese language and their artistic talents.

Most of my group practices contains some artistic elements. The students are asked to sing a song or do a short play, or even rap according to the nature of the practice and their preferences. They work hard, and I want to give all my students the opportunity to perform in front of their classmates which they seem really eager to do.

(Stimulated recall interview 2, Nov. 15, 2016)

Sun is very proud of using video of students’ performance in class as an efficient way of connecting with parents. The videos also provide administrators with an open window to her teaching.
The parents love to see their kids performing in Chinese. They give a lot of positive comments below the uploaded videos. They are thrilled to see how their kids can actually use Chinese. The principals also think that way. One time I met with principal X in the hallway, and she thought the videos were amazing, and she said, “Ms. Sun, you are such an awesome teacher!”

(Stimulated recall interview 2, Nov. 15, 2016)

Table 5.2 Segments of Sun’s first Observed Class

<table>
<thead>
<tr>
<th>Class objectives: Character and strokes; fluency development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3m Beginning song</td>
</tr>
<tr>
<td>4m Kungfu Gary song and dance with Chinese character learning</td>
</tr>
<tr>
<td>5m Brainstorm characters with horizontal stroke</td>
</tr>
<tr>
<td>3m Review and demonstrate the group activity</td>
</tr>
<tr>
<td>13m Group work</td>
</tr>
<tr>
<td>20m Each group perform in front of class and video recorded by the instructor</td>
</tr>
<tr>
<td>2m Wrapping up</td>
</tr>
</tbody>
</table>

Table 5.3 Segments of Sun’s Second Observed Class

<table>
<thead>
<tr>
<th>Class objectives: Character and strokes; fluency development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3m Beginning song</td>
</tr>
<tr>
<td>3m Kungfu Gary song and dance with Chinese character learning</td>
</tr>
<tr>
<td>4m Brainstorm characters with raise stroke</td>
</tr>
<tr>
<td>3m Learning new characters: “上”“下”(“up” and “down”)</td>
</tr>
<tr>
<td>5m Reviewing characters</td>
</tr>
<tr>
<td>15m Group work</td>
</tr>
<tr>
<td>15m Each group perform in front of class and video recorded by the instructor</td>
</tr>
<tr>
<td>2m Wrapping up</td>
</tr>
</tbody>
</table>

Table 5.4 Segments of Sun’s Third Observed Class

<table>
<thead>
<tr>
<th>Class objectives: Character and strokes; fluency development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3m Beginning song</td>
</tr>
<tr>
<td>3m Song and dance with Chinese character learning</td>
</tr>
</tbody>
</table>
**Sequencing and transitioning.** Sun has a clear and clearly defined time arrangement for the lessons she teaches. This includes recurring classroom routines and a fixed sequence of activity flow for each lesson. Her normal routine includes the structure of (1) a warm up, (2) introduction of content with media, (3) lecture of new content, (4) group work, by (5) students’ small group performances. She described such a sequence before I observed her class in the pre-session interview and ascribed her reasons for following this sequence as a way for students to become cognitively accustomed to some stable instructional routines.

When you observe my class, you may notice that the sequential arrangement of my class is quite consistent. The students need to know the routine of the daily class so that the class activities can run more smoothly and more naturally. They need new excitements every five minutes, but it seems like they are also more mentally settled when the new things are located in a stable, routine pattern.

(Semi-structured interview, Oct. 6, 2016)

This belief about CFL teaching may also be traced back to Sun’s previous experience of teaching in another school in the United States.

When I first taught young kids in the United States, I realized that they were different from my previous students in China. I got the impression [i.e., soon realized] that the class should be very exciting [i.e., motivating] and I need to provide new elements and new patterns of teaching every day. But a few months later, I noticed that I was only
partially correct. While it is true that they need change more than the students in China, but they also need some kind of regularity, or they may feel lost. Sometimes we [i.e., CFL teachers from China] may have too many preconceived beliefs about American students before we actually teach here.

(Semi-structured interview, Oct. 6, 2016)

Sun’s practices and beliefs about using a recurring classroom routine also affected the strategies she used to transition between activities. She explained that her students mostly know what is going to happen after one activity based on the routines she has been using since the beginning of each semester. Therefore, there is less of a need for her to restate or get the students’ attention when starting subsequent activities. During the classroom observations, I noticed that she did not have to say things such as “now let’s work on the written strokes” or “let’s sing a song” as might be expected during lesson transitions. Instead, Sun would simply pull out a related PowerPoint slide, or just start to play a piece of music, and students would move into the activity without the need for any additional任何 prompts from their teacher. However, she did mention that at the beginning of each semester, it takes considerable time and attention to establish such recurring routines so that students will become accustomed to them and to how they are sequenced during her CFL lessons.

When I start to teach a class, the students need some time to get used to my teaching patterns. Some people may think it is wasting too much time. But thinking about the whole semester, I actually save a lot of time. [By doing so I am more successfully able to] focus their attention and keep order in the classroom.

(Stimulated recall interview 2, Nov. 15, 2016)
**Pacing.** In class, Sun has rigid requirements and firm time limits for each lesson segment, especially for the group activities. Before group activities, Sun repeatedly emphasized a need for a rigid use of time for students to practice groups. However, she also evidenced flexibility in her pacing of lesson phases. For example, during one of the lessons I observed, she told the students that they only have 10 minutes to practice until they performed in class. However, when the announced amount of time was up, Sun walked around the classroom and quietly adjusted her computer alarm to give the groups a few more minutes. I mentioned that I had noticed this during our subsequent post-observation conference. Sun smiled and explained that this was one of her tricks to adjust the pace of her teaching in order to better facilitate student learning:

When I tell the students how much time they have, I usually pretend to be very strict. In this way, they can have the sense of tightness of time [i.e., time limits], and they will be more focused when practicing instead of lingering around. However, I am well aware of the fact that some students need more time. Anyway, my class is their only opportunity to practice Chinese. So, when I notice they need more time, I simply add a few minutes. They do not have watches, so they will not even know.

(Stimulated recall interview 1, Oct. 25, 2016)

Regarding the content she needs to teach for each class, Sun paid more attention to pre-planned structure than to the content of the material she wanted to teach. Sun believes that since curriculum requirement in the CFL program are not very strict, her efforts to maintain stable time routines for each class are even more important based on her understating of curriculum expectations, school requirements, and her experiences in the current school.

My students are only second graders. They have a lot of Chinese learning time ahead of them. I think it is more important to cultivate their understanding of Chinese as a
professional and motivating class which will be more beneficial for them to continue learning in their school. I taught middle school students here, and some of them just think Chinese class is a “relaxed period” and Chinese teachers are flexible with everything. Because of that, I want to impress upon them that Chinese class is a formal, well-planned class with a clearly organized structure.

(Stimulated recall interview 1, Oct. 25, 2016)

5.2.2 Managing Space

Classroom settings. Sun only invited me to observe classes within the same classroom and the same group of students. Therefore the classroom setting remained constant throughout my observations of her teaching (Figure 5.1). She reported being satisfied with the furniture arrangement of the classroom but expressed some concern about being unable to more clearly infuse the room with more visible signs of the Chinese language and Chinese culture.

I like this classroom. The homeroom teacher is very professional, and she keeps everything so organized. I also like that the students have bigger tables, so they can sit around in groups but are still able to face the front when I am giving a lecture. However, my freedom of using this classroom is quite limited. I cannot move the desks and chairs… I can put my laptop on the homeroom teacher’s desk, by the side of course… but this is a Chinese class, students should be able to study with some degree of cultural immersion, like some Chinese decorations in the classroom, on the wall or hanging somewhere. But again, this is not my classroom.

(Stimulated recall interview 1, Oct. 25, 2016)

In the classroom of the observed classes, the walls were decorated with many pictures, posters and students’ works of different subjects, with the exception of Chinese. I asked Sun if
she could talk with the homeroom teacher about making arrangements to have some Chinese-related decorations displayed in the classroom. In her reply she expressed strong concerns about maintaining a positive relationship with the homeroom teacher.

I would rather not talk with her about it in case she thinks I am invading her classroom. Her support is crucial for the success of my class, and then my career here. I am a foreigner in the country, and then an outsider of this classroom.

(Stimulated recall interview 1, Oct. 25, 2016)

When I interviewed Sun’s homeroom teacher at a later time, the homeroom teacher expressed her strong support of the Chinese courses, and she was very clear in her opinion that Chinese is significantly helpful for the student success in the future. When talking about her impression of the current classes, she mentioned that she hoped her students could be more immersed in the Chinese culture, and she was more than willing to help if needed.

Arranging students’ position in different activities. Sun believes that flexibility in how students are physically positioned in the classroom room is an important consideration in the language class, especially for young learners. She also believes that student positioning (e.g., seating) should be arranged based on the nature of the class activities.

I like it here that students do not have to sit at the same spot and face the teacher during the whole class. Chinese class for them is a language learning process; it requires interactions with people, not only with the teacher but also with their classmates. When I am teaching, they should sit in order and face me. In this point, I believe that the traditional Chinese ways of sitting-in-row are the best way to practice. But for other kinds of activities, they should be freer to move around to more comfortably interact with each other.
In the observed classes, Sun’s teaching practices on this dimension confirmed her beliefs. During her short lectures and the moments when she gave instructions and directions, she asked her students to sit quietly and face her. When working in groups, she asked the students to spread out in the classroom and self-select where they would work based on their preferences. Sun also made use of the classroom’s carpeted area. When there was a need for students to dance along with music or a video, she asked the students to move to the front, which is the carpet area, so that they would have sufficient space to stretch their bodies and move as they wish along with the rhythm.

**Teacher’s standing position and movement patterns.** Regarding Sun’s physical positioning and movement patterns in class, she signaled a fundamental principle which guides her practice in class: keep distance when lecturing but get somewhat closer to students during other activities. Sun posits that she developed this principle through years of teaching in the United States.

Students in the US are very interesting. They like to have an intimate relationship with their teachers, but they take advantage of you if you truly become too much of a friend with them. In my class, I do my best to maintain my authority by keeping distance with them when lecturing. This kind of physical position and distance make them feel the power from me and they need to listen to what I instruct them to do. But in other activities, I may move closer to them, so that they can feel I care about them and we are actually on the same team.

(Stimulated recall interview 1, Oct. 25, 2016)
In the observed classes, Sun maintained considerable distance between herself and the students when lecturing. However, during group activities, she moved around the classroom a lot more and physically joined different groups in order to have more personal interactions with different students.

Safety is another issue that Sun paid particular attention to when managing classroom space. In the third observed class, Sun played a video titled, “Kungfu Gary” which features songs and dances. While working with this material she asked students to move forward to the front of the room and to sing and dance along with the video. During this process, Sun moved among the students and physically moved them with her hands by touching or pushing them. I took notes about this phenomenon and later expressed my interest about her rationale for such classroom management behaviors. In response, Sun explained that she is cognizant of and concerned about the student safety when they are dancing and of the possibility of injuring themselves if they get too close to each other.

They cannot control themselves well when dancing and being excited. They are too young to have a clear estimation of the consequences of their behaviors. If some of the kids get too close to each other, and they might get unintentionally hurt. As a teacher of younger students, I know I have to pay attention to keeping them safe in addition to helping learn the language.

(Stimulated recall interview 3, Nov. 18, 2016)

**Figure 5.1 Classroom Settings of Sun**
5.2.3 Managing Engagement

5.2.3.1 Managing Cognitive Engagement

When discussing encouraging students’ cognitive engagement with the Chinese language, Sun expressed her belief that there is no need to make sure students are mentally engaged with the use of the language all the time. She posited that students need to have focused attention, and that they need to notice and reflect on language use and learning, but the main goal of teaching young children is to develop their interest and motivate them in learning the language and its culture. In Sun’s observed classes, I came to the conclusion that the themes of her lecture and the group activities are not as closely related as I had initially assumed. For most of her instruction of the first half of the lesson, she focused on strokes and Chinese characters. When the class started to work on some group activities, lessons regularly shifted to something more like the practice of a Chinese folk song, which had little or no relevance with the content focus of the initial lesson segment. This recurring and consistent lesson sequencing also reflects Sun’s idea of different levels of students’ engagement in language.
The first half of my class is usually about some real learning. And the second half is for fun. They are all related to the Chinese language though, since the songs and their lyrics are all in Chinese. They do not need to know the meaning of the songs or have the perfect pronunciation of each word in the lyrics. All I want them to do is to develop a more global sense of the Chinese language.

(Stimulated recall interview 3, Nov. 29, 2016)

While giving a high degree of autonomy to students in the activities, Sun tends to have higher requirements for the lecture segments of her lessons. Her use of the Kungfu Gary video is one of her strategies to develop students’ focused attention on the physical formation of the hand strokes used in the production of Chinese characters. The Kungfu Gary video is designed by an American Chinese learner as an online tool for more Chinese learners to study Chinese strokes through dances and funny talks. In the second of Sun’s observed lessons, she explained to the students before she played the video that they needed to pay attention while watching the video, and to think about and notice if there were any strokes being used related to the formation of Chinese characters in the video they had never learned before. She further explained her rationale in the post-observation conference:

If I only play the video without saying anything, they may not even pay attention to the content I need them to focus on before my formal instruction of that stroke. The video is not only a funny video; it is used with the intention that the students will focus on the stroke in order to better prepare them for the following learning process.

(Stimulated recall interview 2, Nov. 15, 2016)

Sun’s strategies of managing students’ cognitive engagement are also reflected in her lecture and interactions with students during the lectures. In her first classroom observation, she
was teaching horizontal strokes in the formation of written Chinese characters, including the direction of the stroke and how to write it correctly within a character’s structure. After the instruction, Sun asked the students, “have you seen the horizontal stroke in any Chinese character before?” Then the students started to brainstorm all characters they thought may contain a horizontal stroke. Sun paused the audio recording during the stimulated recall interview:

They have seen and learned many characters already, but they may not have noticed that what we learned today had any connection to the knowledge they already possessed. Now it is the time for them to reflect on what they learned before and make a connection to previous learning on their own.

(Stimulated recall interview 1, Oct. 25, 2016)

In terms of the amount of Chinese input in the class, Sun believes that it is better for teachers to speak more Chinese to students to create a more immersive target language environment. However, she said she has not actively reflect on her amount of Chinese speaking in class. According to the observation data, Sun’s use of Chinese in class was about 80% throughout her three observed classes.

5.2.3.2 Managing Affective Engagement

Control and discipline.

Sun admitted that students in the current school have more discipline issues than the students she had before. “This is an inner-city school, which means the demographic of the students’ families are different from the nice school districts.” She mentioned that many of her students are from low-income families, where parents do not have the energy or the basic understanding of how to teach their kids to behave and be respectful. However, Sun believed that
the behavior problems are not the students’ responsibility. “They are still young, as long as someone would like to guide them towards the right direction, they are good kids anyway.” She said.

She continually tried to maintain order in her class. She thinks the most important thing to do is to establish classroom rules at the beginning of the semester and to maintain and be consistent about them.

If you want students to listen to you, you need to show them you are a very consistent person. I know some of the teachers set up rules, and then be way too flexible about the rules. In my class, the students have a clear understanding that I do not play. I am consistent, and I keep my word all the time. They are sure to get a reward for good behavior, but they also know that there will be consequences for breaking any rules.

(Stimulated recall interview 1, Oct. 25, 2016)

In her classes, the students were very respectful and kept pace with Sun’s instruction, which might be one of the results of Sun’s effort throughout the semester. I was impressed by the relatively cooperative students she had in the class, and she further explained that the gender of the class and the support of the homeroom teacher are also critical components of the infrequency of discipline issues.

The classes you observed are all girl classes. They are much better than the boys. They [i.e., the boys] have more problems with paying attention to my instruction or making troubles in the middle of the class. And also, the homeroom teacher of this class is very supportive…not only supportive about my class, but also supportive of her students learning Chinese. The students can definitely feel it. Therefore, they behave well not only to impress me but also their homeroom teacher.
Sun also believes that more strategic methods should be used when dealing with students’ misbehaviors. She said that scolding would be a discipline strategy of last resort unless there are no other alternatives based on her teaching experience in the US.

Scolding, or simply stopping a student from what he or she was doing may solve the problem at that moment, but it will happen again and again. Thus, it is not the most efficient method. They may get scared at the moment but will forget all about it very soon.

She claimed that developing their behavioral maturity through proper use of language or action might better serve to maintain the classroom order. In the second observed class, a girl responded very excitedly during the performance of another group and began to jump around and even jumped on the seat of her chair. Sun approached her and said to her: “I know you are excited, and there is no problem of being excited. However, I think we can have a better reaction to show your excitement. How about hugging your classmates and give them compliments for making you feel so happy?” The girl pleasantly did what Sun suggested and ceased from jumping around.

Sun commented on her actions as follows:

I think in this class the most severe misbehavior would be over excitement. I actually like them to feel excited; it means they enjoy learning in class. Moreover, excitement is human nature; there is no reason for me to stifle that from growing kids. The only thing I want them to understand that there are better ways to express their feelings. Maybe it is
because I am Chinese, I think as a teacher, I should teach not only Chinese but also help them to become better persons.

(Stimulated recall interview 2, Nov. 15, 2016)

Sun also mentioned that if students’’ behaviors are aggressive and unstoppable, she would also use the Class Dojo to take students’’ points off. Class Dojo is a widely used K-12 classroom management application to “help teachers build a positive classroom culture by encouraging students and communicating with parents” (Class Dojo product introduction, Google play). One of its functions is to let the teacher add or take off points from each student concerning their participation and behavior in class. However, she will not do it frequently, since she believed that this is a very severe punishment. Also, if she notices a group of students are behaving disrespectful, she would only take one student’s point off as a warning to others.

I do not believe punishment should be widely used in my class. Their emotional impression of the Chinese class should be full of care and love, instead of scare and alert.

Sun also added that she was less calm when she just started to teach in the school:

When I just began to teach in this school, I was angry about my students every day. I hated them being so impulsive and disrespectful. I was a very grumpy person at that time. However, like most of the Chinese people, I reflected on myself, my thoughts, and my behaviors observed other teachers and then felt more confident in figuring out how to better control the class.

(Stimulated recall interview 3, Nov. 29, 2016)

To maintain her poise and to better control her temper in class, Sun attended several mediation workshops at a local university. She reported that later she felt more calm and compassionate. “They teach you how to adjust your mood. It is sort of like Buddhism meditation,
but with theories which are easier for me to understand than Buddhism doctrines.” She felt that the workshops helped her significantly in adjusting her emotions and treating her students with more understanding, as she said:

My students may not come from the expected middle-class families with perfect manners and a high degree of respect. But it does not mean they do not deserve a nice and patient teacher.

(Stimulated recall interview 2, Nov. 15, 2016)

Managing social relations

Sun believes that social relations within the classroom should be natural with less intervention from the teacher. She stated that students should be trusted to develop healthy relationships with each other in class. She also believes that students will be happier and more productive when practicing with classmates they feel comfortable to work with.

Although they are young, they are still human beings. I want to give them enough freedom to work with people they like, instead of suffering from someone they dislike. I remember when I was in middle school, my English teacher wanted me to practice with a girl I didn’t like…that was a nightmare. I just wanted to finish the task without having anymore conversation with her. Therefore, I want my students to always have the passion and willingness to practice Chinese.

(Stimulated recall interview 1, Oct. 25, 2016)

Sun also mentioned that her relatively few direct interventions during the group work phases of her lessons does not mean that there were no interventions at all. During the third observed class, Sun assigned the group activity task, and the students formed groups of 3-4 students each based on their preferences of who to work with. When the students walked to their
position to practice, Sun approached to one of the groups, talked with one student, and the student walked away and joined another group. She then walked to the other group to move another student back. I paused during the stimulated recall interview and asked Sun what happened since I was too far away to hear the details. Sun explained that she noticed one of the groups contained too many students with difficulties in learning. She worried that they might not be able to complete the task efficiently together. Therefore, she told one of the students that there was another group in need of her help and, therefore, Sun asked her to move to a group of students of higher proficiency level. Then she repositioned a very advanced student back to this group as a lead.

I tried not to intervene, but I also need to do my best to ensure the intended learning results. Sometimes I need to take action, but, I just don’t let them know the true reason. The girls are very sensitive; I need to be very cautious about my words and action in case they feel affectively threatened.

(Stimulated recall interview 3, Nov. 29, 2016)

**Creating and developing support for learners.**

“For most of the students in this school, Chinese is a tough subject to learn,” Sun stated. She thinks that although her students have not yet been able to analyze differences between Chinese and English, they do feel that they are forcing themselves to get used to a new system of language. “I tried to control the degree of difficulty of everyday task, but they still feel frustrated from time to time,” she mentioned. During the second observed class, Sun called on a girl to point out the stroke from a character. The girl tried three times but failed to give the right answer. She was very upset and about to cry. Sun approached and hugged her gently, explained the feature of the stroke, and encouraged the girl to try again. The student then successfully
composted herself gave it another try. This time successfully. Sun talked about this incident during our subsequent stimulated recall interview:

You see how fragile they are? This happens a lot in my classes, even for the boys. However, even if I think there is no need for them to feel so frustrated, they will not understand, as did the adults I taught before, that such difficulties are a normal part of the learning process. I then figured that I should show my full understanding to them. I want them to know that I can emphasize with their difficulties, understand how hard they have tried. And I am with them whenever they feel stymie and baffled.

(Stimulated recall interview 2, Nov. 15, 2016)

Sun also believes that when she shows that she cares to a single student, other students also feel encouraged because they know she would be ready to help everyone equally. “They need to have confidence and the sense of safety so that they can continue learning regardless of how difficult the task might be,” she added.

Besides comforting, Sun also believes that frequent compliments for students are very helpful to create a constructively positive classroom atmosphere and to develop students’ enthusiasm for learning. “Students here need more compliments than negative comments,” she said. During the three observed classes, I constantly heard her compliments to individual students and the whole class, such as “你真棒” (you are great), “太棒了(brilliant)” with a friendly smile and a thumbs up. She commented in the post-observation conference:

I want to use many compliments to let them know that they can do it. Sometimes I notice that they are not as good as I expected. But as long as they are trying, I want to give them some encouragement, so they will persist in their efforts and not just give up.

(Stimulated recall interview 3, Nov. 29, 2016)
Creating a constructive learning environment through the teacher’s appearance and passion

When teaching in class, Sun always appeared to be vital, energetic and lively. She smiled often, and her body gestures were very enthusiastically. A reflection of lively approach to CFL teaching, her clothes are mostly light and pleasant in color and she seems to avoid wardrobe items dark in tone. As a classroom observer of her teaching, I felt won over by her enthusiasm about teaching language and culture. I asked her about such positive personal qualities it after the observation, and she gave voice to the importance of a teacher’s passion when teaching Chinese.

Young kids like to be with active people. If I am energetic and pleasant, they will definitely be influenced. If I am happy, they are happy. If I behave negatively; they get bored and scared. My choice of how to dress is also a sign of my passion and happiness. Sometimes I think I am just their big sister who happens to possess some kind of power.

(Stimulated recall interview 1, Oct. 25, 2016)

Sun tries to show the students that she has a strong affection for Chinese language and culture in order to better motivate them be interested in learning Chinese.

I want them to feel that I am sharing something I feel super interesting, instead of merely forcing them to fulfill a Chinese learning requirement. I want to instill the impression that Chinese language and culture are great things that are well worth learn about.

(Stimulated recall interview 1, Oct. 25, 2016)

Sun also connected her beliefs and behaviors with her experience of being a journalist:

When I interview people before, I had to get them to talk about something I am interested to know. How do I get them to be talkative and convince them to be willing to join the
conversation? One of the basic things to do is to show them how interested I am. If I do not show a certain degree of passion, who wants to share with you?

(Stimulated recall interview 1, Oct. 25, 2016)

5.2.4 Managing Participation

5.2.4.1 Encouraging Whole Class Participation

Sun usually develops fun and exciting activities for a class such as games and songs. However, she posits that no matter how interesting the activity is, there is no guaranty that students will participate. According to Sun, there are many reasons for the students not to want to participate in class such as hunger, resistance to working with other students, worries about a math exam, etc. “They have a lot in their minds,” she said.

Sun developed several strategies to encourage students’ more active participation in class. For example, at the very beginning of each lesson, she played a song and let the students sing along while she prepared for the rest of the lesson. Typically, before she started the music, she would ask two students to come to the front of the room to lead the whole class in singing. She explained her rationale as getting more students to feel motivated to sing:

When it was time for them to start to sing, I could not watch them myself because I was busy setting up on my computer and getting the handouts ready. Therefore, I selected two students to lead the singing from the front of the class, so the rest of the students had some pressure since there were people watching them.

(Stimulated recall interview 2, Nov. 15, 2016)

Sun mentioned that the lecture was another lesson segment when students might seem to be participating, but they might really be thinking about something else. As a way of address this complication, she constantly asked questions of students in an effort to keep them alert.
However, she worried that she could not pay attention to all of students in her class. To address this challenge, she created something she called “the participation award” for students who tried to answer her questions. I learned about the operation of this award during the first observation. It worked as follows. Often when she started to ask questions, she would hold a pack of stickers ready in her hand. As long as a student raised her hand and tried to answer the question asked, Sun would immediately give her a sticker. She further explained that once a student got 20 stickers in total, the student would receive get a Chinese gift such as chopsticks, or a panda keychain. “It does not matter if they can come up with the correct answer. Participation is the first step anyway,” she said.

According to Sun, failure to fully understand teacher directions and expectations is another reason for less frequent student participation. “If they do not understand what they are supposed to do, they really can’t work on anything.” Therefore, Sun made concerted efforts during many lesson phases to ensure that students understood what they were supposed to be doing. Before her group activities, for example, she repeated her requirements and instructions multiple times. She also showed videos of student performances from another class to demonstrate her expectations of the task outcome. After the students started to practice in groups, she interacted with each group to highlight the content she would like the students to cover on their handouts. As she emphasized, “I need to pay close attention continually and see if anyone is off-task or if anyone may need my help to be able to participate in group practice.”

5.2.4.2 Reacting to Non-participation of Individual Students

For an individual student who does not seem to participate in class, Sun stated that she usually takes more direct action.
My time and energy for each class are limited. I can spend some time to tactfully encourage the participation of the whole class, but I cannot waste too much time and attention for individual students. I usually take their Class Dojo points off directly.

(Stimulated recall interview 2, Nov. 15, 2016)

However, she also argued that she needed to be very cautious about the language she used to warn such students. During the third observation, one girl was working on something else during the group activity. Sun approached her and said: “Could you join the others? I would really love to see if you are practicing Chinese with your partners.” After class she commented about her action this way:

I do not like to criticize students directly. It is not the best way for the US students. I would rather imply that they still have the chance to meet my expectations. Young kids here like to impress their teacher. That is their nature, and I try my best to take advantage of this disposition.

(Stimulated recall interview 3, Nov. 29, 2016)

She mentioned that sometimes she would take another type of action when dealing with individual student’s off-task problem, especially in the boys’ class. She explained that the boys were usually eager to compete in class. Being aware of this characteristic, Sun will simply give plenty of compliments to students around the one who is not participating. The non-participated student would then be under subtle pressure to return to on task behaviors. “Before taking action, I tried to understand my students, about what they like and what they care about. I have different ways for different students,” she smiled.
5.3 Chapter Summary

Sun has a total of almost ten years teaching experience in the United States in K-12 settings, including primary school, middle school and high school. Through this decade of teaching young learners in the US, Sun developed teaching strategies to manage her classroom and handle students’ behaviors. She tried to immerse herself in the teaching context and made concerted efforts to understand students’ needs and frustrations. She also worked actively to support them. She regularly reflected on her previous teaching and work experiences and took advantage of her reflections on those experiences. Her willingness to participate in professional development workshops throughout her career also serves to shape her beliefs and attitudes about teaching and about interacting with students with more care than control.

In addition to her experience of working, teaching and in-service training, the current teaching context also affected her beliefs and behaviors about classroom management. Her beliefs were also affected by her communication with parents and school administrators. She seemed susceptible to some feelings of inferiority due to her self-perceived status as a cultural outsider of the country and the school in which she was teaching. When there are conflicts between her beliefs and the US parties of the school, she chose to hold back perhaps due to potential risks of unsuccessful communication and a dissatisfying outcome.

Such feelings have also caused some incongruence between her beliefs and instructional practices, since she decided to yield some actions (e.g., making changes of the classroom settings) due to apprehensions concerning communications with content area teachers in the school. Sun’s openness to learning to better understand the context of teaching and the students as well as her non-confrontational stance in the foreign culture reflect partial congruence of her cognitions about CFL teaching and her teaching behaviors. Her cognitions and most of her in-
action practices relating to classroom management are also influenced by her reflections on previous CFL teaching experiences. At the same time, the current context of her teaching has led to some inconsistency between her cognitions and her teaching behaviors.

6 RESULT: YU

6.1 Background of Yu

Yu is a female CFL teacher in the program who is in her late 20s. During the period of data collection, she was in her fourth year of teaching in the current program, and she was teaching grade 3 to 5 in PYP.

Yu was born in a small town in south mainland China. In middle school, she developed a strong interest in learning English and started to pay even more attention to the learning of languages. When applying for college, she chose English as her major and studied English linguistics and literature for four years. After graduation, Yu applied for graduate school in the United States. “I thought that as a student majoring in English major student, I needed to study in an English-speaking country,” she said, “staying in China all the time didn’t make sense to me.” Yu was eventually accepted into a TESOL program in a US southeast university and studied there for two years beginning in 2011. At the time, Yu had not planned for her future career or made any decisions about staying in the States or going back to China. However, she did have some vague expectation of one day being a language teacher:

All I had learned was language. So, what I could do in the future might just be teaching language. This is also why I chose TESOL as my MA major. If I decided not to stay in the United States, I would go back to China, then I could be an English teacher. I didn’t realize I would be teaching Chinese by that time.
When applying for jobs, Yu felt that it would be more feasible for her to apply for positions focused on the teaching of Chinese in k-12 settings. “If I want to stay here and find a job, I can’t be too picky. I can’t compete with the Americans for the English teaching job. That’s their field,” she mentioned. The current school was the first one to come through with the offer of a teaching position and a related H1B working visa. “The H1B visa is the school’s most appealing feature,” she emphasized, “that’s why I’m here.”

Yu then moved to the city where the school is located and started teaching a range of different grade levels. While working here, she also obtained her teacher certificate in language teaching in the local state. She taught kindergarten to fifth-grade during her first year, kindergarten to second-grade and fifth-grade to seventh-grade in the second year, and then grade three to five from last year. During her second year working in the school, Yu met her husband and the two were married. Now she has settled down in the city and is planning to apply for a permanent resident card. “When my life is more stable here, I will find another job,” she said, “it is too crazy here.”

In general, Yu’s path of being a CFL teacher is unintended and she is not especially happy with her current position. Her primary reasons for continuing with the position are economic concerns and her residence status in the United States.

6.2 Cognition and practices of Classroom Management

The classes I observed for Yu were third-grade girls, fourth-grade girls, and fourth-grade boys. During our pre-session interview, Yu emphasized that she barely thinks about or reflects on classroom management because she perceives the workload of the current school is too heavy to allow her time to do so. She would like me to tell her more about her practices in class so that
she would be in better position to reflect upon them. Therefore, most of Yu’s believes were elicited retrospectively during the stimulated recall interviews after class observations. The chart below presents the categories coded from Yu’s interviews about her cognition and practices concerning classroom management.

**Table 6.1 Categories and Descriptions of Yu’s Beliefs about Classroom Management**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Framing and structuring</td>
<td>Planned the time structure of the class; segment division for different types of class activities</td>
</tr>
<tr>
<td></td>
<td>Pacing</td>
<td>How teacher controls pacing within a lesson and within individual activities</td>
</tr>
<tr>
<td></td>
<td>Sequencing</td>
<td>Sequence and order of different activities</td>
</tr>
<tr>
<td>Space</td>
<td>Movement patterns and use of the resource</td>
<td>Teacher’s standing position; movement patterns throughout the class; use of the resources in the classroom</td>
</tr>
<tr>
<td></td>
<td>Teachers’ intervention on students’ physical positions and movements</td>
<td>How teacher manages and intervenes on matters such as students’ sitting, standing and moving positions</td>
</tr>
<tr>
<td>Cognitive engagement</td>
<td>Encouraging focused attention to language forms</td>
<td>Considerations and actions to let students focus on the target language</td>
</tr>
<tr>
<td></td>
<td>Implementing non-engagement activities</td>
<td>The needs of activities with less attention to language forms</td>
</tr>
<tr>
<td>Affective engagement</td>
<td>Control/discipline</td>
<td>Reaction to students’ misbehaviors; preventing students’ misbehaviors; keeping order in class</td>
</tr>
<tr>
<td></td>
<td>Maintaining positive learning atmosphere</td>
<td>Teacher’s use of facial expressions and body gestures to convey a pleasant and less intimidating impression</td>
</tr>
<tr>
<td>Participation</td>
<td>N/A</td>
<td>Ensuring student participation in the learning community and activities</td>
</tr>
</tbody>
</table>

### 6.2.1 Managing Time

**Framing and structuring.** Yu believes that the time slots for each class activity should be planned according to the nature of the activity as well as the students’ attention span.

“Students here cannot focus on the same kind of activity for a long time. Therefore, I usually
won’t make each one too long for them,” she said. However, she also emphasized that the teaching objective of each activity is her priority when framing the class time, as she mentioned, “anyway, the students who are good at learning can always focus more and longer than the ones who are not good at learning. The length of each activity does not really contribute to the learning outcomes.” Yu also explained that based on the content she had been teaching for the third and fourth grade students, the class activity should never be too long, “those are all quite easy things to learn, like few words and one very simple grammar point, so the lecture and the practices are usually quite short.” Regarding the time spent for each activity, Yu also emphasized the gender factor which significantly affects her time management strategies. She reflected on her previous experiences teaching boys and girls in the school and stated that boys have considerably shorter attention spans than girls, although they are of a similar age. Therefore, her teaching practices are in line with this perception when it comes to such conclusion that she would purposefully manage the use of time when she plans for class as well as during the class.

It was also noticed in Yu’s class (especially the morning ones) that she devoted only a limited amount of time to activities such as games, songs and dancing. This characteristic of her teaching differentiated her from other PYP teachers in the school. She claimed that she opposed the idea of having students play in class, because “fun is not the point of learning language”. She believes her role as a teacher is to help students make improvements as learners of Chinese, and not to “simply make them happy”. Therefore, the amount of time Yu dedicated very little instructional time to what she perceived to be more playful activities. However, in the second observed class Yu let students work on an origami activity for about ten minutes. While students were working on their origami, Yu sit in the back of the room and intervened very little. In the
stimulated recall interview, Yu replied to my questions about why she had devoted that amount of time to the origami activity:

I was just very tired in the afternoon class. I had five classes already and I had to stand and move and teach almost all the time. Even after school I had duty as carpool facilitator, which means I need to stand and move more. The school never gives any consideration to this. Therefore, sometimes in the afternoon class, I will just rest.

(Stimulated recall interview 2, Oct. 26, 2016)

<table>
<thead>
<tr>
<th>Table 6.2 Segments of Yu’s First Observed Class (Third Grade Girls)</th>
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</thead>
<tbody>
<tr>
<td>Class objectives: reviewing new words and characters about clothes</td>
</tr>
<tr>
<td>10m Warming up</td>
</tr>
<tr>
<td>12m Review and T-S interaction about “clothes”</td>
</tr>
<tr>
<td>15m Class activity about clothes</td>
</tr>
<tr>
<td>8m Character writing practice</td>
</tr>
<tr>
<td>5m Wrapping up</td>
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</tbody>
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<tr>
<th>Table 6.3 Segments of Yu’s Second Observed Class (Fourth-Grade Boys)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class objectives: reviewing new words and characters about clothes</td>
</tr>
<tr>
<td>5m The whole class of students was about five minutes late</td>
</tr>
<tr>
<td>5m Warming up</td>
</tr>
<tr>
<td>3m Review about clothes and colors</td>
</tr>
<tr>
<td>12m Group reading practice</td>
</tr>
<tr>
<td>10m Class activity about sentence making</td>
</tr>
<tr>
<td>10m Playing origami</td>
</tr>
<tr>
<td>5m Wrapping up</td>
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</tbody>
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<tr>
<th>Table 6.4 Segments of Yu’s Third Observed Class (Fourth-Grade Girls)</th>
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</thead>
<tbody>
<tr>
<td>Class objectives: reviewing and practicing new words and characters about family and clothes</td>
</tr>
<tr>
<td>10m Warming up</td>
</tr>
<tr>
<td>17m Review and whole class practice about family and colors</td>
</tr>
<tr>
<td>20m Group project</td>
</tr>
<tr>
<td>3m Wrapping up</td>
</tr>
</tbody>
</table>
**Sequencing.** Yu concluded her basic sequence of class activities in two different types of classes: class with new content and practice class. In the former class type, she adopted the sequence of warming-up, review, new content, practice and wrapping up. In the classes designed for practice only, she would go through warming up, review, group/individual project and wrapping up. She believes that her sequence for classes “follows the natural path of human thinking”. She also mentioned that this is how other Chinese teachers sequence activities while teaching in the school. She also offered some comments on her perception of how other subject matter teachers sequence classroom activities:

I observed several teachers’ classes in this school, including math, English and social science. Some of them seemed very unorganized to me because of their disordered sequence about class activities. I cannot believe they have been trained professionally as I had been in my TESOL program. I think what I am doing now works better than what they do.

(Semi-structured interview, Oct. 5, 2016)

**Pacing.** Yu thinks she should not push the students too much, especially when they really need more time to practice. “I understand that my class is the only opportunity for my students to practice Chinese,” she said. However, she also worried that sometimes the students would be idle and off-task if she does not constantly provide reminders about the time required to finish their assigned tasks. For example, in the warm up activity, Yu asked the students to write down the content on the mini-board she prepared. While students were writing, she said “快点（hurry up）” repeatedly. She stated that she would like to follow her lesson plan as much as possible due to the whole semester’s schedule, and she needs to control for the amount of time the students were spending on the warm up activity in order to ensure sufficient time for subsequent
activities and tasks. “It is necessary to tell them to hurry up, it will save time for both students and the teacher,” she commented.

6.2.2 Managing Space

Teachers’ physical movement in the classroom. Similar to other Chinese teachers in the school, the ways in which Yu moves around the classroom seem to depend upon the nature of different activities. She attributes her physical positioning in class to the students’ needs and their levels of attention. Yu believes that teacher-fronted lecturing is an essential part of language teaching because students need to be presented with explicit information about Chinese knowledge before they can practice and use the language. When lecturing on new words, phrases and sentence structure, Yu believes that the format of a traditional Chinese language classroom is the most effective way to teach.

Classrooms in China typically feature a teacher who stands at the front of the class and students who sit at their desks and all facing the teacher. I think it does not only improves the students’ levels of attention, but also gives the students a sense of the formality of learning Chinese. I think they take things more seriously instead of sitting on the floor, or circling around the teacher, which are promoted by some American teacher.

(Semi-structured interview, Oct. 5, 2016)

In other activities, Yu would like to walk around the classroom and check students’ progress and make sure they are on task and are answering their questions. “I think if I just sit in front of the classroom, the whole class will lose control and start to play and talk, especially when their homeroom teacher is not present,” she claimed.

Teachers’ intervention on students’ physical positions and movements. “Students here like to stand up and walk around and without teachers’ permission,” Yu complained. She
thinks that this behavior negatively affects her class since it may be distracting to both other students and their teacher.

Students in this school act very freely in class. Some of them do not have the clear sense of manner and respect. They think moving around is ok in class. Many of them are from low class families and their parents are too busy to be aware of their kids’ education and behavior. When I was young, my parents told me to sit and behave myself in class all the time.

(Semi-structured interview, Oct. 5, 2016)

As a consequence, Yu repetitively told the students to sit down, sit respectfully and compose themselves, or go back to seat. She also feels surprised that some American teachers in the school do not seem to be concerned about such behavioral matters. “They may think, it is perfectly fine to let students walk around and moving freely in class, or [perhaps] they simply accept the fact and do not want to waste time having to address such matters,” she commented with doubt.

Yu also make much use different areas of the classroom such as the carpet. In several class activities from the observed classed, Yu asked one or several students to come to the carpet area to practice and communicate with the teacher or other students in class. However, Yu expressed some personal resistance to such classroom routines in our post-observation conference:

I don’t like the idea of having a carpet in the classroom. When the students are standing on the carpet, many of them want to sit on it or even lay down. In my view, my class is not a playground. However, I have noticed that many teachers get students to do activities on the carpet, and I just follow their patterns.
Figure 6.1 Yu’s Classroom Setting of the First Observed Class

Figure 6.2 Yu’s Classroom Setting of the Second Observed Class

Figure 6.3 Yu’s Classroom Setting of the Third Observed Class
6.2.3 Managing Engagement

6.2.3.1 Managing Cognitive Engagement

During our conversations throughout the project, Yu constantly emphasized her beliefs that teaching in this school is about giving children knowledge and training their skills to use the language instead of only entertaining them with fun activities such as singing Chinese songs. She claimed that the local school culture has influenced her teaching, but she wants the students to truly learn something in Chinese.

The principals and parents are just happy to see the kids singing a Chinese song or play a drama with very limited use of Chinese. That’s why some teachers are focusing on those kinds of things [e.g., singing and performing skits] in this school. I hope my students can learn Chinese more effectively than that. I want them to understand and to remember more words and expressions, so that finally they can communicate in Chinese.

(Stimulated recall interview 1, Oct. 12, 2016)
Therefore, Yu believes that it is essential for the teacher to engage students cognitively in class. Yu thinks that young learners of Chinese have more difficulties in memorizing Chinese words and their meanings. Therefore, she uses body gestures and board work to help students visualize new words so that they can relate Chinese characters to their meanings. For example, during the first observed class, Yu was reviewing words associated with clothing with students. While she was asking students to say the targeted words in Chinese, she drew pictures of the meanings of the words on the white board, such as “pants”, “dress” and “hat”. She explained the rationale of this practice in the post-observation conference:

When I draw pictures on the whiteboard while letting them repeat the Chinese words, the students will connect what they have been practicing with the pictures directly. If I only tell them the words’ meanings, it is very possible that they will not even pay attention and forget right after class.

(Stimulated recall interview 1, Oct. 12, 2016)

Based on a similar objective, Yu also used body gestures to illustrate the meaning of such vocabulary words. In the third observation, she was teaching verb+noun phrases such as “穿衬衣” (wear a shirt) and “戴帽子” (put a hat on). While she was leading the students to read and repeat the phrases, she performed by wearing a shirt and putting a hat on. She said she did this so that the students would be able to associate her movements as pictures in their minds while repeating the sounds in Chinese. She further commented in the post-observation conference that there are two different types of teaching, one is the students participate, read and write but learn nothing, the other is they truly learn something that stays with them after class. “I would definitely try to achieve the second type of teaching,” she stated.
Yu also thinks the beginning of the class is an important time to cognitively engage student with an awareness of learning objectives. “Students need to know what they are going to learn at the beginning of the class, so that they will be mentally prepared for the activities that follow,” Yu claimed. “Otherwise, they will lack focus for the lesson and may be less engaged since they would not know what is going to happen next.” In practice, she asked the students to read the plan of the day at the beginning of each class.

Regarding the amount of Chinese input in each class, Yu said although she believes that teachers should speak as much Chinese as they can to maximize the students’ exposure to Chinese, she never had the chance to pay attention to her use of language in class. “I do not have energy to focus on that,” she said, “I’m already too tired.” Her amount of Chinese use in her three observed classes is about 75%.

6.2.3.2 Managing Affective Engagement

Control/order/discipline

Handling students’ misbehavior. Yu seems to hold somewhat negative attitudes about the students’ behaviors in school. She complained that many students are neither respectful nor well disciplined. She attributed her impression of the students’ behaviors to their families and the local community:

Many of the students are from low income families. Their parents have to work for very long time in order to make a living. They do not have time to teach their children to how to behave [appropriately] and how be respectful at school. Some of the students are from single-parent families or even have parents who are in prison. Usually those children are less well behaved in class.

(Semi-structured interview, Oct. 5, 2016)
She felt strongly about students’ misbehaviors because of her experiences of being a student in China: “what we did in school in China was to listen to the teacher and pay attention all the time. This is a very natural thing to us, but it seems hard to get students here to focus and be respectful.” She also added that the school and the parents sometimes foster the students’ misbehaviors and disrespect. In the current school, all the Chinese teachers are assigned carpool duty, which means that they are supposed to stand outside the school and help the young children to get out of their parents’ cars. Yu mentioned that she understood the setting and the arrangement because of the limited parking space outside the school area, and many young children need assistance in getting out of their car. However, Yu believes that students who are already in fifth grade are more than capable of getting out of the car by themselves:

Some students are capable of opening the door of their parents’ cars. However, when they arrived at the carpool parking spot, they just sit in the car acting as if they were a master and wait for me to open the door for them, [when I do so for them] some of them do not even say thank you. The school says nothing about it. I think this is a potential encouragement for students to be disrespectful to the teachers.

(Semi-structured interview, Oct. 5, 2016)

Yu also mentioned that some parents are not supportive and seem unreasonable when their children misbehave themselves in class. She also related some cultural differences when sharing about her experience: “In China, if a teacher tells the parents that their kids are not behaving well in class, the parents will support the teacher and educate their kids accordingly. Parents here mostly do the opposite. Their first reaction when I report such misbehaviors to them would be to say that I was being unfair to their child.” Yu then elaborated her experience with one student who was being disruptive in class. During one of her previous classes, a boy was
throwing a pencil at his classmates and almost hurt him. “I did not see exactly what happened because I was writing something on the whiteboard, but I heard the noise and saw the pencil on the other boy’s desk,” she said. When she asked what happened, the boy who almost got hit by the flying pencil told her he was shocked when getting hit by the pencil and the rest of the class confirmed. She then gave the boy who threw the pencil detention and wrote an email of explanation to the boy’s parent. Unexpectedly, the parent was very angry and told the principals that she was being unfair to the boy. “The principal supported the parent eventually because they said I did not witness the incident first hand,” she further explained, “and my end-of-year evaluation credit was deducted to a lower grade because of that.”

Yu’s experiences in the current school concerning how to handle students’ misbehaviors had directly shaped her subsequent control/discipline practices in class. She stated that she had learned two lessons: 1) never turn her back to the students in class in case she fails to witness students’ misbehaviors first hand; 2) the students are being unacceptably distractive or disrespectful, she simply ignores the misbehavior to avoid trouble. During our three class observations, it was the case that she barely turned her back to the students. Even when she was writing on the whiteboard, she turned sideways and so that she could always kept an eye on the class. During the post-observation conference, she commented that she felt “very uncomfortable when writing on the board”. She also mentioned that because of related inconveniences, she chose to write less on the whiteboard but post most materials on the PowerPoint slides. For all the witnessed misbehaviors, she has developed her personal standards of either intervening or ignoring:

If the students’ discipline issue does not affect most of the class, I chose to ignore it most of the time. It isn’t worth my effort to stop them and then get myself in trouble. When I
see that a student is distracting the whole class, I ask him/her to stop directly or I cannot get the class going as I planned.

(Semi-structured interview, Oct. 5, 2016)

For example, in the second observed class, there was a boy shouting at his friend in the middle of the class during a group reading practice. Yu’s asked the boy to quit shouting immediately because she felt that the other groups had already been distracted by the incident. “I was also worrying about the possibility of the following consequences if I did not stop him,” she said, “they might start a fight and the whole class would lose control.” In a later activity, Yu was leading the whole class to make sentences about the words and phrases they had learned. During this class practice, a boy stood up, walked to the carpet area, and started to lay down around Yu. Yu looked at him for two seconds and continued to teach other students. She explained her behavior after class:

I looked at him and the other students, and they did not seem very surprise. Therefore, although I think it is improper to just lay down in the middle of the class, I did not want to interrupt my teaching just to handle that. The boy might even complain that it’s his freedom and his parents probably think it is nothing important. I hated it [the boy’s behavior] though.

(Stimulated recall interview 2, Oct. 26, 2016)

Yu also mentioned that she would like to have more communication with the students as well as their parents for better understanding before taking actions for students’ misbehaviors. “I’m usually more cautious at the beginning of the semester, when I have limited information and communication with the students and their families,” she said. After several conversations with students’ parent, Yu would learn that some parents are more reasonable and willing to
cooperate than the others. Therefore, she would show more consideration to the students with reasonable parents and tend to neglect the ones with less supportive parents. For example, in the third observed class, two girls were both sleeping when the rest of the class was practicing with Yu. After the whole class activity, Yu told them to work in groups on a class project. She went to one of the sleeping girls, padded her back and talked with her for about one minute. The girl then returned to her group and started practicing Chinese. However, throughout the whole class session, Yu did not approach the other sleeping girl, who remained sleeping and inactive. She then confirmed after class that the girl she ignored has a mother who had been “very difficult”: “If the student’s parent does not care whether or not her child is working, why should I?”

**Setting-up rules for class.** For the purpose of maintaining general order in class, Yu believes that introducing a set of rules at the beginning of the semester and reinforcing them throughout is essential. “I’m not expecting them to remember and abide by every rule I present to them, but at least they know the rules exist in my class,” Yu explained. She also developed a set of hand gestures for students regarding their potential needs in class: for example, if the students need to drink water in the middle of the class, they should raise their left fist; if they need to use the restroom, they are supposed to raise their right index finger. Yu mentioned that her ways of organizing students’ non-class related issues are different from other teachers in the program: the other teachers encourage the students to used Chinese expressions to tell the teacher their needs. Yu found this approach to be less effective:

The students’ learning objectives do not include telling someone they need to get water or use the restroom. Many teachers waste too much time in teaching and practicing these terms in Chinese, but the students are not able to say them correctly anyway. When observing another teacher’s class, I found she spent way too much time trying to
understand the student’ request, and in the end the problem was resolved by using English.

(Stimulated recall interview 1, Oct. 12, 2016)

**Maintaining positive learning atmosphere**

Yu believes in the importance of the students’ intrinsic motivation. She argued that students should be motivated to learn because they can experience the pleasure of learning new things. She strongly disagrees with the idea of giving students awards to motivate them to be more active in learning:

One of the school routines is that if the students are shown to be actively learning in class, they will be rewarded with an invitation to participate in the monthly pizza party. How ridiculous! People are willing to learn more because they enjoy learning, not because they want to eat pizza.

(Stimulated recall interview 1, Oct. 12, 2016)

However, Yu’s actions in class do not entirely match her beliefs. For every class, Yu would bring a small basket with Chinese style stationaries, decorations, or other cultural souvenirs. She explained that each time the student answers a difficult question, he or she would receive one point. When the points had accumulated to 20, he or she would be awarded a small Chinese gift. “They love my Chinese gifts,” she said, “and this may encourage them to work harder in Chinese learning.” She argued that gifts with Chinese cultural elements are different from the other kinds of awards offered by the school, since the items she offers encourage students to connect more closely with Chinese culture as opposed to the instead of very short gratification of tasty food. Similarly, Yu often said that she is not in favor in giving students too many compliments in class, although she constantly provided students with oral compliments.
During the observed classes, I noticed that she often responded “非常棒(very good)” to students after they answered a question or spoke a sentence correctly. However, she then explained to me that it was not her intention to compliment, but rather a false reaction:

I personally consider saying “非常棒” as very weird and stupid. It is not even conventional Chinese. I said that a lot because I had to say something after students answered my questions, and “非常棒” is the phrases used by many teachers here, as I observed.

(Stimulated recall interview 2, Oct. 26, 2016)

Although partially opposing the usefulness of extrinsic motivation and compliment, Yu does think that providing a pleasant environment for students is conducive to language learning. She particularly emphasized potentially positive impacts of the teachers’ appearance.

I once video recorded my own teaching and was surprised by how serious and strict I looked. After that I started to try smiling more to my students. Everyone would like a happy person, so would my students. If they like me as a person, they may enjoy learning with me as well.

(Stimulated recall interview 2, Oct. 26, 2016)

As a consequence of Yu’s concern for her appearance, she took several steps to improve in order to create a more pleasant learning environment for students. First, she started to focus more on the selection of her outfits. “I did not really care about what I wear in class,” Yu said, “but I now realize that beautiful dresses with vivid colors not only make the students feel happier, but I also feel more energetic myself.” Her delightful clothes had made the students think she “truly loves them as her students and feels happy to meet with them each day”. She
also tried to smile more and be more animated by gesturing more while teaching. However, she has experienced some frustration in this area perhaps due to her personality style.

   Even in my personal life, I do not smile much…I saw many teachers moved around the classroom and even danced in class…I found it very helpful to engage and motivate the students. However, I feel very embarrassed when trying to imitate their behaviors. That’s not my style.

   (Stimulated recall interview 3, Nov. 9, 2016)

6.2.4 Managing Participation

6.2.4.1 Participation in Teacher-lead Activities.

Yu mentioned that mostly her students are willing to participate in teacher-led class activities. The students are eager to perform in front of the class. They would raise their hands when Yu asked a question, whether or know they know the answer. “Sometimes I asked some students to answer my questions when they raised their hand, they would stand up, pause for a few seconds and tell me they do not know the answer,” she mentioned. Yu’s main concern about class participation is related to issues of fairness, which may also be related to her experiences with parent communications.

   The parents think their children should have many opportunities to participate in class, such as being picked by the teacher to answer questions. Therefore, I need to be very cautious in case they think I’m being unfair to their children.

   (Semi-structured interview, Oct. 5, 2016)

   Her belief was reflected in many of her actions in class. For example, during the first observed class, Yu asked a whole class question and about half of the class raised their hands. Instead of calling on someone immediately, Yu paused for about ten seconds and then asked one
girl to answer it. As an observer, I thought Yu was giving students more time to think about the answer so that more students would participate and volunteer to try. However, Yu negated what turned out to be my assumption when she explained that she was experiencing some difficulties in deciding who should be granted the opportunity to answer the question.

I was trying to remember whose parents had complained that their children were not be provided with enough opportunities to participate in class…this is very unreasonable, because the teacher should have the right to call on anyone she wants. (Stimulated recall interview 1, Oct. 12, 2016)

She further stated that the decision of asking which student to answer a question should depend upon the difficult level of the question, the quality of the potential contribution from certain students, and consideration of limited class time. If a student can never answer a question correctly, the teacher has to spend a long time waiting for her to respond and providing support, which is not effective for other students. “The parents simply think that if I do not call on their children to answer questions frequently, it means I do not like their children and that I am being unfair,” she said, “they never understand how complicated the decision-making process is and tend to overreact.”

Yu also developed other strategies for addressing her concerns about fairness with respect to student participation. During the second observed class, Yu invited the students to come to the front of the class for a sentence-making activity. She asked one student for the first round, and then told the student to invite the next student for the following rounds. “[Maybe] if I let the students to pick the next participator, the parents will not complain about me anymore,” Yu explained.
6.2.4.2 Participation in Students-oriented Activities.

Yu holds the opinion that student participation during individual/group work is mainly related to their motivation and willingness to learn and practice. If the students do not want to participate in class, the teacher’s influence is limited. She can only try to do her best to supervise the class and try to encourage more students to participate. “Learning is their own business. If I control too much, they may not like me. This will affect the students’ and their parents’ impression of me and affect my job security,” she posited. As mentioned in the previous section, Yu would walk around the classroom during students’ individual/group work, in order to encourage students to focus on the tasks at hand rather than talking about irrelevant topics or working on other content area assignments.

6.3 Chapter summary

Yu has been teaching in the current school for almost four years. It has been her only teaching experiences in her whole career. During her teaching in the current school, she has developed her beliefs about teaching and students’ behaviors gradually. She is able to reflect on her teaching and students’ reaction to her classroom management methods and make certain adjustments. However, she is still in the process of adjusting to the local teaching environment and to the needs of an unfamiliar student population. Her negative feelings of some of her students have affected her classroom management practices: she dislikes the students’ misbehaviors so much that she is not willing to make changes of herself nor taking further actions when noticing such students’ behaviors. Besides, she is Including some of the more widely accepted teaching practices and behaviors of other teachers at the school.

The conflicts between Yu’s beliefs and expectations and her current context of CFL teaching have also resulted in some incongruence between her cognitions and her classroom
management practices. For example, she sometimes chooses to compromise and accommodate to the behaviors advocated by the school or commonly practiced by her peer teachers at the school. Such compromises and accommodations may have resulted from her willingness to become part of the school community during this early stage in her career as a CFL teacher. On a related matter, her teaching behaviors are sometimes inconsistent with her stated beliefs particularly when potential teaching behaviors are impacted by Yu’s perceptions of school policies and instructional norms. For example, the heavy workload at the school has prevented her from being as active as she would like in the afternoon classes she teaches even though she values the principle of being more animated in class to better ensure student engagement and participation.

In addition to her perceptions of the wider school culture and other teachers’ classroom behaviors, Yu’s professional training experiences, learning experiences as a student in China, and communication with parents and school administrators have also influenced her cognition and practices of classroom management. While her professional training has positively supported her management practices, her learning experiences in China may have hindered her process of adjusting to the US teaching environment and she has been struggling to adapt to this previously unfamiliar context of CFL teaching which presents her with an entirely different kind of learner population. Lastly, the impacts of her unsuccessful communications with parents and school administrators have resulted in a practical shift away from wanting to achieve more efficient learning outcomes toward even more pressing survival concerns as a CFL teacher such as maintaining job security and avoiding potential conflicts with parents and school administrators.
7 RESULT: LI

7.1 Background of Li

Li is a female CFL teacher in her early fiftieth. She has been teaching in the current program for about ten years, beginning from the time when the school and the Chinese program were initially founded. She has been teaching all grade levels since she started her career in the program and is now teaching students in grades three, four, and five.

Li came to the CFL program with learning and teaching experiences from various fields and cultures. Born in northeast China, Li moved to Beijing with her parents when she was in middle school. She then entered college in Shaanxi province and majored in Aeronautical Mechanism under the influence of her family. “Both of my parents studied and worked in the field of industrial science and technology field, and they influenced me a lot when it came to select a college major,” she said. After graduation, she worked in a research institute for a few years. Li then married and moved to Japan to be with her husband who was studying in a Japanese University. Although her primary goal was to accompany her husband, Li felt that she would like to return to school to learn more, as she mentioned, “I was still young. It was too early for me to stop learning new things.” Therefore, she then enrolled in graduate school to learn Mechanism Convulsion for two years. While she was studying Mechanism Convulsion in graduate school, she worked part time as a guest Chinese teacher in a Japanese elementary school teaching CFL to children who were native speakers of Japanese:

It was a program organized by the institution I studied at. They hosted many cultural exchange activities, and one of them was to invite Chinese people like me to give the elementary school students lectures about Chinese language and culture twice a week. Very basic ones and not quite formal.
Although not teaching formally, that was when Li started to gain experiences in teaching CFL to young learners. After she graduated, she moved to the United States in mid-90s with her family. While living in the States during this period, Li still had not developed any plans to be a Chinese teacher. Instead, she returned to school again and studied Information Technology (IT) as her major and worked in an IT company for two years. She then quit her job because she needed to support her daughter’s study, including the study of Chinese. “When my parents and in-laws visited us, they realized that my daughter did not speak Chinese anymore. They suggested that I provide opportunities for her learn at least some of the language so that she remembered she is still a Chinese,” she mentioned, “I think they were right.” Li then sent her daughter to a weekend Chinese school to learn Chinese. Eventually, Li became a CFL teacher in that school:

When I waited for my daughter to study in class, I sometimes also observed the class. Then I realized that this was something I could do, and maybe I could do it better than the teacher. Thus, I applied for a CFL teaching job in the school where my daughter studied, and my application was accepted.

Li taught in the weekend Chinese school for a total nine years. During her work in the school, Li started to develop and practice her teaching philosophy and classroom management strategies. She taught two classes and taught the same group of students in those classes from third grade to 11th grade. When her daughter entered high school, Li felt that she needed more time to take care of and tutor her daughter. Therefore, she quit the weekend school and started to
She taught math and English in a private elementary school to US students which was closer to her house.

With the experience of teaching both weekend school and private school which belongs to formal educational system in the United States, Li applied for a job teaching CFL in the current school in 2007 and started to work as a full time CFL teacher. In order to meet the conditions of her hiring, Li enrolled in and completed courses second language theories and approaches to teaching at a local university in order to obtain her teaching certificate in the State. She also observed many classes in the local schools to learn about their teaching methods and strategies. Li enjoys the current work very much as worked very hard. She said, “If I decide to do something, I will try my best on it.” Her efforts and 15 years of experiences teaching in the States also rewarded her during the development of her career. In 2015 she was named statewide “Teacher of the year” competing with all language teachers and has been invited to give presentations at many conferences.

In general, Li’s path of becoming a CFL teacher in the United States was unplanned and unintended. However, her previous experiences had contributed to her career today, as she recalled, “If I had not worked as a CFL teacher in Japan, I would never have been able to teach in the United States; and if I had not taught in my daughter’s Chinese school, I would not be teaching here today. My path to becoming a CFL teacher was my destiny.” Her major professional training experiences were in the teacher certificate program she attended in the US. At the time of data collection, she had been influenced by more than 15 years of CFL teaching experience in the United States.
7.2 Cognition and Practices of Classroom Management

Findings about Li’s cognitions and CFL teaching practices will be centered on her beliefs about current teaching position and the classes I observed: fourth-grade girls, fourth-grade boys and fifth-grade boys. The chart below presents the categories coded from Li’s interviews about her cognitions and practices concerning classroom management.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Framing and pacing</td>
<td>Planned time structure of the class; segment division for different types of class activities; pace within a lesson and single activity</td>
</tr>
<tr>
<td></td>
<td>Sequencing</td>
<td>Sequence and order of different activities</td>
</tr>
<tr>
<td>Space</td>
<td>Setting arrangement</td>
<td>Furniture arrangement in the classroom</td>
</tr>
<tr>
<td>Movement patterns and use of the resource</td>
<td>Teacher’s standing position; movement pattern throughout the class; use of the resource in the classroom</td>
<td></td>
</tr>
<tr>
<td>Arranging students’ position</td>
<td>How the teacher manages students’ sitting, standing and moving positions</td>
<td></td>
</tr>
<tr>
<td>Cognitive engagement</td>
<td>Encouraging focused attention on language</td>
<td>Considerations and actions to get students to focus on the target language</td>
</tr>
<tr>
<td>Affective engagement</td>
<td>Creating affective atmosphere in classroom</td>
<td>Compliments and compassion, providing pleasant and less intimidating impression</td>
</tr>
<tr>
<td></td>
<td>Managing students’ motivation</td>
<td>How the teacher manages studnets’ motivation for language learning</td>
</tr>
<tr>
<td></td>
<td>Managing teacher-student relationship</td>
<td>Teacher’s effort in developing healthy teacher-student relationships</td>
</tr>
<tr>
<td>Control/discipline</td>
<td></td>
<td>Reaction to students’ misbehaviors; preventing students’ misbehaviors; keeping orders in class</td>
</tr>
<tr>
<td>Participation</td>
<td>N/A</td>
<td>Ensuring student participation in the learning community and activities</td>
</tr>
</tbody>
</table>

7.2.1 Managing Time

**Framing and pacing.** Li claimed that her decisions of framing the time of the class relied on both her lesson plan and her in-class decision making in real time. She believes that
classroom teaching of young learners is difficult to anticipate and pre-plan in detail. Rather, teachers need to be able to adjust their plan in a very flexible manner based on their observation of students’ needs, moods and motivation:

Sometimes I planned to assign students to group activity to practice what they had learned. However, when actually teaching in class, I sometimes noticed that the students were experiencing difficulty in staying focused and group work might not be appropriate since they were not productive when having less supervision as in the whole class activities. Under such circumstances, I would change my original lesson plan.

(Semi-structured interview, Oct. 10, 2016)

Li’s observed practices in class confirmed such beliefs. In the third observed class, the students were five minutes to late class due to a school field trip that morning. They were still over-excited when Li started her lesson. After a short review of words and expressions from the planned instructional unit, Li tried to ask groups of students to practice oral skills by using these words and expressions. However, she soon realized that the students were mostly sharing their experience from the field trip when working with their partners. Noticing the students’ off task behaviors, Li interrupted the group activity and shifted to a whole class practice with everyone working together instead.

Li mentioned that her beliefs and practices about the need for instructional flexibility in class were generalized from her training experiences and self-reflections. When she initially started to teach in the current school, she realized that the nature of young CFL learners’ classroom was fluid and ever-changing. “I tried to anticipate all possible situations in class, but there was always something beyond my expectation,” she said. During that period, she was also taking teacher certificate courses. As part of that training, Li was required to visit many local
language classrooms. She noticed that many of the teachers she observed seem to be able to handle all situations effectively while still meeting students’ learning outcomes. “I then talked with some teachers about my concerns and learned from them that the key lies not in the lesson planning process, but in the ability to change, adapt, and be flexible when teaching,” she recalled, “that was a very inspiring insight for me and has influenced all of my teaching thereafter.”

Similarly, the length of each lesson segment of Li’s classes is also flexible. She agrees with the widely accepted argument that time length for each class activity should not be too long in consideration of young learners’ short attention spans. However, she also argued that such considerations can be over-generalized. “When a child is working on something he or she is really interested in, the attention span is usually longer than sometimes expected for young children,” she commented, “for example, in the playground, they can play the same game for hours.” Therefore, Li considers the content of the activity to be even more important than time frame. As long as the students are focusing and enjoying practicing, even the teacher-lead lecture or language practice can be longer. However, Li mentioned that there are certain related strategies that need to be applied in class: “I would like to make them feel that we are playing a game, but the reality is that they are learning, practicing and digesting a lot of information before and during the game although they barely notice it.” For example, in the second observed class, Li spent 45 minutes on an activity in which they were working with their electronic tablets. The students were very excited when they learned that they were going to play games with electronic devices. After distributing the tablets to the class, Li spent 25 minutes in total to review and practice the words they were going to use in the game. She commented after class:
Having enough time for teacher-fronted lectures and teacher-lead activities in class is important for all Chinese learners. Learning a new language needs repetition and memorization. For young children, they may bore easily if the lecture is too long; but if the lecture is hidden as part of the game, they are able to focus for a longer period of time, which is essential for better learning results.

(Stimulated recall interview 2, Oct. 27, 2016)

She also recalled that she developed this strategy from her previous discussion with other US teachers in the school. “I always have a lot of questions when reflecting on my teaching. When I cannot find a solution by myself, I tend to talk with other teachers and share my concerns,” she said, “I usually learn a lot from our conversations. Even if they do not have direct answers, their opinions serve to trigger my thinking about the issue most of the time.”

During our interviews, Li mentioned several times that students, regardless of their ages, should spend most of their time in the class learning and practicing Chinese. She also expressed some reservations about some of the Chinese teachers’ uses class time in the program, that songs and games were dominating most of the class.

I agree that students should learn Chinese through some fun activities. However, such activities should serve as tools to motivate students and not become the main bulk of CFL teaching. Some teachers in our program do little more than merely teach a lot of songs. Later, their students are not able to speak but are only able to sing some basic songs. That should not be the objective of a Chinese class.

(Semi-structured interview, Oct. 10, 2016)

In her own practice, Li spent only a limited amount of time in such activities. Her classes were occupied mainly by content-related activities while only limited amounts of time were
devoted to songs and games. Even within the game activity (e.g., Quizlet games on tablets), she would spend at least half of the time on instructions and lecture, as discussed above.

**Sequencing.** Li’s classes follow the general sequence of opening (warming up)—content teaching—closure (wrapping up), but there is some variation and fluidity in the sequencing of activities related to content teaching. Specifically, she does not always lecture at the first part of the class and leave the second or later portion of the class for interactive activities. Instead, Li’s sequencing of such lesson phases varies. She explained her process of deciding activity sequence in the third stimulated recall interview:

> When I design a lesson, I do not write specifically about the sequence of each activity, such as “first, I teach A, then I teach B”. Instead, I write out all of the activities I would like to include in the class. Then, while teaching I decide which of these should come first, second, third, etc. as the class is ongoing and while I am monitoring students’ reactions and behaviors.

(Stimulated recall interview 3, Nov. 10, 2016)

Her rationale corresponds with her beliefs about flexibility in using class time, that teachers should use class time effectively based on the exigencies of what takes place during the lesson rather than exclusively on the pre-designed lesson plan. The time and order for fun activities also consistent with this this general belief about how to plan lessons: she mostly plays or teaches a Chinese song in the middle of the class, when she senses that the students are in need of something a bit more exciting to better ensure their involvement in the rest of the planning learning tasks.

<table>
<thead>
<tr>
<th>Table 7.2 Segments of Li’s First Observed Class (Fourth Grade Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class objectives:</strong> learning and practicing new words and sentence structure</td>
</tr>
<tr>
<td><strong>3m</strong> Rapport building</td>
</tr>
</tbody>
</table>


4m  Administrative information announcing and explaining
6m  Words reviewing: reading, asking students the meaning of certain words
3m  Reading sentences
4m  Word guessing activity
3m  Chinese song
7m  Words reviewing: reading, asking students the meaning of certain words
7m  New words learning and sentence making
9m  Group work about new words and sentence structure
2m  Chinese song
2m  Wrapping up

Table 7.3 Segments of Li’s Second Observed Class (Fourth-Grade Boys)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3m</td>
<td>Rapport building</td>
</tr>
<tr>
<td>4m</td>
<td>Warming up: counting numbers, reviewing basic words</td>
</tr>
<tr>
<td>3m</td>
<td>Reviewing learned words and expressions</td>
</tr>
<tr>
<td>45m</td>
<td>Quizlet/tablet activity</td>
</tr>
<tr>
<td>5m</td>
<td>Wrapping up</td>
</tr>
</tbody>
</table>

Table 7.4 Segments of Li’s Third Observed Class (Fifth-Grade Boys)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4m</td>
<td>Roll call/students settling down</td>
</tr>
<tr>
<td>2m</td>
<td>Warming up: dates and time</td>
</tr>
<tr>
<td>10m</td>
<td>Language game</td>
</tr>
<tr>
<td>5m</td>
<td>Reviewing learned words and expressions</td>
</tr>
<tr>
<td>5m</td>
<td>Group work about words practicing</td>
</tr>
<tr>
<td>2m</td>
<td>Whole class practice about learned words</td>
</tr>
<tr>
<td>12m</td>
<td>Quizlet/tablet activity</td>
</tr>
<tr>
<td>3m</td>
<td>Reviewing class rules</td>
</tr>
<tr>
<td>2m</td>
<td>Wrapping up</td>
</tr>
</tbody>
</table>

7.2.2 Managing Space

Of Li’s observed classes, the rooms in which she teaches are tight in space and difficult for the teacher to move around. Therefore, Li mostly stood in front of the classroom and give instruction. Although she believes that there could be better classroom facilities for more
effective instruction, she emphasized that it was the primarily the teacher rather the furniture that makes a class successful.

There are always better classroom settings, more advanced teaching equipment and convenience to decorate the classrooms. However, even in the ideal classroom space, terrible instruction with poor learning outcome still exists. Therefore, the teacher should be the key element in utilizing to the fullest extent what they have in the classroom to support more effective teaching.

(Semi-structured interview, Oct. 10, 2016)

Li argued that the classroom settings and furniture she has now is adequate. “I usually have plenty of room between chairs and desks to move around to provide help when they are working individually or in group, and I can also place myself in front of the classroom where everyone can see me clearly when I lead the whole class to read and practice,” she said. She is also satisfied with the resources she is able to use in the classroom. She’s especially in favor of the electronic whiteboard in class, which allows her to take advantage of both traditional board work and the capability of implementing media and pictures at the same time. Her choice of using the whiteboard was also purposeful: she would only write information on the whiteboard that she needed the students to memorize and review in and or class.

With all of the available space and furniture Li is able to use in the classroom, she tends to give students the freedom to self-select where and how they would like to locate themselves in class as long as she thinks they can learn. During the observed classes, I noticed that some students were sitting beside their table, while some others were standing, sitting on the carpet, or even walking around with a football in their hands, even during the teacher-led class activity.
Although aware of such behaviors, Li did not interrupt them. She explained her rationale after class:

The classroom is shared by the teacher and the students. They also have right to stay in their own way as long as they are studying. Sometimes you may think they can never learn when holding a ball in their hands or standing, but in my experience, I realized they actually did after a few tests.

(Stimulated recall interview 1, Oct. 13, 2016)

Li derived this belief from her previous teaching and class observing experiences. When she first started to teach in the current school, she noticed that her students were not always sitting but moving or walking all the time. She considered such behaviors to be unacceptable at the beginning, but then she realized that other American teachers in the school were not strict on such issues. “Those teachers mentioned to me that different students have different learning styles, and some students may even learn better when standing up instead of sitting down,” she said, “I did not believe them at first.” Li then gave the students tests after teaching, both with and without interfering with such student behaviors in class and concluded that the students’ learning results would be negatively affected if she required everyone to sit in their chairs throughout the class time.

Figure 7.1 Li’s Classroom Setting of the First Observed Class
Figure 7.2 Li’s Classroom Setting of the Second Observed Class

Figure 7.3 Li’s Classroom Setting of the Third Observed Class
7.2.3 Managing Engagement

7.2.3.1 Managing Cognitive Engagement

Li emphasized that in order to provide students with uptake from their lessons in class, teachers needed to implement and try different strategies concerning students’ cognitive engagement. “They need to be clearly aware of that content that has been focused on in class, instead of forgetting everything after the ‘teacher’s show’ and fast-going class activities,” she stated. She also expressed her particular concerns and the critical status of younger students’ cognitive engagements in class, that young children were not mature enough, in comparison with adult age learners. Therefore, teachers should put extra focus and effort to help them develop their own learning style and ensure their learning outcome."

Li has developed several strategies to engage students cognitively about Chinese learning in class. For instance, as mentioned in the previous section, she used the traditional whiteboard to write content which she would like the students to memorize and review. In addition, she marked contents with bullets and different markers on the white board to signal the relative degree of
importance of the information presented. For example, in the first observed class, Li’s writing on the white board appeared as follow:

- ✓ 今天天气怎么样？非常棒！(How’s the weather today? It’s great!)
- • 天气不太好 (Today’s weather is not very good.)
- ✓ 很热 很冷 (very warm; very cold)
- • 不太热 不太冷 (not too hot; not too cold)
- ✓ 晴天 下雨 下雪 (sunny; rain; snow)
- * 打雷 刮风 暴风雨 (thunder; windy; storm)

The content marked with a check as “✓” indicates the words and expressions which students need to remember in terms of their meaning, pronunciation, and associated written characters. They are also required to use them in conversations. The content labeled with bullets as “•” present the words/phrases that students need to be able to speak and recognize while reading, but that they do not necessarily need to be able to write out themselves. The words with an asterisk (i.e., “*”) signal some extra words for students to use when speaking, but less important than the checked or bulleted ones. Throughout the semester, Li was consistent in developing this routine with students to the point that all of them were familiar with the board work and understood the main focus of learning in and after class. “When students see me writing and marking those words and sentences, they are naturally aware that they need to focus and study more on the specially signaled pieces of information and that they will be expected to use those items more in the follow up activities,” she further explained.
Li also believed that merely looking at the board and noticing what they need to study is insufficient to adequate learning to take place. She emphasized the importance of taking notes, a practice she advocates in all her classes.

I asked my students to take notes about words/expressions or sentence structures in their note book, so that it is easier for them to refer to in oral activities, to review after class and be more familiar with the language, including meaning and the ways of writing. Students’ in-class memories are usually short-term and easily faded away.

(Stimulated recall interview 1, Oct. 13, 2016)

In all three observed classes, students would take out their Chinese notebooks at the beginning of the class and start by writing the date. Although they are encouraged to take notes whenever they need to in class, Li also emphasized and repeated the content while writing on the whiteboard to remind students of the content she expected them to include in their notes.

In addition, Li has a clear purpose for requiring students to take notes, although she is flexible with respect to their style of note taking. Just as she is open in her beliefs about students’ preferences for standing/sitting while studying, she is also open to different the many different ways in which students take classroom notes:

I do not expect everyone to generate exactly the same notes. All I really need is that they demonstrate that they know the important take-way from the class and show clear understanding of that knowledge. For example, when taking notes for the word “father”, some students may write down the word and the English meaning while some other students may draw a picture of their fathers. Both ways show their understanding clearly, right?

(Stimulated recall interview 1, Oct. 13, 2016)
Li’s beliefs about note taking has derived from her experience as a student in China and a teacher in the United States. When she was learning English in China, she found that taking notes had been very helpful. However, when teaching and taking teacher certificate courses in the United States, she realized that note taking is somewhat uncommon in the classrooms of younger learners. She proposed the idea of encouraging students to take classroom notes to her advisor in the certificate program and she was encouraged to try it out in class and reflect on what transpired. “The experiment was successful,” she recalled, “and I also realized that I should apply my Chinese methods here as long as they are effective.”

Li’s beliefs and practices about cognitive engagement management are also reflected in her teaching of Chinese characters. When she was teaching in the Chinese school previously, she noticed that many teachers asked the students to copy the Chinese characters at least 10 times. She commented on such approach as “less effective” and viewed it as a “punishment for students”. “When I was in high school, one of my teachers asked me to copy the words I misspelled 20 times each,” she said, “I have nothing but unpleasant memories about that teacher.” Li also emphasized the unique learning process of Chinese characters when addressing the importance of cognitively engaging students in this part of Chinese learning. She explained that Chinese characters have internals structures that are very different from English words:

Most beginning learners perceive Chinese characters as pictures. When a character has different parts, students usually adopt their methods of drawing pictures instead of the structure-based method of character writing. As a consequence, when students are asked to copy the characters multiple times, they usually write the top part 10 times, middle part 10 times and finish the bottom part. Without writing each character as a whole, they find
it difficult to remember how to write it in the future although. To them, so much copying seems like so much wasted time.

(Stimulated recall interview 1, Oct. 13, 2016)

Also, Li mentioned that the act of copying requires very little cognitive work, students are easily distracted by things in their minds which are more appealing to them then copying and writing Chinese characters. Therefore, in class, Li likes to ask the students to look at her and write the characters with her in the air with their hands. “When writing with me, they are all learning the characters and the strokes in correct sequence and built-up structure. In this way they can learn, recognize and remember better within the limited class time we have together instead of simply copying while thinking about other things,” she concluded.

In terms of the amount of Chinese language input in class, Li mentioned that she would use as much Chinese as she can so that students can have more experiencing listening in Chinese and communicating in Chinese. In her class, I located about 88% use of Chinese of her in total.

7.2.3.2 Managing Affective Engagement

Affective atmosphere in classroom

Li sincerely cares about creating and maintaining an affectively supportive classroom atmosphere in her Chinese class. She argued that learning Chinese is a very difficult task for young children considering the many significant differences between Chinese and their native language. “They need to feel comfortable, pleasant and motivated when learning, or it is very hard for them to apply themselves to the learning task,” she explained. In all observed classes, I noticed that Li complimented her students frequently (e.g., “你真棒 [you are great]”). In addition to simple compliments, Li focuses on two aspects concerning this issue: managing students’ motivation and improving teacher-student relationship.
Managing students’ motivation

Li argued that student motivation in class can be observed and monitored by the teacher. “I can usually feel whether or not students are motivated from their behaviors in class,” she said, “and if they seem unmotivated I apply some methods to boost their energy and get them motivated again.” In practice, Li was aware of gender difference and related behaviors from students. She mentioned that when girls are not motivated in class, they start to daydream or initiate some small body movements, such as looking themselves in a mirror, or playing with their hair. In such cases, Li would call on the student to answer an easy question and give very positive feedback so that the child would feel encouraged and more motivated to learn in class. When boys feel bored, they may also daydream, but some of them will start to distract other students by making noises or talking. She claimed that it is even more challenging to find ways to motivate the boys at such times. One strategy she often utilizes in boys’ classes is the exact opposite of what she would do with the girls. For example, in the third observed class, she noticed that one boy was entirely off-task and showing no interest in practicing Chinese. Therefore, Li first called on the student next to him who was actively learning and gave him positive feedback. Second, Li turned to the unmotivated boy, and told him he was not as good as his classmate. After class, Li commented on her behavior as follows:

Boys are different than girls…sometimes it is helpful to challenge their feelings to some extent. They can then feel motivated in order to be better than the others.

(Stimulated recall interview 3, Nov. 10, 2016)

Other than managing motivation of individual students, Li would apply another strategy: to start a short language game. “Competition usually makes the boys very animated,” she said,
“When the study Chinese includes an element of competition, boys are much more emotionally motivated.”

**Managing teacher-student relationship**

Li believes that positive teacher-student relationships are important in maintaining a healthy classroom environment. She recalled her previous teaching experience in the Chinese school, where she had close relationships with the students. However, when she initially started to teach in the current school, she was warned by other teachers as well as her instructors of certificate program that she projects professionalism in front of her students instead of following through on her own philosophy of being a friend and showing her care for students. In some of the CFL workshops she had attended, she also learned that having less physical contact with students (e.g., holding hands, hugging) is better in the United States. However, Li was skeptical about such advice and kept consulting and discussing with other American teachers in the school. Eventually she realized that a CFL teacher can maintain a balance in this area, one of more intimate teacher-student relationship while still being professional.

I never believed that a teacher should not touch their students at all, some physical care to young children is helpful. I gradually learned from my colleagues and tried by myself that body touch such as hugging and giving a high-five could significantly improve my relationship with students. We both feel affectively closer.

(Stimulated recall interview 2, Oct. 27, 2016)

Li particularly emphasized the benefit of imitating the behaviors that students usually have among friends. For example, in the second observed class, when one student answered a very difficult question correctly, Li walked over to him, and directly bumped his fist with hers. The student was encouraged enormously with smile. After class, Li explained that fist-bumps are
very popular among students in the school. When she noticed this phenomenon, she applied it in class. The students were very impressed to see their teacher also knows their “tricks”. “At such times they think of me as being on their side, and not only as a strict adult teaching a difficult language,” she stated, “they are then more willing to corporate.”

Order/discipline

Li admitted that she would spend a certain amount of time and energy trying to maintain order in class. However, she mentioned that discipline is not her priority concern since working to ensure student learning is more important to make a successful class. As other Chinese teachers in the current school, Li noticed that students sometimes misbehave, but not to an overwhelming degree.

We are teaching in the United States, a country with a very diverse learner population. I cannot assume all students are nice and respectful, especially since some students come from special physical or mental situations. A teacher needs to constantly adjust and readjust, instead of complaining about the realities before them…it is useless and energy-consuming to just complain without doing something about it.

(Semi-structured interview, Oct. 10, 2016)

Li mentioned that it is important to learn about and be well informed concerning school policies about dealing with students’ sometimes challenging behaviors. “There are things that the students should not do which are written in the school policy,” she said, “instead of wasting too much time trying to solve such problems and feeling discouraged, I choose to let the school administrators to take care of those kinds of issues.” Li described a case she once experienced in class. A student with mental health issues called her with “b-word” loudly in front of the class:
I did not say anything but asked another student to go to the front office and explain what happened. In a few minutes, the associate principle came to my class and said, “Ms. Li, you don’t need to say anything, I’ll take care of this.” She then called the student out and gave him very harsh punishment.

(Semi-structured interview, Oct. 10, 2016)

After this experience, Li felt that the school was very supportive on such issues. She then learned from her American colleagues that she could refer to the school policy to report any discipline problem to the school administrator for help. “Unlike in China, I don’t need to be a good friend to the administrators. It is direct and simple. I report what happened, and then they process it based on established rules,” she concluded.

Regarding minor discipline issues such as chatting or distracting other students, Li synthesizes her philosophy for managing such issues as “keeping balance”. Overall, she would not talk too much about rules or interfere with students’ misbehaviors excessively because she worries that it will affect students’ emotional support to her as a teacher: “We all don’t like others repeating rules to us too much. Similarly, students will like me less and I will lose the majority’s support if I spend too much time repeating rules to them.” However, Li does take action in different stages to warn students who do not behave well in class. In practice, she also uses the Class Dojo to add or deduct points for students’ behaviors. For example, in the third observed class, Li noticed one student was talking about irrelevant things very loudly. She then wrote the first letter of the student’s name on the whiteboard and wrote “-1” after the letter to indicate the possibility of deducting one point from that student’s record. All the students including the talking boy were alert and were quiet after it. In a few minutes, Li wiped off the
letter and the minus point. In the stimulated recall interview, Li confirmed that this was a commonly used strategy:

I like to give students a second chance. The writing on the board is just a warning, if the student behaves well afterwards, it will be canceled. If I deduct points directly, there is no opportunity to help that student to improve…it is not effective in the long run.

(Stimulated recall interview 3, Nov. 10, 2016)

7.2.4 Managing Participation

Li considers the current class size to be larger than ideal for a language class. She mentioned that if each class has less than 15 students, it would be easier to get everyone to participate in class activities. “Now we have at least 22 students in each class, as a result it is more difficult to get everyone to pay attention when teaching,” Li commented. However, Li also believes that having all students participate is an important characteristic of a successful Chinese class. In order to achieve such goal, teachers need to develop certain strategies to maximize students’ participation.

Li believes that an appealing class will naturally encourage more students to participate. “Children want to participate more when they think the class is interesting,” she said. Therefore, when she senses that students are getting tired or bored of practicing and memorizing words and sentences, she implements some short language games to get more students to participate in class activities.

However, Li also stated that for young language learners, it is also important to “force them to participate” when necessary. She argued that learning cannot always be entertaining, “they need to participate in all kinds of activities including my lecture in order to learn to use the language”, she added. Li uses different methods in classroom practices. For example, she
frequently asks the students “准备好了吗？(are you ready)” and waits until all the students to 
reply back as “准备好了(ready)”. She reflected on her behavior in the stimulated recall 
interview:

When I said “准备好了吗？”, I realized that at least half of the class were not 
participating, or some of them were pretending to participate. After I asked that question, 
I waited until all of them were paying attention so that they could again join the rest of 
the activity.

(Stimulated recall interview 1, Oct. 13, 2016)

When noticing students’ non-participation, Li also made flexible use of the classroom 
space. She believes that if the students stay closer to the teacher, they feel forced to participate 
because of more direct pressure. In the first observed class, Li asked several students to come to 
the carpeted area which was very close to where Li stood. “They were working on something 
else instead of practicing Chinese with me, so I called them to stay in the front right beside me. 
They had no choice but to learn with me.”

Li’s effort of maximizing students’ participation was also revealed when she asked the 
students to answer her questions. For example, in the second observed class, Li asked a question 
and a few students raised their hands. Li did not pick anyone but repeated the question for a total 
of six different times until most students raised their hands. “Some of them may not have been 
ready to answer because they did not understand my questions, thus I need to ensure everyone 
has the opportunity to understand and is able to participate in this question-answer session,” she 
explained.
7.3 Chapter Summary

Li is the teacher with the most CFL teaching experiences in the United States in the current school. Through years of teaching, Li has developed her awareness of students’ ages, genders, and learning styles as well as the influences of their learning and behaviors in class. Over time she has generalized and developed certain strategies to cope with her teaching environment and the student population. Flexibility in teaching in a salient characteristic that stands out among Li’s practices and beliefs about classroom management. The importance she gives to flexibility comes from her belief that a teacher should be adjustable based on her observation of students’ behaviors and progress and her confidence in actively controlling the class.

Li’s practices and beliefs about classroom management are mostly congruent. Through analyzing her beliefs, behaviors, and rationales, her process of generating beliefs and practices of teaching is clear: she keeps on reflecting on her teaching for effectiveness and constantly make adjustment by trying different methods in class and consulting other professionals in CFL field or local teachers. As a consequence, Li’s beliefs are mostly consistent with what she practices in class. Her decision-making processes in class are therefore stable and consistent. Li seems self-confident in the ways she manages her CFL classes.

When developing cognition and practices of classroom management, it appears that Li’s previous training experiences, teaching experiences, and current teaching contexts all contribute in a positive way. Although she does not hold a full degree in Chinese language teaching, Li has actively pursued certificate and other in-service training. She reveals being critical and reflective about what she learned from the teacher training opportunities in which she participated and questioned and tested certain strategies through classroom observations and in her own teaching
experiences. When teaching in the current school, she actively took advantage of available school policies, her relationship with colleagues, and the digital platform advocated by the school to support efficacy in classroom management. As she concluded: “a teacher should always be able to modify her ways of teaching by effectively taking advantages of what he or she has available.”
8 RESULT: MIN

8.1 Background of Min

Min is a young female CFL teacher in the program. She was 28 years old when we started the research project, and it was her second-year teaching in the program. Her path of being a CFL teacher in the United States was similar with many young educators, and her learning experiences of becoming a language teacher were described by her as “quite natural”. She was born in a small town in east China and had strong interest in language learning since she started her formal education of English as a foreign language in middle school. After the college entrance exam, Min continued to explore her interest in English and language education in college and became an undergraduate major of English education. “I could choose between business English or English education,” she smiled and said, “but I guess English education suits my personality more. I enjoy the peace and the feeling of nurturing people who need knowledge.” In college, she took professional courses about the English language and educational theories. She also tutored some young children English during her junior and senior years which was the start of her teaching experiences.

During her college life, she started to think about going abroad to an English-speaking country, as she mentioned, “any English major student should visit an English-speaking country”. However, during that time, she did not think about her future career. Rather, she would just like to expose herself to an English-speaking environment.

Based on hard work and persistence, she became a graduate student in a TESOL program in a university in Georgia. She started to have experiences and courses about teaching languages to both adults and children in formal educational settings in the United States. She observed different classes in a local middle school on a regular base and did some practicum teaching in
Chinese language classes in that local school. She did not teach any English classes, however, because “when the school administrators had a Chinese intern, they thought quite naturally that you must be a Chinese language teacher”.

She graduated from the program with a job offer in a private high school in a small town in Wisconsin, teaching Chinese as an elective language course. “It is more difficult for a Chinese person to stay in the United States if you want to teach English. More people choose to teach Chinese because it is easier and much less competitive.” At the Wisconsin school, she was the only Chinese teacher, and she enjoyed her job very much. However, she moved back to Georgia two years later, and started teaching Chinese in the current school, so that she could live closer to her friends.

“Working at this school makes you very busy.” In the current program, she teaches five classes a day, from Monday to Friday. She has only taught middle school since she started working in the program. She teaches 6th grade and 7th grade students. While she was in her first-year teaching in the current school, she obtained the Georgia teacher certificate by transferring most of her credits from her MA program.

Min is a young China-born CFL teacher with relatively limited teaching experiences. Her initiation to and pathway of being a CFL teacher in the United States were unintended but smooth. At the time of the study, she had three and half years of CFL teaching experiences in the United States in total, including experiences with different students population and school systems. Also, her career goals and expectations becoming clarified through her learning and teaching experience in the US.


8.2 Cognition and Practices Concerning Classroom Management

The table below presents the categories coded in Min’s interview data about her beliefs and rationales with respect to classroom management. Details and evidence from classroom observations will be revealed in the following subsections.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Framing</td>
<td>Planned time structure of the class; segment division for different types of class activities</td>
</tr>
<tr>
<td></td>
<td>Balance between content teaching and discipline</td>
<td>Time spent for content teaching and discipline</td>
</tr>
<tr>
<td></td>
<td>Pacing</td>
<td>How teacher controls pacing within a lesson and single activity</td>
</tr>
<tr>
<td>Space</td>
<td>Classroom setting</td>
<td>Furniture arrangement in the classroom</td>
</tr>
<tr>
<td></td>
<td>Teacher’s movement patterns</td>
<td>Teacher’s standing position; movement pattern throughout the class; use of the resource in the classroom</td>
</tr>
<tr>
<td>Cognitive Engagement</td>
<td>Focused attention</td>
<td>Keeping students focused on the learning objectives through detailed board work</td>
</tr>
<tr>
<td>Affective Engagement</td>
<td>Control/discipline</td>
<td>Reaction of students’ misbehaviors; preventing students’ misbehaviors; keeping orders in class</td>
</tr>
<tr>
<td></td>
<td>Managing social relations: grouping and interaction</td>
<td>Students’ group arrangement; maintaining relationship among students; relationship between teacher and students</td>
</tr>
<tr>
<td></td>
<td>Creating and developing continue support for learners</td>
<td>Compliments and encouragement to students</td>
</tr>
<tr>
<td></td>
<td>Managing students’ motivation</td>
<td>Strategies in motivating students’ learning</td>
</tr>
<tr>
<td>Participation</td>
<td>N/A</td>
<td>Ensuring students’ participation in the learning community and activities</td>
</tr>
</tbody>
</table>

8.2.1 Managing Time

There are several categories coded for Min’s cognition about managing class time, including framing, the balance of time between content and discipline, and pacing. Her beliefs and reflective behaviors in observed teaching will be revealed in the following section.
**Framing.** Min had a clear statement about the framing of the class during our first interview. She strongly believes that language class should be divided into clear segments with obvious boundaries.

I think the class should be structured in a segment-by-segment way. We do one thing, for example, for 20 minutes, then another thing for 10 minutes… it is easier for students to focus on the task, instead of mixing in the chaos of overlapped activities.

(Semi-structured interview, Oct. 4, 2016)

She also discussed her teaching routines regarding the structure of her lesson. For a 50-minute class, she normally uses the first five minutes for students to, transition, calm down, and warm up, and the last five minutes for the lesson to come to closure. She would like to spend about 20 minutes for lecture and the remaining 20 minutes for practice and application activities. Her teaching had mostly confirmed her beliefs in the various components of a language lesson.

<table>
<thead>
<tr>
<th>Table 8.2 Framing of the First Observed Class (50 Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class objectives: learning new words and grammar</td>
</tr>
<tr>
<td>5 min Students coming into the classroom / Warming-up</td>
</tr>
<tr>
<td>20 min Lecture on new words and grammar</td>
</tr>
<tr>
<td>20 min Students’ individual work using tablet apps</td>
</tr>
<tr>
<td>5 min Wrapping up; getting students cleaning up and marching out of the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 8.3 Framing of the Second Observed Class Structure (50 Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class objectives: reviewing new words and grammar</td>
</tr>
<tr>
<td>5 min Students coming into the classroom / Warming-up</td>
</tr>
<tr>
<td>10 min Continuation of the group work initiated in the previous class</td>
</tr>
<tr>
<td>20 min Reviewing words and grammar</td>
</tr>
<tr>
<td>10 min Group application activity attached to the review</td>
</tr>
<tr>
<td>5 min Wrapping up; getting students cleaning up and marching out of the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 8.4 Framing of the Third Observed Class Structure (90 Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class objectives: practicing words and grammar</td>
</tr>
</tbody>
</table>
Min further explained her rationale for the structure of her lesson. She posited that dividing the class into segments is beneficial because it builds routines with the students. In Min’s view, students at this age have difficulty focusing for a long period. She also explained how her current teaching is somewhat different how she was taught English during her own middle school years.

Having 50 minutes and even 90 minutes of class session is too long for the students. I have to teach 20 minutes at most and then give them time to practice. Also, their attention period is very short. When I was in middle school, my English teacher gave a lecture for 50 minutes. We were tired but could still catch up. Students here are very different from us in China.

(Semi-structured interview, Oct. 4, 2016)

When speaking about her opinions of the appropriate amount of time to devote to different classroom activity, Min believed that lecture should be at least 20 minutes and application practices should be limited to between 15 minutes to 25 minutes.

The lecture is the type of activity through which students can truly learn knowledge from me. I need to ensure they spend enough time to study about the knowledge of Chinese, like words and grammar. On the other hand, students’ activity, such as group work and pair work, should be designed in a limited time frame. Students’ will get too excited when talking with each other.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Students’ arrival to the classroom /Warming-up</td>
</tr>
<tr>
<td>20 min</td>
<td>Continuation of the group work initiated in the previous class</td>
</tr>
<tr>
<td>35 min</td>
<td>Listening practice</td>
</tr>
<tr>
<td>25 min</td>
<td>Speaking practice: story telling</td>
</tr>
<tr>
<td>5 min</td>
<td>Wrapping up; students clean up and marching out of the classroom</td>
</tr>
</tbody>
</table>
Although consistent with her preferred routines, Min was not satisfied with the first five minutes she used in class. She had concerns about the school arrangement of the class time and recession time. Currently, the school dedicates 4 minutes as the transitional break period between classes that permit student movement from one class to another. Since Chinese teachers do not have their own classrooms, students usually walk from their homeroom with the guidance of their homeroom teacher within the brief transition period between classes. Min worried that the current arrangement is not effective and believed that there could be more efficient use of class time if there can be changes from the school side.

Students came in my class from different homerooms. When they come in, they are exited and some of them may not have enough time to use the restroom and get water. This makes it quite difficult for me to help them calm down and begin to focus on their study of Chinese. The first five minutes when they are arriving in the classroom is a waste; I cannot teach anything at the time.

The balance between content teaching and discipline. The use of time to keep students in order is another concern held by Min. She believes that the need to use the time for discipline was related to the students’ language capacity. The three classes she invited me to observe are dedicated to different proficiency levels: two beginning level classes and one advanced level class. Although unplanned and unanticipated, she had the expectation and impression that she had to spend more time on discipline in the beginning level classes due to the students’ inefficient learning styles and relatively low motivation for CFL learning. To confirm Min’s impression, I quantified the amount of time she devoted to discipline in the first two classes. The
result demonstrated that she did spend more time on discipline in the beginning class (24% in the advanced level class, 39% in the beginning level class). She commented on this number during the third stimulated recall interview:

The students who cannot learn Chinese well cause more troubles in class. I do not know why. However, when they are not focusing on what they are supposed to be doing in class, they lost more time and opportunity for actual learning, and their learning outcomes suffer. This is a vicious circle.

(Semi-structured interview, Oct. 4, 2016)

Pacing. In the Chinese department, there is a general syllabus that serves as a general guidance for teaching in each grade level. However, the syllabus seems to function more as a general point of reference rather than a precise listing of course requirements. Therefore, Min does not feel pressured to fit a specific amount of content into the limited class time. She described her pace of activities as very flexible regarding the materials she had to teach for each class. However, her way of pacing each activity was tied to what she perceived to be the students’ learning behaviors and needs.

I do not want to rush my students, especially for the ones who have difficulties in Chinese learning. As long as they need it, I will give them enough time for practice in class. If I cannot finish the content I planned, I can always continue in the next class. My students usually do not have much opportunity to practice Chinese at home, and my class is their only chance to learn and use the language.

(Stimulated recall interview 1, Oct. 6, 2016)

During the third class I observed, Min devoted 20 minutes to listening practice. When working on the practices, her students were requesting more time to listen to the audio recording
repeatedly and sentence-by-sentence. She accepted their request, and the time spent on the task was extended from 20 minutes to 35 minutes. Similarly, in the second observed class, Min realized the students were still practicing with each other when the time set for group activity had ended. She quietly walked to her computer and reset the ending time for the activity so that the students could have some extra time to speak to each other in Chinese.

8.2.2 Managing Space

Classroom settings. According to the school’s arrangement of classroom use for Chinese, Min had to move to different classrooms throughout the day. All of the classrooms in which Min taught also served as home rooms for the mainstream classroom teachers. She thinks it is better not to rearrange any of the classroom furniture since she wants to maintain harmonious relationships with the homeroom teachers and to devote as much classroom time as possible to CFL instruction.

My Chinese classrooms are another teacher’s territory. If I move the chairs or desks in their classroom, they may not be happy about it. I tried to move things in the middle of the class for some activities so that different groups can have a comfortable distance between each other. However, it took much more time than I expected. I’d rather not move anything at all.

(Semi-structured interview, Oct. 4, 2016)

Figure 8.1 Furniture Setting of the First Observed Class
Figure 8.2 Furniture Setting of the Second Observed Class

Figure 8.3 Furniture Setting of the Third Observed Class
Min claimed the current setting of furniture was convenient for her to be able to give lectures as part of the class. However, when assigning students in groups for language practice, it was very difficult to control the class, since there were no observable boundaries among different groups. During class observation, the students were assigned to groups and moved to random places, such as the corner of the room, on the carpet, or they might be positioned around one desk. At one point, Min paused the audio of her teaching and commented on the group activity arrangement in the post-observation conference between us:

You saw how the students move around the classroom right? They do not usually stay in their group. Moreover, it is hard to control them to stay and practice with their group member. If I can move the desks and the chairs so that individual groups can be positioned around individual tables, it will be much easier.

(Stimulated recall interview 1, Oct. 6, 2016)

**Teachers’ movement patterns.** Min’s movement patterns were tied to the different types of class activities and the use of the resource. Min preferred writing on the whiteboard about the new words and grammar points during her lecture session. She mentioned that students usually needed more time to process the forms of knowledge being presented to them. Therefore, Min
would sometimes take the time to write thing out on the board in order to give them sufficient processing time rather than forcing them to try to keep up with the fast pace of PowerPoint presentations. As a consequence, the teacher mostly stood in front of the class, by the smartboard during her lecture. When assigning students to do group work, she moved around the classroom while monitoring and checking on their performances and providing help.

When students are practicing on their own or in groups, I need to be close with them and supervise them all the time. They are young children, and they will start talking about irrelevant things in English. When I walk around, they know I’m listening and consequently they will use Chinese and focus on their task somewhat more.

(Stimulated recall interview 1, Oct. 6, 2016)

In addition to the need to provide learning support, Min also frequently checked on students’ positions within the groups. As discussed previously, it was hard for Min to control students to stay in their assigned groups. Therefore, she had to move students who were traveling between groups as well as the ones who might have left the group in order to work on their own business.

8.2.3 Managing Engagement

8.2.3.1 Managing Cognitive Engagement

Min believes that it is essential to keep students focused and notice about the language they are learning. However, she is not certain about what strategies may contribute to effectively engage students cognitively at first. During the second stimulated recall interview, I invited her to share her opinion about her detailed board work that included the new words, phrases, and sentence structures of the lesson objectives. She then reflected that this strategy might help students to keep their attention on the objectives today. After her reflection, she further
commented that the heavy workload she was having now as well as the consequential lack of time and energy had prevented her from reflecting much about her teaching and developing more effective classroom management strategies. Her energy level has also affected her reflection on the amount of the Chinese language input from her in class. I have calculated that about 42% of her speech in class was in Chinese. She said it may because using English is easier for her to get students to understand her and follow her instructions.

8.2.3.2 Managing Affective Engagement

When talking about engagement management and class climate, Min expressed her frustration when teaching her current students: “there is much more I need to worry about than creating an affective and positive class climate. All I tried to do now is to stop them from being off-task and endless talking”. She believed that language classes are supposed to be warm and supportive so that all students can learn the language in a harmonious environment. However, she said that the current teaching environment and student population do not allow her to achieve the type of class climate she would like to have. She also compared her experiences in teaching at the previous school where she is teaching now:

I taught in a private middle school before in another state, and their students are way more respectful. They listen to you when you are teaching, so you do not have to spend time and energy dealing with discipline issues. All I thought when teaching there was how to provide support to them, motivate them, and encourage them so that they are willing to learn more about Chinese language and culture. Here [the discipline situation] is totally different.

(Semi-structured interview, Oct. 4, 2016)
In the current school, she explained that the student’s misbehaviors were pervasive and detrimental to the learning process. Such problems required Min to focus more on eliminating the resulted negative emotions instead of creating positive feelings and a more positive climate for CFL learning.

**Control/discipline**

According to what has been found in Min’s management of class time, she spent plenty of time dealing with discipline issues especially with the beginning level class. She believed that a harmonious class climate should reasonably quiet, not noisy, and should contain a lot of students’ talking in Chinese when required by the teacher. She also mentioned that allowing students to talk too much in class would not help them to “get in the mood of learning Chinese”, and “if they have not established the routine of using Chinese, they will only enjoy the class as another break session, instead of enjoying it as the process of learning”.

She tried several strategies to keep maintain discipline and control in the classroom so that the planned class activities could run as smoothly as possible. She claimed that students in age from 10 to 14 were usually talkative, loud in voice, and were easily excitable in the classroom. Therefore, she spent a lot of time and energy trying to maintain a constructive learning environment in which students would be calm, focused, and attentive to their work in learning Chinese.

They are middle school students, which means they are loud by nature. They talk a lot with each other, and I need to stop them and calm them down when they get too excited. Even though I do that, the class is still usually very loud. Usually, when I teach, they talk [about off task topics]; when they are on pair or group work, they still talk [about off task topics].
In every observed class, I noticed several approaches Min employed to maintain control of the class and to reduce the amount of time students talked about irrelevant topics in class. The most frequent ones were repeating class orders, raising her voice, and clapping hands.

Direct Teacher Interventions. Min had a few words and sentences that she used when she noticed the students were talking with each other without paying attention to the class work, such as “listen,” “stop” and “be quiet.” She used these words or phrases multiple times in class. In a stimulated recall interview about this behavior she said, “I have to stop them directly or they will not stop talking at all”.

Raising her voice. In the second stimulated recall interview, I paused the audio recording and asked about her rationale for raising the level of her voice in class. She was surprised because she did not realize that she used a louder voice in class before listening to the recording of her teaching with me. She kept listening to the audio, located several moments when she raised her voice in class and summarized her reasons:

I did not notice that…It seems like I had to be louder on some occasions, especially when students are talking [about] irrelevant things. You may have noticed that I even said “stop” to them. [Otherwise,] they would not do as I said because they could not hear me. So, I have to try harder, so my voice can be heard over theirs.

Clapping hands. Min also regularly clapped her hands to get the students’ attention as an alternative method to repeating certain words and raising her voice. She explained that clapping hands was usually louder than speaking, which could save some energy from using too much of her voice. There were two types of clapping hands strategies she used in her class: one was to simply clap hands for several times, and the other was to clap hands with the rhythm of a word in
Chinese “Students/class (同学们).” The latter is a fixed pattern used by the whole Chinese department in the school. When the students are not paying attention to what the teacher is saying, the teacher will clap their hands in the rhythm of “X—XX” while speaking “同学们.” As a response, the students would say “老师(teacher)”, with the rhythm of hand clapping “X—X”. When Min started working in the school, she observed several other Chinese teachers in the department. Therefore, she applied this routine with her students at every beginning each semester. She finds this strategy to be very helpful in calming themselves down and creating an environment conducive to Chinese learning.

The above behaviors of classroom management were mostly used for avoiding or reducing disruptive behaviors in class. Ms. Min applied different strategies for individual student’ behaviors. She emphasized that as long as the individual misbehaviors did not affect the whole class engagement of learning, she would ignore them due to limited class time, the continuity of students’ engagement in learning, and the intention to protect students from losing face in public.

If only one student feels insecure or unmotivated to study, he or she may have some issues such as talking to others and frequent off-task behaviors. As long as a student’s off-task behavior does not begin to impact the rest of the class, I will not call attention to it or even bring it up. I have already spent too much time disciplining students. Spending too much time disciplining a small number of students interrupts the flow of the class and impedes the learning of Chinese for the other students in the class. Moreover, you know, if you pick on some individual students of their age, they could be mad at you. So why do that?

(Stimulated recall interview 2, Oct. 20, 2016)
The teacher’s strategy of ignoring student misbehaviors also took place when such behaviors might negatively affect other students’ feeling towards learning. During the first observed class, all students were sitting and listening to Min’s lecture about new words. Min explained the meaning and the use of several words relating to different occupations such as “doctor (医生)”. She then presented the Chinese word “doctor”, and asked the students what it means, so that the students could begin to make connections between the Chinese characters and its English meaning. Suddenly, one student spoke out without raising her hand: “it means the potato farmer!” Then she looked around and laughed to her neighbors. Min did not react to the student’s attempt at making jokes but encouraged other students to give the correct answer. After that class, Min paused the audio and further commented on her rationale in taking such action during our interview:

If I stop her or pay any attention to her, students will start laughing with her, and I would then have had to spend even more time calming the whole class down. Moreover, I do not want [such a disruptive student] to think that she can have an influence on people in my class by making irrelevant jokes.

(Stimulated recall interview 1, Oct. 6, 2016)

When Min realized that the individual students’ misbehavior might have an emotional impact on the rest of the class, she would take several different forms of action: using facial expression to notify the students; calling the students’ name in class and stop him or her directly; talking with the students individually while others are working in pairs or groups; and, as a last resort, calling the student’s parents. Ms. Min stated that students need to realize that the teacher does not accept inappropriate classroom behaviors.
In many cases, when they realized I’m mad at them, they will stop, because they knew what they had done and that it had made me mad. I will usually stare at them and pause for a few second or briefly call on them and let them know what they are doing is not right. However, these strategies will not necessarily work with some students; some students simply don’t care and continue to distract the class.

(Stimulated recall interview 1, Oct. 6, 2016)

In Min’s third observed class, the teacher noticed a student did not like being in pair with another student. She was aggressively pushing her desk to keep her partner away from her and she was speaking rudely to the other student. Min tried to talk with the disruptive student and tried to convince her to conform to the pair activity the teacher was aiming for. However, the disruptive student did not cooperate and, instead, threw away all her learning materials to the floor. Ms. Min then turned around, walked to the back of the classroom, called one of the student’s parents by cellphone, and spoke with the parent about their child’s behavior for about 10 minutes. Ms. Min commented on this issue later in the interview:

I had nothing to do but to call the parent. Although I had to leave the other students on their own, it is better to solve this kind of problem right away, or the whole class will be further affected by this single student. As you have seen, after I called the parent, the student’s behavior returned to normal.

(Stimulated recall interview 3, Nov. 4, 2016)

According to Min, she did not believe that calling the parent was the most effective way to handle a student’s aggressive behavior, although she had not figured out a better way. “I cannot always call their parents; there are too many of them”, she mentioned. She also talked
with a school administrator once, and she got the idea from him that if students’ misbehavior could not be controlled in class, she could try to reach their parents.

Stressed out by all her concerns about discipline issues in the current school, Min stated that neither her professional courses about teaching nor her observing and micro-teaching had much of an impact on her current teaching.

There was no course that was related to classroom management when I studied in the TESOL program or certificate training program...moreover, I found the observation in the local school not very helpful. Because you were only in their classroom to visit, it feels different than actually teaching the class. They might be loud, but you might perceive this to reflect active discussion about the course content. However, when you start to teach, everything is different. I think people can only gain true insight into the nature of the school and the students’ behaviors after about three months teaching, at least.

(Stimulated recall interview 1, Oct. 6, 2016)

Managing Social Relations: Grouping and Interaction

Min does not believe that there is a need to manage the social relationship in class. She considered the language class as product-orientated, and she thinks the social relationship with and among students are not important as long as the learning objectives are being accomplished.

It does not matter if they are happy about group work or interact with each other in Chinese. This is the work they are supposed to do as a student; they need to finish the task as they are told to.

(Stimulated recall interview 1, Oct. 6, 2016)
In congruence with her beliefs, her teaching behaviors during periods of student group work was product-focused. When directing students for group or pair work, she usually assigned students to groups in advance.

I had to tell them which group they are in. If not, the good students will get together, and the ones who have difficulties will get together. Then the group of good students will get bored and started talking after they finish, and the other kind of students will take so long or never be able to complete the task.

(Stimulated recall interview 2, Oct. 20, 2016)

Min explained that sometimes the students expressed their discontent with working with certain partners. She would explain to the students that learning is not always fun, by referring to her own experiences in learning English. “There weren’t very many engaging activities other than the teacher lecturing when I was learning English, and my English is pretty good now. I don’t understand the students here, they seem spoiled to me”, she said. She also noticed that the work from the on-task groups was better in quality than the ones who were enjoying being with each other. “If they are happy and get too excited being together, they will bring up many things to talk about instead of focusing on the task; if they do not want to talk with each other, they will only work on finishing the task.”

Although Min had negative thoughts about affective emotions among students, she emphasized the importance of the intimate relationship with the students in class. During one group activity in class, Min walked around the classroom and hugged several students when checking on their progress in completing the assigned task. She thinks shortening the physical distance between teacher and the students made herself “less dreadful” and “friendlier” in front
of students so that they could be on the same page with respect to the teaching and learning process.

Creating and Developing Continue Support for Learners

Min believes that providing emotional support to students is an important contributing factor with respect to the learning process. Nevertheless, she found herself frustrated when it came to praising students or encouraging them because she rarely found a good time to give them a compliment. In Min’s opinion, students should be given compliments when they were actually managing the language skills that they are supposed to be learning. In the three classes I observed, she complimented the whole class a total of seven times and individual students 13 times in total under the circumstance she mentioned. The word she used when complimenting students was usually mostly “好 (good)”. I revealed this bit of information to her during the third stimulated recall interview, and she characterized this number as normal and said that it reflects her usual praise rate in class.

Most of my students’ performance are below my expectations. They should have done better. Sometimes I cannot believe some students cannot even speak a whole sentence in Chinese after years of learning in this school.

(Stimulated recall interview 3, Nov. 4, 2016)

Managing Students’ Motivation

Min thought her students lacked sufficient motivation to learn Chinese in general. She ascribed this situation to the student and parents’ reasons for enrolling in the current school. According to Min, the students joined the school mostly due to the school’s reputation in general and its convenient location, but not for the Chinese program. Since Chinese is the only foreign language taught in the school and it is a required course for all students, they do not have other
options but to take CFL courses. Many students in her class do not understand why there is a need to learn Chinese and they may not have any opportunity to use the language after graduation. Lacking intrinsic motivation, many students came to the class just to fulfill the school’s explicit requirement. Also, although most of her students have learned Chinese since they started in the school from kindergarten, they have failed to establish strong interests and effective approaches to learning Chinese. The above status of students had caused frustration for Min in teaching. “They do not want to learn; there is nothing I can do about it”, she complained. However, to help the students at least learn something instead of wasting time in class, she has adopted several ways to motivate students: invitation for pizza night, adding/taking off points from Class Dojo application, and allowing the students to practice or play games with tablets. The pizza night is a school tradition to encourage and reward the students who are active in learning, well behaved, and well-mannered in class. Min will give students an invitation to the pizza party if their class behavior meets this description. Class Dojo is a widely used k-12 classroom management application to “help teachers build a positive classroom culture by encouraging students and communicating with parents” (Class Dojo product introduction, Google play). One of its functions is to let the teacher add or take off points from each student concerning their participation and behavior in class. As their points of Class Dojo are considered as reference for the entire evaluation system and the learning portfolio of the students. Min feels that the Dojo points “are something important to them, when I add or take off points from them, they sincerely care about it”. Min also allows students to use tablets from the school storage as part of the class activities. The tablets were installed with the Chinese practice apps, for example, Quizlet, the Chinese language practicing game app. Quizlet provides an interactive online gaming experience for students to create groups and compete with each other on their knowledge
of Chinese. Min feels that using digital devices and playing games on them enhances their motivation to learn Chinese, yet she worries that students might get excited and become more difficult to calm down during subsequent classroom activities.

### 8.2.4 Managing Participation

Min feels relatively more confident in managing students’ participation than managing students’ internal mental engagement: “I cannot make sure they enjoy learning in class, but at least I can get them to participate in the class activity.” She believes that as long as the students are participating, they will eventually learn something. Two major actions were observed in her class: asking questions and repeating.

**Asking questions.** Among all the strategies Ms. Min used to promote students’ participation, she emphasized that the key element for a teacher is to be aware of all the students’ performance in class and to determine what actions to take to ensure their actual participation in class. Min believed that asking questions in class is one of the more effective ways to promote students’ participation.

Some students may seem to listen to my lecture, but in fact, he or she may be daydreaming or thinking about other matters. I may or may not be able to realize if the students are paying attention, but by asking questions, they will be forced to focus or they will not be able to answer my question.

(Stimulated recall interview 1, Oct. 6, 2016)

During class observation, I noticed that most questions initiated by Min were during her lecture section. She explained that the 20-minute lecture part was the critical time that students could gain knowledge of Chinese language. However, a large amount of information and new content might also tire students out with the result that they become less focused. Therefore, she
asked many questions to increase their participation in this lecture-based activity, such as getting the students to confirm the meaning of a new word, or to make a sentence of the new grammar point. Furthermore, when asking questions, her choice of picking on single students and the whole class shifted, based on her awareness of the students’ degree of participation and readiness to participate.

_Repeating._ Min mentioned that her students were not good at listening to directions and following her orders. She stated that some students’ inability to understand group work and/or pair work instructions had prevented them from more effectively participation in the practice of Chinese.

Some of my students just start working before they have a clear understanding of the task requirement. They realized it when they could not continue doing the work. Then they will just start being off task.

(Stimulated recall interview 1, Oct. 6, 2016)

To address the above concern, Min usually repeated the requirement of group/pair work several times before and during the activity. She believes that understanding the directions clearly is a necessary prerequisite of student success in group/pair activity.

### 8.3 Chapter Summary

Min is the CFL teacher in the program who has the least teaching experience in the United States. Her beliefs about classroom management are tied to her understanding and expectation of students’ behaviors in the current school. Min has some awareness of the students’ characteristics of their age and she has developed certain strategies to manage the class. However, her thoughts seem to still be developing because of the several different contexts of her teaching and learning experiences (i.e., in Michigan, Georgia, and China). Her inclination to
characterize the current students she works with as not as good as the ones in the private school in Wisconsin may affect her reflective thinking of strategies of creating a more affective learning environment in class. As a consequence, her class tended to be more product-focused than affect-focused. The nature of her teaching behaviors in class seemed to be more about maintaining control in the classroom rather than being concerned for the creation of a more affectively caring learning environment.

In Min’s case, her professional training as a language educator both in China and the United States does not seem to have a strong impact on her cognition and practices in managing young learners in CFL classrooms. However, Min’s experience as a language learner in China does impact both her beliefs and behaviors, although she claimed that she wanted to avoid the “rigid way of teaching” in her own practices of CFL teaching. The finding also presents some incongruence of her beliefs and practice which could be resulted from the differences between what she believes as the ideal language classroom in her expectation and the reality of the current teaching environment. Although she believed that certain strategies were not practical for her management of the classroom, she mostly chose to passively accept the current situation without further developing efficient ways or having further communications with the school administrators to cope with the issue.
9 RESULT: ZHOU

9.1 Background of Zhou

Zhou is the only male CFL teacher in the Chinese program. He is in his early forties and has been teaching in the current school since its foundation. He has taught all grade levels offered in the program and he is now teaching in the MYP. For the most part, he teaches 6th grade classes though he offers one 8th grade class as well. He also serves as the Chinese program coordinator and is in charge of communication between CFL teachers and the school administrators. His teaching load has been reduced accordingly because of his administrative responsibilities. He teaches three to four periods per day.

Zhou was born in Taiwan in the 1970s. Starting in middle school he realized he had some talent for learning language and eventually majored in English at a Taiwanese college where he also received a teaching certificate. After graduation, Zhou joined the Taiwanese army and served for two years since military service is mandatory in Taiwan. He then became an English teacher one year after he fulfill the military service requirement, teaching high school students. “Many of my classmates in college became middle school or high school English teachers,” he said, “but I wanted more than that, for example, going abroad to experience more.” Initially, he had not planned to be a CFL teacher in the US. He only wished to expand his life experiences and the scope of his teaching career. When working in the high school while still in Taiwan, Zhou applied for graduate schools in the United States and was eventually accepted by a TESOL program at a US university. He then came to the States in early 2006 and initiated graduate studies by taking different courses in second language teaching approaches, second language acquisition and classroom management. He also participated in several practical courses such as micro-teaching and observation in the local high school to have some experience of the US K-12
teaching. He obtained the State teaching certificate with the help of his university during his study in the program. At the end of 2007, he accepted a CFL teaching position at the current school. “I didn’t expect to become a Chinese language teacher [in the US],” he said, “but it was the best offer I got since it provided H1B visa. I wanted to stay in the United States, so I needed this visa for my future green card application.”

Although not intending to be a CFL teacher, Zhou stayed in the current school and kept his first job in the States for almost ten years. He claimed that he enjoyed teaching Chinese to young kids, and his new role as coordinator had also encouraged him to pursue more in educational leadership in K-12 education. Zhou mentioned that working in the administrative area in the school had provided him with more financial benefits so that he could better support his family to live a comfortable life in the United States. He concluded that “being a Chinese teacher gave me the opportunity to work in a leadership role at the school. I cherish the opportunity and enjoy being a teacher, and the coordinator”. He mentioned that in the future, he would like to work more in the administrative or leadership field instead of being a CFL teacher: “when working as a CFL teacher for a long time, you may get bored. But working as an administrator, you see and experience much more.”

9.2 Cognition and Practices of Classroom Management

Findings about Zhou’s cognition and practices will be centered on his beliefs about current teaching experience and the classes I observed: six-grade novice and advanced students, as well as eighth grade novice students. The chart below presents the categories coded from Zhou’s interviews about his cognitions and practices concerning classroom management.

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### 9.2.1 Managing Time

During the pre-session interview, Zhou stated that he did not pay much attention to the ways he uses time in class and asked me to attend to any identifiable patterns of time management. Therefore, his cognition about time management in his class were mostly elicited based on my observation in the stimulated recall interviews.

**Framing and sequencing.** In Zhou’s observed classes, I noticed clear lesson opening phases which were usually five to six minutes in length. The content featured in these opening phrases included students’ writing the day’s date, weather and temperature on their notebook and
whiteboard (selected students); administrative issues and announcements; returning corrected homework; and reviewing the day’s agenda. Zhou explained that the opening section is critical since he needed the students to begin to focus and prepare themselves for his class. He also mentioned that he usually wouldn’t teach anything new during this opening segment in this session until students were ready for actual learning.

It is impossible to get everybody ready at the very beginning of the class. They would move around and talk with each other as long as they can. [But] this is a chance for me to make some announcements, talk with individual student about their homework and tell them to stop talking and get ready.

(Stimulated recall interview 2, Oct. 21, 2016)

He also mentioned that getting the students to write something at the beginning of the class was beneficial in calming their minds. “I need to give them something to work on,” he said, “or they will not stop talking and playing.”

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<th>Table 9.2 Segments of Zhou’s First Observed Class (8th Grade Novice)</th>
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<th>Table 9.3 Segments of Zhou’s Second Observed Class (6th Grade Novice: about 90 Minutes in Total)</th>
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Although I was able to identify the lesson’s opening segment, it was difficult to perceive recognizably recurrent patterns in the subsequent activities and lesson phases. His arrangement of the activities varied widely in different classes, and the time allocated for each activity also varied widely. After class, Zhou explained as followed:

Right…when I prepare for class, I do not allocate a fixed time slot for each activity. I just begin what I want to cover in the day’s class and let it flow. I will try to finish everything from my class plan and adjust the pace during the ongoing class.

(Stimulated recall interview 3, Nov. 11, 2016)

In terms of the sequencing of class activities, Zhou usually conducted directed instruction before the interactive activities (e.g., group work, projects, Quizlet games). Zhou explained that “this is also because my class is arranged based on the content I want to cover. I teach them, for example, grammar…and then I let them practice the grammar introduced.”
**Pacing.** Zhou did not seem to have a rigid plan for time allocation in each class but emphasized the necessity of finishing the planned content. Therefore, he implemented several strategies to adjust the pace to ensure coverage of the lesson plan. Throughout his classes, he was constantly coaxing students to speed up. For example, although he spoke Chinese to the students most of the time, he would suddenly switch to English with faster rate of speech. He confirmed after class that it sometimes took the students too long to process his directions in Chinese. The students also ask more questions when they are unable to understand Zhou. Therefore, when noticing the potential that class time might be wasted, he would simply switch to English to proceed with the activities more efficiently. His concern making the most of available class time was also reflected in his reaction when getting students to answer his questions. In his second observed class, Zhou invited the students to answer questions about the meaning of a sample sentence. A student tried once but failed to answer it correctly. Zhou then just provided the correct answer rather than giving the student another chance or providing some hints. Zhou explained after class when I paused this audio recording in the post-observation conference:

> I usually ask them to try again if they fail the first time. It’s ok to make mistakes in my class. But as you saw, giving all of them enough opportunities and scaffolding their understanding individually will waste too much time.

(Stimulated recall interview 2, Oct. 21, 2016)

Although Zhou seemed to rush throughout his classes, he planned to give students a lot of time for the practices he considered as necessary for the students. For example, in the third observed class, Zhou asked all the students to copy the posters he had arranged on the whiteboard as preparation of his following activities (Figure 1). Since the students had not learned very many Chinese characters and those characters were beyond their learning
objectives, they felt frustrated and spent a lot of time copying them down. However, Zhou insisted on letting them write the characters down instead of giving out the handouts. He posited that, students do not have many opportunities to practice Chinese characters, and he prefers to provide them with such practice opportunities.

Figure 9.1 Zhou’s Posters in the Third Observed Class

Another case when Zhou slowed down in order to help ensure student learning was his instruction of the activity rules before group project. In the second observed class, Zhou spent 8 minutes in total to explain and reexplain the rules for the group project in detail. When he was explaining, he also employed comprehension checks several times to determine whether the students had understood or not. He attributed his reasoning to helping to ensure the quality of group work and trying to reduce complications once they had started working:

I have to make sure they understand what they are supposed to do, or it will be a mess when they get started. Some of them would just be off-task and make the excuse that they don’t understand what they need to do. This happened a lot before. And I don’t want to
have to explain to individual students again and again just because they did not understand or did not pay attention when I was introducing the activity to the whole class.

(Stimulated recall interview 2, Oct. 21, 2016)

9.2.2 Managing Space

Settings in the classroom and teacher’s movement pattern. As many CFL teachers in the program, Zhou also claimed that it was somewhat inconvenient to have to teach in different homerooms (i.e., different classrooms). However, instead of concerning the inconvenience that he couldn’t move things around in the classroom, Zhou has more concern about the need of being consistent in the use of classroom space in each class:

Teachers here need to get used to the different rooms and accommodate their teaching to better fit within those rooms. It makes our teaching less consistent. Take me as an example, I move around a lot when the chairs are set in a more relaxed way, like in circle, or island. But when the chairs are arranged in lines and rows, I barely move since because it is difficult to move around.

(Stimulated recall interview 1, Oct. 7, 2016)

I observed Zhou in two different classrooms. One of them was arranged in an island pattern and the other in lines and rows as Zhou described (see Figures 2 and 3). However, for most of the time in all three classes, Zhou did not physically move around much regardless of the classrooms he was in. Instead, he tended to stand at the front of the room or beside the sidewall to while monitoring students’ practice and learning. I was curious about his rationale for how he used physical space in the classroom and asked him after class. In response, he seemed uncertain about why he did not move around as much as he had previously reported doing: “I didn’t pay attention…perhaps it was because of the nature of the activities… I’m not sure.”
Zhou also made use of the side wall of the classrooms for Chinese related postings and materials he needed for class activities (figure). Zhou said the homeroom teachers usually have no problems in allocating him some space on the side wall so he could decorate. “I have worked
in the school for a long time, and I’m quite familiar with all the teachers here,” he said. Therefore, he placed Chinese characters poster on the side wall so that students could have exposure to them every day. Zhou would also hang materials on the side wall when there is not enough space on the whiteboard. For example, in his third observed class, he hanged the posters with the key words he would use for class activity (with video playing in front of the classroom, on the overhead screen) on the side wall before the class as preparation. This also affected his movements within the classroom: when leading the whole class practice, he moved to the side wall of the classroom where he put the poster at. He then pointed at the key words for students to notice as their reference when asking them to try to make sample sentences by using these words. One inconvenience I observed was that the students had to turn to the front and the side of the class to watch the video and refer to the key words. I was curious about this phenomenon and invited Zhou to talk about it. He then explained:

When there is not enough space in the front, I have to use the side wall. I can get their attention more when asking them to look back and answer my question using the keywords. Or they may just focus on the content of the video only.

(Stimulated recall interview 3, Nov. 11, 2016)
Assigning students’ position in group work. Zhou mentioned that all the classrooms in the school were too small for group activities. To compensate, he would have to use both inside and outside (the hallway) of the classroom when students were working in group based on the nature of his planned activities.

Many of my group activities contained several steps and are more complicated than practicing dialogues. I may let them to record, to perform or take different roles as in a mini play. Therefore, they need more space and the classroom is not big enough.

(Stimulated recall interview 1, Oct. 7, 2016)

In the second observed class, Zhou implemented a roleplay activity for students. He kept half of the class to practice in the classroom and assigned another half of the class to practice in the hallway. Zhou, in order to watch them over, stood just at the doorway, so that he would keep an eye on students who were both inside and outside of the classroom. “When assigning students
to the hallway, safety issues become more important because they are not in a as closed a surrounding anymore. I need to make sure they are within my vision,” he added in the post-observation conference.

9.2.3 Managing Engagement

9.2.3.1 Managing Cognitive Engagement

Zhou believes that although intriguing class activities may promote students’ motivation, the primary goal of class activities is to create validated learning outcomes. Therefore, getting students to focus on the language as much of the time as possible is a key objective for Zhou when he prepares for class.

For my class, learning is the purpose. Getting the students to have fun is just one of the tools to facilitate their learning. If they learn nothing from the class, it is meaningless no matter how much fun they may have had during the process.

(Semi-structured interview 2, Oct. 4, 2016)

To achieve his goal, Zhou claimed that the teacher is the key player and is responsible for getting students to be focused and to notice the linguistics information are supposed to be learning during different activities. For instance, in the third observed class, Zhou asked the students to copy all information from his posters on whiteboard. When the students were writing, he constantly reminded students to think about the meaning of the words as well as the relationship among the words. He explained a bit about his rationale during the post-observation conference:

Chinese characters for them are still unfamiliar. Some of the students would just copy without thinking about it: just like drawing pictures. When I asked them to think about
the meaning, they will be reminded that they are writing in Chinese, and those pictures
have meanings. It is easier for them to remember this way.

(Stimulated recall interview 3, Nov. 11, 2016)

Zhou also believes that a teacher should speech Chinese as much as possible in class so
that students can have maximum exposure to Chinese. In his classes, about 85% of his speech
was in Chinese.

Other than students’ engagement in learning, using and reflecting on Chinese language,
Zhou also believes that students should have full knowledge of the daily plan for each class so
that they will be cognitively alert concerning what they are supposed to learn and practice within
the class time. In practice, at the beginning of each class, he would ask one or two students to
read aloud the daily plan as presented on PowerPoint slides to enforce such awareness to help the
students to be mentally prepared.

9.2.3.2 Managing Affective Engagement

Control and discipline. Zhou is very confident about his use of classroom management
behaviors to control for students’ behavioral issues. He claimed, “It is just harder to frustrate me
considering students’ discipline issue now. I'm more capable of handling it. I'm more proactive
about any possible challenges before such challenges arise.” Zhou further explained that his
confidence may be traced to his high standard and high-expectation for the students which he is
conscientious in working hard to set up from the very beginning of each semester. I was
impressed by his self-confidence in this area and asked him if he could give some examples
about the standards he sets. He then elaborated on his rules:
For example, food is not allowed in my class. [The have to] stop talking when I asked them to do so. They are also not allowed to use disrespectful words. They know that these rules are non-negotiable. And I won’t waste time to deal with it in class.

(Semi-structured interview, Oct. 4, 2016)

When students break such rules, Zhou would take simple reactions such as staring at the students and asking them to stop. “My reaction when they break the rules should be simple, quick and less flexible. A rule is a rule,” he mentioned. In his second observed class, one student repeatedly complained about not understanding Zhou’s explanations. Zhou then stared at him and asked him to stop immediately. “He would understand if he tried to,” he added after class, “but I know he was just making it difficult.” Also, in the second observed class, another boy repeatedly kept talking and distracting his neighbors. Zhou tried to stop him by staring at him with an angry face and telling him “I don’t like it” but failed. Then he asked the student to step out of the classroom directly. He further commented on his action in the post-observation conference: “this is not punishment though, but he did need to leave the room and get some fresh air, until he could better compose himself and calm down.”

Zhou would also use the Class Dojo app as a method of controlling students’ behaviors in class. “This is an app promoted in the whole school including the Chinese program,” he said, “we encourage the teachers to use it.” In class, he would add points to students who behave well and deduct points from those who have behavior problems.

Concerning Zhou’s proactive strategies about students’ misbehaviors, he mentioned that he would warn them at the beginning of the class. Based on his previous teaching experience, he believes that the potential period of more misbehaviors occurs right before some fun school activities or the major holidays.
When there is something excited coming up, such as spring break, Christmas, they always get very excited and talked with each other about their plans even in class. Their minds are usually out of learning already. Therefore, I think giving them some pre-warning will make them notice that they are close to fun, but unfortunately not there yet.

(Semi-structured interview, Oct. 4, 2016)

When I observed Zhou’s third class, it was right before the Thanksgiving holiday. At the beginning of the class, Zhou told the whole class, “I know you are all excited about the upcoming holiday. But before that, we still have to learn. So now just calm down. We still have work to do.”

Although Zhou mentioned that he would stick to his rule and be very strict about it, I did notice that when a lot of students broke his rules, he chose to compromise. For example, in the first observed class, most students wouldn’t stop talking when Zhou was teaching. He asked the students to “be quiet” several times but they would not comply. Then the students kept getting even louder and talked to each other until the end of the class. Zhou discussed this phenomenon with me after class. He explained that the students were too excited about their test score that were announced at the beginning of the class and could not stop. He further added after class: “That’s the nature of their age. And this is the class with the most problematic students. I couldn’t ask all of them to step out of the classroom.”

In addition to the class rules, Zhou stated that he tries to understand the reasons for students’ misbehaviors when they happen:

When some of them are behaving in an unacceptable way, I tend not to take action immediately. I have been in the school for many years, and I know some of them behave improperly because of something miserable in their life, such as some kids can only
afford to eat two meals a day…so when a student is hungry, he is definitely going to have a short temper. Therefore, before I take any action, I usually remind myself to calm myself and ask myself if there may be some reasons behind their behaviors?

(Semi-structured interview, Oct. 4, 2016)

**Role of teacher’s language in creating affective atmosphere.** Zhou believes that effective use of English will contribute to maintain students’” positive emotion in class. Since the CFL proficiency level of many students is still at an intermediate level, Zhou still needs to use a considerable amount of English in class (e.g., giving instructions). Therefore, he believes that a CFL teacher’s English skills are critical and he needs to be careful when speaking with the students:

> We are teaching in the United States. English is still the major language we use even in Chinese class. Then as teachers, we need to pay special attention to the language we use in case of hurting the students’ feelings, since English and Chinese are different in their respective uses of rhetoric expressions. This is an art. For example, I would say “novice” to refer to my class level instead of “beginning”, so that they can feel better.

(Semi-structured interview, Oct. 4, 2016)

In the observed classes, I tried to locate the moments when Zhou’s classroom behaviors revealed such beliefs. I did not catch any evidence during Zhou’s directed instruction nor during his interactions with individual students, perhaps due to the noise level that accompanied group work. Therefore, I invited him to show some examples of his beliefs about his use of language that might have been captured in the recordings of his teaching so that more easily recognize them. He then showed me his reaction to a student during the activity working with tablets in the second observed class. A pair of student were talking with each other about irrelevant things
when practicing with tablet. Zhou noticed their off-task behavior, and said to the students “how about you work individually to get it done faster?” After indicating this moment in the video recording, he further explained that:

I could say things like “you are not working effectively, please separate and work on your own”. But by mitigating my language, their feelings were not hurt and my intention to let them work had also been achieved.

(Stimulated recall interview 3, Nov. 11, 2016)

Motivation. Zhou believes that keeping students’ motivated is essential to keeping them emotionally engaged in learning. “If the students are motivated, it means they are willing to learn with positive emotion,” he claimed. Accordingly, he believed that the use of multi-media and rewards are the most efficient ways to motivate students in class.

Zhou used a lot of videos and online games in classes. He mentioned that students now love the media and online activities. “Most of them love to play on their iPad and phones. They are more capable than me in using electronic stuff,” he said. Therefore, he would also implement such content in class. “As a teacher, you need to know what your students really like,” he explained, “and make use of that understanding with the integration of the things you want to teach. They thought they were playing, but they were actually learning.” For example, in the third observed class, Zhou played several videos of famous singers’ live concerts when teaching the use of making an appointment to music concert. Also, in all three observed classes, Zhou provided the students with opportunities to play Chinese practice games online with Quizlet. In general, the use of tablets to practice in class is also prevalent in Zhou’s class. Zhou stated that the intentional choice of covering relevant content through the use of media and/or games is one of his major concerns when planning for class:
Not all the videos can motivate the students. For example, playing Michael Jackson may engage middle school students but not the elementary school students. When I choose videos when planning, I take such differences into consideration.

(Stimulated recall interview 3, Nov. 11, 2016)

Zhou also believes that giving substantial rewards can motivate students to focus on learning in class.

Students of their age still care more about what they can get immediately or directly. This might be different from China. Here what they really want is the opportunity to participate in things like a field trip, or a pizza party, not a stamp of honor like we had in China. I have tried for years to understand what they like and take that as a way to motivate them.

(Semi-structured interview, Oct. 4, 2016)

In the first observed class, students seemed tired of working on the planned word practice activity. Zhou then told the students that the first three students who finished the task would be invited to the monthly pizza night in the school. “They are happier then, right? That’s what they really care about,” he added after class.

9.2.4 Managing Participation

Zhou mentioned that there are many different reason for students to manifest off task classroom behaviors, including the difficult nature of learning Chinese: “I don’t blame them. Learning Chinese is difficult even for adults, not to mention younger learners,” he said, “learning a new language consumes a lot of mental energy and it is natural for kids like them to tire quickly, to get distracted, and even to give up.” However, he insisted that a teacher needs to push them and try different approaches and to let them participate in learning so that the time they
spend in class is meaningful. “No matter how hard it is, they need to work, so that they are not sitting wasting time,” Zhou added. He implemented several strategies to increase students’ participation in class. One of the basic ones was the pattern of “同学们—老师” when trying to get students’ attention. “This is the way that most of the Chinese teachers in the school are using, simple and effective,” he stated. He also believes that giving students sample sentences of certain grammar point during directed instruction meaningful with jokes will encourage students to more actively participate:

When we were studying in high school, we hated the teacher lecturing with the things were quite distant from our life experiences. But when the teacher starts to tell jokes or even gossip about something, we became more intrigued. The same thing happens here. When I, for example, illustrate some grammar point with a sample sentence, I will try to relate the sentence to students’ lives or things they are interested in.

(Stimulated recall interview 1, Oct. 7, 2016)

In the second observed class, Zhou was illustrating the meaning and the usage of the sentence pattern “因为…所以…” (because…therefore…). He then gave a sentence as example: “因为 Jason 跟女朋友分手了，所以他哭了.” (Because Jason broke up with his girlfriend, therefore he cried.) He then asked the students to give more sentences about why Jason cried in Chinese, using the above sentence pattern. The students showed strong interests and started to compose more sentences in a very creative way. He commented on his action after class:

Middle school students are very interested in this topic [i.e., romantic breakups], since they just started to conceptualize the meaning of boyfriend and girlfriend. I hear them talk about this all the time, and I just made use of that predisposition. If giving them some
normal sentence, such as “why didn’t Jason show up today”, I usually get a lot less student participation in the lesson.

(Stimulated recall interview 2, Oct. 21, 2016)

Zhou also takes advantage of students’ desire to watch videos in class. “Just as we wanted to watch movies and stuff in class when we were young, students here are also longing to watch videos or movies in class as mental breaks,” he said. In the third observed class, Zhou played a video of a music concert to students. However, he did not play it completely through and then ask questions at the end of the video. Instead, he paused every 15 seconds or so to ask students some questions in Chinese related to what they were seeing in the video. As he explained after class:

If you give them everything all at once, they won’t care to answer my questions because they have already got what they need. By pausing briefly every now and then, it’s like if you don’t think about my question and answer it, you won’t be able to watch more. My inspiration for this idea was my own experiences in watching TV series. I always want to know what happens next.

(Stimulated recall interview 3, Nov. 11, 2016)

9.3 Chapter Summary

As a CFL teacher with more than ten years of teaching experiences in the current school, Zhou has developed his beliefs about classroom management and related teaching practices based on his awareness of students’ age, learning styles, and school culture. He is able to predict some of the students’ behaviors and take actions accordingly. Based on the nature of the class activities and student progress, to some extent Zhou was flexible in his pedagogy particularly as this related to classroom management his pursuit of more effective instruction and learning
outcomes. Zhou is also using both direct and indirect teacher interventions when reacting to students’ behaviors, though his use of direct interventions is more prevalent when it comes to managing students’ misbehaviors.

In terms of congruency between Zhou’s beliefs and practices, there seem to be some mismatches between the two (e.g., his methods towards students who break class rules). Also based on his understanding of his student population and school culture, Zhou finds that sometimes he needs to compromise and only partially practice what he believes to be effective.

As mentioned above, with respect to Zhou’s beliefs and practices about classroom management, the most influential factor seems to be his teaching experience in the current school. His previous language learning and teacher training experiences have relatively less impact. His participation in the administration of the school may also affect the amount of his time and energy in reflecting on his practices and beliefs in class. During our interviews, he constantly referred to his career goals and plans and showed less interests in managing the classes that he was currently teaching. One thing that occurred to me is that he seems to have paused in reflecting more on his current practices to some extent. After taking actions in class based on his previous experiences, he may have discontinued an earlier practice of reflecting on the effectiveness of his practices and on making continuing changes. For example, he did not pay much attention to the difficulty students were having in copying characters beyond their learning objectives.
10 RESULT: LINDSEY

10.1 Background of Lindsey

Lindsey is a CFL teacher who was born in the United States. She is the only NNCST in the Chinese program. She is currently in her early 40s and has been teaching in the current school for about ten years since the school was founded in 2007. She was teaching in the MYP at the time of the study. When I interviewed her, she started to talk with me in very fluent Chinese. I was impressed by her oral proficiency of Chinese very much and most of our conversations throughout the data collection period were in Chinese. “When I was in Nanjing, some Chinese people thought I was born in China,” she laughed, “they said I even have some of their local accents.”

Lindsey was born and educated in a middle-class family in a traditional community in the southern area of the United States. Living in a local community, she had very little exposure to a foreign culture other than her Spanish class in high school. “I always want to see something exotic, something different from what I have experienced,” she said. When she entered college, she started to be very interested in Chinese literature. She read a lot during her first year in college and felt that English translations were insufficient to express the true spirit of the literature. To read the original version of the Chinese literature, Lindsey registered for a self-directed Chinese class in a local community college.

There were not many schools offering Chinese classes at that time. The only one in my area was an individual study class which you basically study on your own and meet with a tutor together once a month to ask questions.

(Semi-structured interview, Oct. 10, 2016)
After a year of Chinese learning in the community college, she joined an exchange program in her university to study in Nanjing, China for one semester. She then fell in love with the culture and the city and decided to stay longer so that she could experience more about Chinese culture and learn the language in an authentic environment. “I knocked on the door of the Chinese department at Nanjing University every day to ask them to keep me during that time. They finally got tired of me and helped me to stay and enroll in their undergraduate program there,” she smiled.

When she studied at Nanjing University, she took courses about Chinese language, history, and literature. She enjoyed this immersive language learning experience very much, as she mentioned, “learning Chinese is supposed to be in China.” When planning for her bachelor thesis, her advisor suggested that she study Chinese literacy education, and that was when she started to develop interest in teaching Chinese to young learners. During her college life in Nanjing, she also worked as an intern at a local elementary school and taught Chinese to Chinese children. “It is a little bit strange though,” she said, “people think it is weird for a foreigner to teach Chinese to native Chinese speakers.”

After she graduated, she decided to return to the United States. “I guess I just missed home,” she said. She left Nanjing and started to look for jobs in her hometown. “Many people suggested that I look for work in the business industry, but I am just not that type of person, I like to communicate with people more than money,” she explained. Therefore, she first worked as a pre-k teacher in a public school which had no language education program at all. She liked the job there but still wanted to work on something that would allow her to apply her skills and knowledge of Chinese. She waited for six years until she heard that the school of the current study was opening and might offer Chinese courses. She then applied for a teaching position at
the school, received an offer, and worked as a homeroom teacher for the first year, teaching math, science, and English. In the second year, she finally became a Chinese as a foreign language teacher and could apply what she had learned in her career. She taught all grades at the beginning and then, as of two years ago, taught only MYP students.

During her career in the current school, Lindsey also attended a local college to continue learning Chinese. “I had been away from China for a long time already, and I was afraid that my Chinese was not as good as before. I needed to go back to class to improve my proficiency so that I could teach my students Chinese as authentic as other teachers from China in our program,” she said. However, she eventually had to quit the local college because she had to spend more time with her sons who were very young at that time.

Having the previous connection with Nanjing University, Lindsey also developed and lead the study abroad program in the current school. Every year, she would take more than 40 students to China for one month so that they could experience Chinese culture and practice their Chinese.

In sum, Lindsey became a CFL teacher based on both her interest in the Chinese language and a passion for teaching young children. She enjoyed her current CFL teaching position very much and claimed that she would continue working as a CFL teacher as her life-long career.

10.2 Cognition and Practices concerning Classroom Management

Findings concerning Lindsey’s cognition and practices will be centered on her beliefs about current teaching experience and the classes I observed: eighth-grade novice and advanced students. The chart below presents the categories coded from Lindsey’s interviews about her cognitions and practices concerning classroom management as a CFL teacher.
Table 10.1 Categories and Descriptions of Lindsey’s Beliefs about Classroom Management

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Framing</td>
<td>Planned time structure of the class; segment division for different types of class activities</td>
</tr>
<tr>
<td></td>
<td>Sequencing</td>
<td>Sequence and order of different activities in class</td>
</tr>
<tr>
<td></td>
<td>Pacing</td>
<td>How the teacher controls pacing within a lesson and within a single activity</td>
</tr>
<tr>
<td>Space</td>
<td>Setting arrangement</td>
<td>Furniture arrangement in the classroom</td>
</tr>
<tr>
<td></td>
<td>Movement patterns and use of the resource</td>
<td>Teacher’s standing position; movement patterns throughout the class; use of classroom resources</td>
</tr>
<tr>
<td>Engagement</td>
<td>Control/discipline</td>
<td>Reaction to students’ misbehaviors; preventing students’ misbehaviors; maintaining order in the classroom</td>
</tr>
<tr>
<td></td>
<td>Social relations</td>
<td>Students’ group arrangement; maintaining relationships among students; relationship between teacher and students</td>
</tr>
<tr>
<td></td>
<td>Creating and developing continual support for learners</td>
<td>Encouragement of students</td>
</tr>
<tr>
<td>Participation</td>
<td>N/A</td>
<td>Encouraging students’ participation in the class activities</td>
</tr>
</tbody>
</table>

10.2.1 Managing Time

**Framing and structuring.** Lindsey’s time frame in each class varies because of the different content she would like to cover. “When I plan for the class, I put what is needed to cover in the class period first, then I think about the time I need to spend for different activities related to different content,” she stated. Therefore, her time devoted to directed instruction and interactive activities varied in different classes.

If I need to teach new grammar points or a new sentence structure, I will spend more time on directed instruction. However, if the objective of the class is to review and to practice, there is no need for me to lecture as much. I simply lead them in a review for very short time and let them practice.
Her classroom practices confirmed her beliefs. In the first observed class, she wanted to teach the students the new sentence structure about “I usually do…” and she spent a total of 24 minutes on directed instruction. However, in the second observed class, her students had learned most of the words and grammar points from the previous class. She then only spent 3 minutes on directed instruction.

Lindsey also commented on the relatively longer time she spends on directed instruction during the first observed class:

They are not young kids anymore. You may notice that some of the students are much taller than you. Therefore, they should start to get used to the adult learning styles. The lecture section will be even longer when they enter high school here.

Although Lindsey spent a relatively longer period of time on directed instruction in class when needed, her concrete actions during the session contained large amount of interactions with students. For example, in the first observed class, she was teaching the structure of “I usually do…” After she introduced the example sentence, she first asked the students to tell her the meaning of each word in the sentence. Then she asked the students if they could guess the meaning of the sentence and try to summarize the sentence structure for themselves. In general, although her section of teaching a new language point is categorized as directed instruction, the interaction with students occupied a larger portion of class time. I discussed my observation of her lecture style in the stimulated recall interview, and she explained:
Although I tried to tell them that they are not young kids anymore, I need to make sure they can still focus. Anyway, they are not mature enough to remain quiet and focused and to take notes when I teach.

(Stimulated recall interview 2, Nov. 2, 2016)

Lindsey also mentioned that her decision of how much time to dedicate to a teacher-fronted lecture is also affected by the proficiency level of the students. “I usually spend more time lecturing in the lower proficiency level class. I feel they need more guidance from me than the advanced level students,” she said.

Despite the time spent on lecturing, Lindsey also believes that the time allocated for games and activities for the purposes of relaxing or having fun should be strictly limited. This is because she believes that the school and the Chinese class are places for formal learning instead of fun places.

In my class, learning is the priority and therefore should take the majority of the time. I want them to know that school is not [only] about having fun. Learning is their job as students. Sometimes the students asked me whether they can play games in class or watch a movie. “No!”, I told them, “I am teaching you today, and I have my lesson plan.” No, not in my class. I can let them play games occasionally, but not always. They have to work.

(Stimulated recall interview 2, Nov. 2, 2016)

In the observed classes, Lindsey spent a very small amount of time on games, and there was no music, songs or videos. I was curious and asked her in the post-observation conference if there was any difference between teaching elementary school students and middle school students because I observed a considerable use of entertainment and media in PYP Chinese
classes. Lindsey confirmed that difference do exist in the current school because of students’ age and the need to motivate them in their early age. When she was teaching in the PYP a few years ago, she did songs and dances in class also. However, she said this is quite strange for her.

When I was teaching in the pre-k school before, I barely let them do songs or dances.

And when I studied in elementary and middle school, I did not have much entertainment either. I do not know why we are doing it here. Students here are spoiled.

(Stimulated recall interview 2, Nov. 2, 2016)

Table 10.2 Segments of Lindsey’s First Observed Class (8th Grade Advanced)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2m</td>
<td>Greetings and warming-up</td>
</tr>
<tr>
<td>12m</td>
<td>Quiz</td>
</tr>
<tr>
<td>24m</td>
<td>Directed instruction with interactions</td>
</tr>
<tr>
<td>10m</td>
<td>Reading and writing activity</td>
</tr>
<tr>
<td>2m</td>
<td>Wrapping up</td>
</tr>
</tbody>
</table>

Table 10.3 Segments of Lindsey’s Second Observed Class (8th Grade Novice)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3m</td>
<td>Greetings and warming up</td>
</tr>
<tr>
<td>3m</td>
<td>Directed instruction on identification of two synonyms</td>
</tr>
<tr>
<td>5m</td>
<td>Practice on the identification of the two synonyms</td>
</tr>
<tr>
<td>12m</td>
<td>Sentence structure practice</td>
</tr>
<tr>
<td>10m</td>
<td>Practice on the sentence pattern “I can do…”</td>
</tr>
<tr>
<td>8m</td>
<td>Homework review and listening practice</td>
</tr>
<tr>
<td>4m</td>
<td>Quizlet game</td>
</tr>
<tr>
<td>2m</td>
<td>Wrapping up/administrative announcement</td>
</tr>
</tbody>
</table>

Table 10.4 Segments of Lindsey’s Third Observed Class (8th Grade Advanced)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3m</td>
<td>Greetings and warming up</td>
</tr>
<tr>
<td>10m</td>
<td>Review homework</td>
</tr>
<tr>
<td>20m</td>
<td>Directed instruction on “I like to…” with interactions</td>
</tr>
<tr>
<td>10m</td>
<td>Grammar practice</td>
</tr>
<tr>
<td>3m</td>
<td>Quizlet game</td>
</tr>
</tbody>
</table>
**Sequencing.** Regarding sequencing of the class activities, Lindsey mentioned that putting the teaching of new content at the first half of the class is helpful for students to have better learning outcomes. “They can focus more and can take on more of a cognitive load during the first half of the class,” she said, “and then their attention degree drops significantly afterwards.” In her classes, her direct instruction about the teaching of language points is sequenced before the midpoint of class time.

Also, keeping in mind the students’ attention level and their tolerance of cognitive burden, Lindsey sequences the segment with the least mental expenditure at the end of the class: administrative announcement. “For [administrative] information, they only need to listen and try to remember. Even if they cannot remember, that is ok, since I will usually repeat the information several times. They do not need to waste their best time in class on these things,” she claimed.

(Stimulated recall interview 1, Oct. 19, 2016)

Lindsey’s reasoning of the sequence of class activities also reflects her consideration of transition and continuity between the current class and the previous class. In the first observed class, she introduced the quiz at the beginning of the class period, even before the teaching of new content. I paused the audio recording and invited her to talk about her rationale for this sequencing decision, she answered:

This is because that we had reviewed and prepared for today’s quiz in the previous class. There is no need for me to review again, they should have done that already. Also, giving them a quiz about the content from the last class after today’s new lesson would have felt
unnatural. Therefore, I usually continue from the last time and start new content after we are totally done for the previous learning.

(Stimulated recall interview 1, Oct. 19, 2016)

**Pacing.** Lindsey believes that she should give the students the impression that their Chinese class is compact with many things they need to learn so that they can develop a sense of urgency with respect to learning and practicing in class. “Actually I plan a lot of materials for each class, if they do not have the tense feeling, we are never going to finish,” she said. Lindsey employs different strategies to cultivate students’ sense of urgency of learning. At the beginning of each class, instead of spending 5 minutes to greet each other and conduct some warming-up activity, Lindsey’s actions seem more direct and simple. She adopted what she learned and experienced when she was in China: when the class bell rings, all the students stand up and say “老师好” (hello teacher), and she replies “同学们好” (hello students). After this greeting, the class starts without any transitioning activity but begins with the core lesson content directly. She further commented on this teaching behavior after class:

The students need a transition between the short break and the Chinese class. I gradually figured that the Chinese greeting in class is the least time consuming and the most effective approach. When getting all the students to stand up and say something together, it is the sign that the class has formally started. And they just acknowledge that unconsciously.

(Stimulated recall interview 1, Oct. 19, 2016)

During class, Lindsey also urges students to speed up in order to save time frequently. In the observed classes, I often heard her say, “let’s go! Let’s move!” or “Come on! I’m waiting!” to prompt students to hurry up. As she explained during the post-observation conference:
They are easily distracted by tons of things…other subjects’ test score, someone’s new hairstyle, or even plans for dating one of their classmates…I need to constantly drag them back so that they are not wasting class time with their daydreams.

(Stimulated recall interview 2, Nov. 2, 2016)

Similarly, when students ask questions which are not relevant to the class, she mostly refuses to answer directly. “They are curious about everything. Good for them, but this should not be an excuse for slowing down the pace of the class and affecting other students. So, when they ask irrelevant questions, I respond with one word: no!” she explained.

10.2.2 Managing Space

Classroom settings. Although Lindsey had to move between different classrooms from one class to the other, Lindsey reports that she does not feel any inconvenience concerning this arrangement. She mentioned that her class had projects and group or pair activities, but she does not see a need for students to move around the classroom. Therefore, no matter how the chairs and desks of the classrooms are arranged, the students can just stay there for the whole class period. “I had even more fixed settings when I was in middle school, and I did not feel uncomfortable about it,” she added.

Figure 10.1 Classroom Setting of the First and the Third Observed Class (8th Grade Advanced)
Durden also explained that the students she meets have been learning Chinese for a long time (e.g., “since they were in kindergarten”). Therefore, they should have had enough immersive experiences in the Chinese culture and language in order to be motivated in learning. “If they still don’t like learning Chinese, then it is their problem,” she argued, “and it will not change anything, even if I decorate the classroom as if we were in China.”
Teacher’s movement pattern. When I observed Lindsey’s class, I realized that she never stayed at the same spot more than three minutes. Even during the lecture session, she moved around the classroom when interacting with students. She explained that students tend to pay more attention to a moving figure. She wants the students’ attention to be on her when she moves around. “If I do not move, they may start thinking about other things. By physically moving around the room I am trying to keep them more alert,” she added.

10.2.3 Managing Engagement

10.2.3.1 Managing Cognitive Engagement

Lindsey believes that her identity as an NNCST and her own experiences of learning Chinese contribute positively to her management of students’ cognitive engagement with language in class. When she was learning Chinese, Lindsey was aware that some linguistic features and usage of the language are more difficult for English-speaking Chinese learners to understand and internalized. As she explained in the pre-session interview:

You [the interviewer] are Chinese; you may not be that clear about what is difficult for learners because you are so used to it. Sometimes when I consulted with my Chinese colleagues, they were wondering whether the students did so bad on some grammar points. I said, boy, you just don’t know how hard we foreigners have to try on that!

(Semi-structured interview, Oct. 10, 2016)

With this understanding, Lindsey said it is necessary to tell the students before teaching potentially difficult content. She thinks that by getting the students to pay special attention to her explanation of the structure and usage of the language point, they will be more attentive when studying and the challenge will eventually be lessened when they reach the stage of trying to learn and process these challenging aspects of the language. She also mentioned that she would
take different actions concerning content which require different levels of cognitive expenditure from students:

    When I realized that oh, they would be so frustrated on this, I will tell them, guys, pay attention, this might be hard. You are going to work harder on this to get it. But for things I have always felt were relatively easy for myself, there is less of a need to do that.

        (Stimulated recall interview 2, Nov. 2, 2016)

Lindsey also related her rationale concerning this stated belief to the students’ misbehaviors in class based on her own teaching experience and her communication with other CFL teachers in the program:

    Sometimes the students get bored and irritated not because they are not interested in the type of class activity or do not like the teachers. Actually, it is because they cannot understand what you are trying to teach them. Some of our teachers here told me they tried so hard to keep them happy and calm. But if the students still don’t understand, their happiness is temporary and useless.

        (Semi-structured interview, Oct. 10, 2016)

In terms of improving students’ cognitive engagement, Lindsey also believes that indirect answers to students’ questions about language use are more effective than providing direct answers. In her first observed class, one of the students was asking the meaning of “从来没有” (never). Lindsey looked at her and replied with one sentence in Chinese: “Ms. Parker (Homeroom teacher’s name) 从来没有学过中文” (Ms. Parker has never learned Chinese). The student thought for a few seconds and told Lindsey that she understood. In the post-observation conference, Lindsey explained:
I could have just told her that it means ‘never’. But by giving her an example sentence with the word in it, she would be able to relate the context cue to the word, to the use of the word and, of course, to the word’s meaning. And what I did was not just for her. The whole class then had the chance to reflect on this point together.

(Stimulated recall interview 1, Oct. 19, 2016)

Besides, Lindsey would like the students to reflect on the language they had learned in class. In her interaction with students in class, she mostly uses Chinese to ask and answer questions. “I talk with them using the things they have learned, especially during this semester,” she said, “I want them to always think and reflect on the language, so that they can connect their previous skills with their current ones.” For example, in her third observed class, the students were working on individual grammar practice using a worksheet. Lindsey walked around, checked on their progress, and had less formal conversations with several students, such as “你喜欢看书对吧？” (You like to read, right?) or “他特别喜欢跳舞” (He likes dancing so much!).

She commented as follows, when I paused the recording during stimulated recall interview:

They had learned about hobby words in the previous classes, and they just learned about the pattern of “I like to…” this time. Moreover, their practice is about the use of this pattern. When I walked around, I wanted to reinforce that these are meaningful expressions. I hope that they can be more focused on the language instead of only doing some fill-in-blank work.

(Stimulated recall interview 3, Nov. 17, 2016)

However, Lindsey stated that she probably would not use the same teaching strategy with a lower proficiency class:
I will not do this in the novice or intermediate class. I’m worried that me talking too much in Chinese may add an unnecessary [cognitive] burden or distract them. They may not even understand what I’m talking about and might end up having to spend even more time and energy to figure that out. Thus, I’d rather them to focus on the task at hand.

(Stimulated recall interview 3, Nov. 17, 2016)

Lindsey also emphasized the importance of speaking more Chinese in class to students. She mentioned that the immersion environment when she learned Chinese in China had significantly helped her improve her proficiency so that she would like her students to have more exposure to Chinese in her class as well. About 90% of her speech in class was in Chinese.

10.2.3.2 Managing Affective Engagement

Social relationship in class

Lindsey emphasized that maintaining good social relationship is essential to managing a healthy classroom atmosphere and creating positive learning environment for students. “I want the class to be passionate and optimistic with compassion and mutual understanding,” she said, “and to achieve that goal everybody should be nice and respect to each other.” The following illustrates Lindsey’s general belief about the importance of a healthy affective atmosphere in class and her strategies of managing positive teacher-student relationships as well as relationships among students.

“For most of the kids in class, I understand them, and I am willing to understand more about them,” Lindsey stated. She also claimed that when she tried to understand the students, they could sense it and would sincerely appreciate it.

I meet with them every day; I always let them know that I am curious about their lives, including things other than their Chinese learning. I ask them about their hobbies, talk
with them about the things they are interested in, and I even ask the boys “hey, your voice has changed, you sound more like a man now!” They then feel that you really care about them. If you treat them well, they treat you well.

(Semi-structured interview, Oct. 10, 2016)

During the observed class, I also sensed that the students and Lindsey had developed a very good relationship even if she told the students to stop doing something or to be quiet. “We are working toward the same direction, and we respect each other,” she said. Lindsey said that when students have trouble in class, she will give them a chance to explain; when she did something wrong, she would say “I’m sorry” to the students. “We are equal in class. The only authority I have over them is about the learning itself, not as human beings,” she stated. During the third observed class, Lindsey tried to set up a Quizlet game for the students to play and practice. However, she pressed the wrong button, and the students were grouped unequally in number. She then said “sorry, my bad” immediately, and the students also showed their understanding. She further commented that:

If I’m wrong, I apologize. There is no negative side effect on my power in class. They have this basic understanding. By observing what I do at such moments, they learn that they should also apologize when they do something wrong.

(Stimulated recall interview 3, Nov. 17, 2016)

Other than developing her own positive relationships with the students, Lindsey believes that a teacher should be ready to intervene in order to foster healthier relationship between students in class, as well. She reported that students would sometimes argue in class and even fight with each other, and she believes that she should intervene at such times so that everyone will be polite and cooperative with each other, at least during class time. Durden realizes that the
students sometimes use unkind words with each other, such as “ugly” and “stupid.” She does not think those are appropriate words to use in her class and she worried that using such unkind words may heighten negative feelings among students. At the same time, she understands that middle school students are in a difficult period of their life with a strong sense of rebelling and resisting. “I was a middle school student, and I still remember how much I hated it when someone forced me to stop doing something directly,” she said. Therefore, instead of stopping the students from using such unkind words, Lindsey taught them such words in Chinese and required them to use the Chinese versions when they want to use harsh words. “Saying those unkind words in your second language feels different from using them in the first language, emotionally,” she said, “it is less negative and harmful but has the feeling of being funny. That is what my students do and feel in class now.”

I also noticed from the classroom observations that Lindsey barely assigned group activities, and the only time when students work in groups is during Quizlet game activities during which students will be assigned to groups randomly by the software. She explained in the post-observation conference:

They are always dissatisfied with who their partners are. So many troubles and dramas. The purpose of the group activity is to encourage students to practice in a positive and less intimidating environment. But with all the fighting among them, there is no positive atmosphere anymore. Therefore, I only let them work in a group during Quizlet games. When they are having fun, they will forget to fight and start helping and supporting each other instead.

(Stimulated recall interview 3, Nov. 17, 2016)
Lindsey also mentioned that in order to maintain constructive social relationships in class, fairness is an important issue that students really care about. During the first observed class, two girls had a conflict with two boys and the four students started to argue with each other. Lindsey stopped both sides and told them they all had responsibility for the issue. One of the girl complained: “It is their fault. It is not fair.” Lindsey then replied: “you may think it is unfair, but it is because you are being unreasonable.” She paused the recording in the stimulated recall interview and explained:

Students of their age have just started to form the concept of justice and fairness. Most of the time I will try to be as fair as I can to all the students, but under the circumstance that they really begin to understand what fairness is.

(Stimulated recall interview 1, Oct. 19, 2016)

Lindsey admitted that sometimes the students exhibited short tempers in class and made it difficult for her to manage the issue as their teacher. However, she posited that most of the time the temper was not because of her and was not directed at her. “I never take it personally if they get angry or hard to deal with in class,” she said, “there is no need for me to waste my emotional energy trying to deal with something that is not about me.”

**Providing support for students.**

Lindsey mentioned that many students in her class are not very competitive in their studies of other subjects. She believes that learning Chinese can help them to rebuild their confidence and help them to feel that they can do something by taking this second opportunity. Therefore, Lindsey would like to show her support in class so that they can be motivated and encouraged to work harder on learning Chinese. In the observed classes, she gave the students many compliments and encouraged them to keep trying to succeed with more challenging tasks.
I mentioned this observation in the second stimulated recall interview, but Lindsey argued that giving compliments to students is actually not her major way of showing supports:

   All teachers will and should praise their students constantly. And I want to give my students more than that. For me the most supportive thing for them is that when they feel frustrated, I never give up on them. I would use all strategies that I can think of to guide them until they finally get it.

   (Stimulated recall interview 2, Nov. 2, 2016)

Impressed by her statement about providing support to students, I noticed more evidences during the third observed class. As mentioned above, when Lindsey was lecturing the students, she asked many questions of individual students. Many of the students could not answer the question correctly at first, but Lindsey gave them step by step hints until they can finally were able to provide the right answer. “This is the true feeling of ‘I can do it’ after several trials. And I do want them to feel the excitement of success after struggling and attempts,” she added after class.

**Control and discipline.**

   On introducing the topic of discipline and control, Lindsey objected strongly concerning the notion that “students should listen to the teachers,” although she learned about it in China and noticed that some of her colleagues believe in such notion.

   It does not make sense to me. If the students do not listen to their teachers, they may feel guilty, and that is the nature of children. They can have their own opinion. As long as they are respectful, I’m fine. It also makes me feel better since I do not have to try so hard to get them listen to me.

   (Stimulated recall interview 1, Oct. 19, 2016)
Lindsey also claimed that students’ noise is not her concern when controlling the class: “You may have heard from some teachers here that they have tried so many methods to make the class less noisy and quieter. I do not think so, and I never put effort into that”. Lindsey claimed that as a middle school teacher, she needs to have a certain level of tolerance for the inevitable loudness and noise of the classroom. She said that although students should keep quiet in class and listen to the teacher, no one can and should entirely control students’ talk and their volume. “That is their nature at their age. I know this because once upon a time I was a middle school student myself. So, I will just take it and get used to it,” she said. Therefore, students being loud in class is not her concern and not a control and discipline issue for her since she takes it as a natural and inevitable phenomenon. “I know some of my colleagues hate it, but I tell them they have to accept it if they want to teach in MYP.”

Although generally accepting of students’ noisiness in class, Lindsey said she would not be tolerant about students talking loudly when she explicitly asks them to be quiet. In her first observed class, two girls were talking very loudly when working on the group project after Lindsey asked them to lower the voices while working together. Lindsey was very angry and stared at them with an angry face. “My standard of discipline is based on mutual respect. I asked them to be quiet, and they had agreed. But they continued to talk loudly, which meant they did not respect either me or their classmates,” she explained. She posited that she would take very direct action if she learned that the students are disrespectful. Also, in the first observed class, two other girls were talking about irrelevant topics while Lindsey was lecturing and interacting with students. Lindsey warned them by saying “stop it” and “cut it out” several times, but the problem continued. Durden then threw a marker at the girls and told them to get out of the classroom for a few minutes. She explained in the post-observation conference:
I was so disappointed in them today. They are actually very good students and usually work very hard in Chinese learning. I also recommended them to the China study aboard trip last year. I needed to let them know that they need to respect and appreciate me.

(Stimulated recall interview 1, Oct. 19, 2016)

As discussed before, Lindsey’s greeting method, which was adopted from her experiences in China, is also part of her strategies for practicing “mutual respect.” In addition to the greeting at the beginning of the class, Lindsey also developed the end-of-class greeting: at the end of each class, she would say “同学们再见” (goodbye, students). And the students all stand up together and say “谢谢老师，老师再见” (Thank you, teacher; goodbye teacher). Lindsey commented on this in the first stimulated recall interview:

When I enter the classroom and greet them, it shows my respect for them. Moreover, they should reply with equal respect by standing up and greeting me. By the end of the class, they should also show they are thankful by saying thank you and goodbye. Like in the Chinese philosophy of respecting teachers: the teacher gives knowledge to students, and the students should be grateful. I totally agree with it. And it is a good way to emphasize that we should respect each other.

(Stimulated recall interview 1, Oct. 19, 2016)

Lindsey also mentioned about the importance of homeroom teachers’ support for the Chinese class and the positive effects their support has on discipline issues. In Lindsey’s class, the homeroom teacher sometimes presents during Chinese class to do her own lesson planning by her desk. It is important because student perception of homeroom teacher support will directly affect students’ classroom behaviors. “Students can definitely tell if their homeroom teacher cares about their behavior in Chinese class, and they will act based on their perception,” she said,
“Luckily, recently the teachers are mostly very supportive.” Besides, her life experience as a local resident may also influence the support level from the homeroom teachers. In the second observed class, one girl was working on her math homework instead of focusing on Chinese learning. Before Lindsey noticed that, the homeroom teacher stood up from her desk and took the math homework from the girl directly. She also told the girl that this was Chinese class and she could only get her homework back after class. Lindsey commented on this event after class:

Well, this may have happened not only because of her support of the Chinese class. The homeroom teacher and I are friends. Since I grew up in this area, me and many teachers in the school are very good friends. They are not only supporting my class. They are also supporting me.

(Stimulated recall interview 2, Nov. 2, 2016)

10.2.4 Managing Participation

Lindsey believes that whole class participation is essential since the more students who participate in the class activity, the more they can influence the ones who tend not to participate. “This is about the culture and the atmosphere of a class,” she said. Therefore, she utilizes different strategies to encourage students’ participation, especially during her lesson phases of direct instruction. “In the relatively long lesson segments such as me lecturing, I need to maintain their attention so that they will make maximal use of the lesson to learn something,” she said.

For instance, Lindsey would frequently draw connections to students’ life experiences in her initial attention-getting questions to the class. In the first observed class, while she was illustrating the sentence structure of “I usually do…”, she used the example of “I usually watch Netflix,” or “I usually play Just Dance 3 on WII” so that she can capture and keep students’
attention on the knowledge she was lecturing on. After Lindsey’s initial illustration about herself, she then went on to ask one girl: “Tena you like to read, right? How about you give me a sentence about something you usually …?” Lindsey further explained her rationale for this teaching strategy after class:

They like to hear something which is related to their life experience. Anyway they need to talk about them in English, why not let them talk about them in Chinese in class? They are more willing to talk and practice the language form when the content is about them, instead of being about the experiences of some random people in the textbook.

(Stimulated recall interview 1, Oct. 19, 2016)

Lindsey added that the students are also interested in the teacher and what the teacher is interested in, and she will make use of their interest to encourage their participation in class and language practice. In the observed class, Lindsey sometimes talked about her experiences or expressed her curiosity directly, such as “Oh, I have a question since I am so curious about…” The students would then be more likely to answer her questions or at least to give guesses.

Lindsey also mentioned that she would actively inquire and have more understanding of students’ interests from casual talk with them and communication with their parents:

I was born and lived around this area [which the school is located at] and I enjoy communicating with the parents here. Many of them are my friends. Through talking with them, I can learn a lot about what their kids are interested in.”

(Stimulated recall interview 2, Nov. 2, 2016)

In addition to making the most of students’ personal interests, Lindsey would pay attention to all students in the class to ensure they are participating. In the observed classes, she asked questions to each student in random order. This pattern of questioning had the effect that
they needed to be ready to respond all the time and to pay attention to the teacher and the task at hand. “When I teach, I need to get all of them to participate. If I ask a question to the whole class, some of them may just pretend to participate,” she said.

Although Lindsey adopted different classroom management strategies for encouraging fuller class participation, she claimed that there were still students who sometime tune things out become, especially during lecture lesson segments. As reported in the previous section, Lindsey would move around the classroom to make sure that she can attend to each student and see if they are truly participating. She would also use some simple Chinese phrases to encourage a fuller proportion of student participation, such as “眼睛看我” (eyes on me) and the “同学们—老师” (class-teacher) pattern. When she realized that she had successfully re-captured some of the students’ attention, she would give positive feedback as a means of encouragement and as a means of pressuring others to maintain attention on the lesson as well. In the third observed class, she told the students “眼睛看我” to get their attention. She then noticed a girl turn to her immediately, so she said to the whole class “Alena 很好！漂亮的眼睛！”(Good Alena, beautiful eyes!). And more students turned to focus on her afterwards. “They all wanted me to say they have beautiful eyes,” she smiled and said after class, “This is exactly what I would like to hear when I was their age.”

10.3 Chapter Summary

Based on the data reported in this section, it can be concluded that Lindsey’s cognitions and classroom behaviors related to classroom management reveal a clear and strong concern for optimizing students’ learning outcomes. She had sufficient awareness of students’ age and personalities and utilized strategies based on such understandings. She would also take
advantage of her personal life history being a US resident who was born and educated in the United States. Her familiarity of the educational system and the students’ psychological status, as well as her use of personal relationship with her colleagues in the school contributed to many of her decisions and actions tied to classroom management concerns. Also, her beliefs are mostly influenced by her own teaching and learning experiences and less affected by the school context (e.g., the administration, students’ parents).

As a NNCST and native of the USA, Lindsey had been exposed to the educational philosophies and instructional norms of both China and the United States. Reflecting a personal synthesis of these different educational systems and theories of learning, Lindsey has the professional agency to adjust and apply her cognition of classroom management: to create a fair, equal, respectful and active Chinese learning environment.
11 COMPARATIVE RESULTS: MANAGING TIME AND SPACE

Chapter 11 and 12 report findings from seven teachers in this project comparatively in terms of their practices, cognition, and related contributing factors. The similarity and differences of their management of their respective classrooms will be revealed in four dimensions: time, space, engagement, and participation. For each dimension, themes tied to the teachers’ beliefs revealed through the study are presented, followed by comparative analysis of the teachers’ instructional practices and rationales. Chapter 11 focuses on the first two dimensions of classroom management: time and space.

11.1 Managing Time

The seven teachers’ cognitions and instructional practices regarding time management have shown a great deal of individualism, i.e., teachers have their own understandings and practices which are affected by their personal education, training, and teaching experiences. Contextual factors also have significant impacts on teachers’ cognitions. Among all the variations, a common theme revealed in the investigation is associated with time management: all of the teachers articulated their concerns about student age and the developmental stage of their long-term learning of within the current program. Although they have different strategies and made somewhat different instructional decisions, all of the teachers report that they pay special attention to the ages of their learners and to the developmental needs of learners at different stages of CFL learning. That is, the teachers believe that when students are just starting to learn Chinese, their teachers need to implement motivational strategies so that learners will develop sufficient interest in order to persist in the learning of Chinese for the long-term.

A broad theme revealed about time management while teaching is the relatively high degree of flexibility in how the teachers address time management concerns. The three teachers
who had been working longer in the school (Li, Zhou, and Lindsey) believe that teachers should be flexible in their use of time while teaching instead of strictly following the lesson plan or daily routines. In fact, these longer-term teachers purposely incorporated flexibility into their use of time as part of their lesson planning so that adjustment could easily be made in class.

The next section discusses teachers’ comparative beliefs, practices, and rationales under sub-themes of time management: framing, transitioning, sequencing, and pacing.

11.1.1 Framing

Table 11.1 presents teachers’ beliefs related to the framing of class structure (i.e., how lessons are organized). Subcategories of the themes include their beliefs about the importance of warming-up sessions for each class, ideal length of different segments of class activities, time spent with individual students, and time used for discipline issues.
<table>
<thead>
<tr>
<th>Subcategories</th>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warming-up session</strong></td>
<td>Importance of warming up period</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Warming up period should include writing task</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Need of routine task as warming up</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Need diverse task as warming up</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Time used for lecture</strong></td>
<td>Importance of the time used for lecturing;</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Lecture should be relatively long;</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Lectures should be relatively short</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Time used for game/entertaining activities</strong></td>
<td>Time for games and entertainment should be very limited</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Each segment should be very short due to students’ limited attention span</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Time used for individual student performance</strong></td>
<td>Heavy emphasis on more time for individual students’ performance.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Shouldn’t spend too much time on discipline</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

As depicted in the table, the teachers share many similarities in their beliefs about how to frame CFL lessons while also revealing some disagreements. However, even when teachers seem
to share similar beliefs about certain issues, their practices and underpinning rationales vary depending upon different contributing factors.

All the teachers agreed that lesson warm ups are essential because they help students develop mental preparation for learning Chinese. Most of them cited the short four-minute break between class periods as a reason for why warm-up are needed. Students need the warm up time to transition into their CFL lesson, to calm down after restroom time, to get a drink of water, etc. However, the teachers’ classroom practices are sometimes inconsistent with their stated beliefs. For example, throughout all of Min’s observed classes, she never included any warm ups for such purposes while teaching. When reviewing the time segment structure of her lesson, she claimed that the first five minutes were always devoted to warm ups. However, she consistently started her lessons by teaching the planned content after she had spent about the five minutes each class asking all students to stop talking. This may have resulted from her frustration with maintaining class order: the time spent handling such issues may have limited the feasibility of including warm up phases as a part of her teaching.

Teachers also held different views on the length of warm-ups session in each class. Some teachers (Ping, Sun, and Lindsey) spent relatively less time (less than three minutes) in warm ups. Ping and Sun spend relatively less time than other teachers because their warm up activity usually consists of a short song or music for meditation. They believed that because the students are very young, all lesson segments should be short. This belief was reflected in their classroom behaviors and rationale for including warm-ups in their lessons. Lindsey, however, sees this issue differently. She believes that short and quick Chinese greetings between teacher and the students constitute a more effective way to prepare students for Chinese learning. The other teachers (Yu, Li, Zhou) spend more time in lesson warm-ups, mostly because they incorporate
simple writing tasks as part of the warming-up session. They all believe that the writing tasks can benefit students’ mental readiness because while writing students have to focus, concentrate, and quiet down.

In terms of the length of the phase of lessons devoted to teacher lecturing in each class, PYP and MYP teachers hold different opinions, although they all believe that some degree of teacher lecturing is a critical component of their teaching. All MYP teachers tend to include a lot of lecturing as part of their teaching, a practice they believed is appropriate for the age and proficiency levels of their students. They believe that middle school students with several years of Chinese learning experiences should be able to be focus and learn from longer lectures in class in comparison with younger leaners. In practice, Min and Zhou mostly followed through on this belief while Lindsey incorporated more variation in the length of her lectures. Lindsey's lectures tended to be more interactive than the other teachers, with less teacher-centered talk. She believes that such a more interactive lecturing style leads to more student participation and engagement in the lessons. Based on her observations of other teachers and on her reflections on her own teaching at the school, Lindsey believes that MYP students' attention spans are of insufficient length to keep them engaged in long lectures. She seeks to find a balance between the teacher’s general expectation concerning how long lectures should be and the reality of learners’ attention spans. For PYP teachers, three of them (Ping, Sun, and Yu) believe that lectures should be short based on their perceptions of limits to younger learners' attention spans. Li has a different idea regarding this issue. Based on her teaching and non-teaching experiences in communicating with children, Li believes that any kind of activity could be made either longer or shorter, and that teachers should be flexible in the timing of lesson phases while keeping their eye on whether or not the children think they are enjoying whatever the activity might be. Her
related cognitions and behaviors reveal Li's belief that teachers should be flexible in connection to how time is used in class by constantly observing students' needs and progress. As a result, Li adjusts the time dedicated to whole class lecturing, and avoids strictly following the timing specifications of her lesson plans.

Regarding time dedicated to games and Chinese songs and dances, the participating teachers do not all agree. Their thoughts about this issue may also be related to their consideration of students' ages and the broader learning process of the entire school. Yu, Li, Zhou, and Lindsey believe that time devoted to games and entertainment should be very limited. Li, Zhou, and Lindsey regularly spent a short amount of time on such activities. Their rationale was supported by their idea that the main goal of the CFL class is effective language learning. They tended to use games and other entertaining activities to motivate students at times when the students might be feeling tired or frustrated but that games and entertainment should not siphon class time away from other, more central CFL learning activities. Zhou and Lindsey strongly believe that middle school students are supposed to spend most of their class time in the focused study of Chinese. In addition, Lindsey's early education experiences in K-12 classrooms confirmed for her that games and other entertainment activities are not necessary even for elementary school students. Li, although teaching elementary school students, thinks that the students she was teaching are within a transition period between PYP and MYP and shorter time for games benefits the smoothness of their successful transition to a higher level of education and Chinese proficiency level. Yu shares a similar opinion but does not believe in the power of students' motivation. She insists that student satisfaction and joy with learning Chinese should come from the process of learning new knowledge and skills only. In contrast, Ping and Sun dedicated more class time to singing Chinese songs and dancing due to their belief that the
priority doe younger CFL learners is to develop an interest in the learning of Chinese so that they can be more motivated in their subsequent years of language study. Min, however, neither included nor reflected on the potential use of games or other entertaining activities as part of CFL teaching and learning.

Teachers pay different levels of attention and consequently dedicate different lengths of time to supervise individual students' progress in Chinese learning. While most teachers do not pay much attention to individual students' progress, two K-2 teachers, Ping and Sun emphasized the importance of giving sufficient time for each student to have considerable time to speak Chinese individually in front of the class. so that they could help them to develop language skills based on individual need of the students. They agree that teachers should pay special attention to helping beginning level Chinese learners to develop native-like pronunciation. However, I noticed somewhat different practices while observing their classes: Ping invited students to speak and provide feedback at the same time, while Sun recorded students' talk only without giving any feedback. Sun's behavior may be related to her goal to maintain connections with parents and school administrators for she video recorded the students' performances and uploaded them to her school blog after each class.

Regarding what might be an optimal balance between the time spent for content teaching and discipline, teachers all think that class time dedicated to discipline issues should be as limited as possible. Their practices in class vary. Differences between teachers’ classroom behaviors on this dimension result from the interweaving factors of the length of their teaching experiences, knowledge about school policy, decisions to sometimes ignore students’ misbehaviors, and cooperation with homeroom teachers. Details of teachers' behaviors and beliefs about discipline and order will be discussed in chapter 12.
11.1.2 Transitioning

Table 11.2 presents teachers’ beliefs related to their perspectives on transitioning practices between different activities. Results show that all teachers believe that transitions between activities should be short and quick. Four of them (Yu, Li, Zhou, and Lindsey) strongly believe that transitions between activities constitute only a minor part of classroom management and teachers should focus more on how to guide students’ practices before and after such transitions. All four of them spent a few minutes at the beginning of each class previewing the planned content and schedule so students will be aware of what they are going to learn and the and language practice activities they are going to work on. Thus, these four teachers claimed that it is unnecessary and time-wasting to focus on transitions between activities to get students ready for subsequent task. The other teachers (Ping, Sun, and Min) reflected on their transition strategies, mainly around the directness and naturalness of the transition between activities when directing students to shift their attention from the previous activity to the next one. Min believes that middle school students respond well to such direct instruction from teachers and are able to switch their attention accordingly. Therefore, she gives students direct and explicit instructions when starting a new type of activity, such as “now let’s do…”. However, students in the observed classes often failed to follow through on what she was asking them to do. They were either continuing to wrap up their previous work or talking with their classmates on off-topic themes. Min then had to repeat her orders several times to keep students involved and to get them to pay attention to what she wanted them to do. In contrast to Min, Ping and Sun think that teachers need to implement a natural transition between activities instead of giving direct orders that students might perceive as too abrupt. In class, Ping and Sun use diverse tools including playing a new video segment, music, or displaying new pictures from
Power Point slides to attract students’ attention. Their intention in doing so is to capture students’ imaginations so that they may be guided more naturally to the next planned activity. Another reason for Ping and Sun to use videos and pictures in class is that they want to limit student use of English in class. They are concerned that because the students are young, and their Chinese proficiency level is less advanced, it is less likely they will be able to perceive orders in Chinese directly. Ping and Sun strongly promote an immersive language environment for students. They plan classes in which there will be a maximum use of Chinese for the purpose of prioritizing language input. As a result, they would rather use pictures or videos to guide students’ mental focus more naturally instead of giving direct English orders.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segments should have clear boundaries with direct transition</td>
<td>Ping Sun</td>
<td>Yu Li Min Zhou Lindsey</td>
</tr>
<tr>
<td>Transition period between activities should be short and quick</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Need to have natural transition between sessions, using video, pictures, etc.</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Transition is not important in classroom management</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

### 11.1.3 Sequencing

Teachers have different perceptions and perform variously in class concerning their sequencing of class segments. They also reveal different degrees of flexibility in planning and adjusting such sequencing. Following their beliefs of time management in general, Li, Zhou, and Lindsey are more flexible in sequencing, which means that they do not have a fixed pattern of
what to do first and what to do next while teaching. Instead, their classes flow differently every time. Li and Lindsey expressed clear rationale about their practices. They believe that the sequence of different activities should be decided based on what the teachers perceive to be their students’ levels of attention within each class session. For example, if students are not fully prepared for Chinese learning at the beginning of the class, they would first make administrative announcement to give them some time for mental transition to study. If they perceive that the students are ready, they would make non-content related announcements at a later time of the class and commence with content teaching from the start. Such decision making related to the sequencing of language learning activities is also related to the content of previous and subsequent lessons. The teachers’ intentions were to provide students with coherent learning experiences throughout whole instructional units focused on a language point that they have been learning and practicing. For example, in one observed class, Lindsey started the class with a review and a test of a sentence pattern students learned from the previous class and started the new instructional unit in the second half of the class. Although implementing teaching strategies similar to those of Li and Lindsey, Zhou did not seem to be as aware of is his instructional behaviors. The degree of flexibility recognized in his teaching behaviors may originate from non-articulated beliefs that have yet to reach a level of conscious awareness.

Sun, Yu, and Min believe that class activities should be sequenced in a fixed pattern as consistently as possible. They related their beliefs and actions to their previous education and professional training experiences. For example, each of them commented that their previous teachers or teacher training courses advocated and practiced a regular sequencing of classroom activity types for each class. In addition, Sun also argued that it helps to make the homeroom teachers think that she is a well-organized teacher with a principled way of organizing her
classes. Sun believes that her approach benefits not only her classroom management practices but also her relationship with homeroom teachers from whom she believes it engenders more respect and cooperation. Her colleagues at the school are then more likely to support and help her as a CFL teacher.

Ping reflected on the sequencing process from a different perspective. She believes that the sequencing of classroom activities can be either fixed or flexible, as long as two similar activates do not occur next to each other. She believes that young learners need variety in teaching and new excitement every few minutes so that different activities serve to boost their motivation to learn.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing should be based on students’ cognitive attention level of each class period</td>
<td>Ping</td>
<td>Sun</td>
</tr>
<tr>
<td>Prefer clear, constant, and a fixed pattern of sequencing activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety in the sequencing of classroom</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

### 11.1.4 Pacing

Table 11.4 presents teachers' beliefs regarding pacing of each class. In general, teachers reveal different takes on the determining factors of pacing. They mostly believe that the pace of each class should be determined by both their observation of students' needs and progress, and their lesson plan and class objectives. While most teachers believe in maintaining balance by taking consideration of both teachers and the students’s needs, Sun and Lindsey hold more absolute opinions concerning the pacing of their CFL lessons. Sun believes that she needs to give
the students as much time as they need in order to ensure sufficient practice time. Although she usually sets up time for students to finish a certain task, she normally adjusts the time available and provides an extension when she notices that the students need more time to practice. Her cognition and behaviors are also influenced by the local features of the CFL Department’s curriculum. Since the CFL Department does not specify what students are supposed to achieve in class, she feels she has more freedom and flexibility to adjust her time as needed. Lindsey, however, insists that the pace should be decided mostly by lesson objectives. She also believes that keeping a rapid and intense pace in class creates the sense for learners to be focused all the time, especially considering the fact that her students are more mature cognitively as teenagers. She also mentioned that although the fast pace in class presents challenges to students, they feel very proud of themselves and feel more motivated after overcoming such challenges.

<table>
<thead>
<tr>
<th>Table 11.4 Teachers’ Beliefs Related with Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs</td>
</tr>
<tr>
<td>Need to create in students a sense of urgency in how they use class time</td>
</tr>
<tr>
<td>Need to speed up to keep students focused to save time</td>
</tr>
<tr>
<td>Pace of teaching should be adjusted to fit students’ progress and needs</td>
</tr>
<tr>
<td>Pace should be in tune with lesson objectives</td>
</tr>
</tbody>
</table>

11.2 Managing Space

Teachers' beliefs concerning space management mainly center around three themes: classroom settings, teachers' own movement and body gestures, and management of students' physical movements in the classroom. The current school situation requires the teachers to use
the students' homerooms when teaching Chinese. They do not have their own classrooms as do the teachers of other subjects at the school. Therefore, the CFL teachers’ management of physical space within the classroom is impacted by this administrative context of teaching and learning.

11.2.1 Classroom Settings

Most of the participating CFL teachers expressed their opinions about several issues regarding classroom settings: sharing the classroom with homeroom teachers, the arrangement of furniture within the classroom, side wall use and decoration, and the use of white boards. Teachers' beliefs regarding classroom settings vary which reveals individualism among teachers in the same program.

Sun, Min, and Zhou do not believe that sharing the classroom with other teachers is helpful with respect to quality of classroom management and instruction. They perceive the current situation to be inconvenient and explain that it results in an inevitable tension between having the freedom to rearrange the furniture (desks and chairs) in the room (e.g., for group work and other activities) and the need to maintain friendly relationships with the homeroom teachers. Sun, Min, and Zhou feel that rearranging furniture in another teacher’s classroom is not a polite move and may have a detrimental effect on their relationships with the homeroom teachers. They also mentioned that the intense class schedule does not allow them much time to return the pieces of furniture to their original positions at the end of class after having rearranged things earlier in the lesson. Sun also expressed her concern of being a cultural outsider in the school, that she felt inferior when communicating with the local teachers. She explains that she tries to avoid having unnecessary communications with the classroom teachers although she believes making certain changes to the physical space within the classroom can be beneficial.
However, other teachers (Ping, Yu, Li, and Lindsey) claimed that although it would be more convenient for Chinese teachers to have their own classrooms, the current arrangement of sharing classroom space does not have a negative impact on their teaching. For example, Ping was satisfied with the setting of the classroom for it matches the nature of the activities her students need to do in her class. Also, she was able to make some minor changes to her classroom because of her stated healthy communication with homeroom teachers. Yu, Li, and Lindsey believe that there is no need to adjust to the settings of the classroom. They think group work and other related activities work well without making any changes. In general, whether or not the teachers are satisfied with the classroom settings, they mostly choose to maintain their current role as guests in the homeroom teachers’ classrooms and try to avoid potential conflicts with homeroom teachers.

While most of the CFL teachers choose not to make changes in the classroom they are teaching in, they have different perspectives regarding what might constitute an ideal arrangement of furniture within the classroom space. Yu and Lindsey believe the traditional classroom set up desks and chairs arranged in lines and rows is ideal for a language classroom. They both drew comparisons to their experiences as students studying foreign languages. Lindsey also considers students’ age and the ideal atmosphere in her class. She believes that middle school students should be treated as mature learners and the setup of her classroom should give students an impression of an intense, productive, and strict learning environment. According to Lindsey, a traditional classroom with desks and chairs arranged in lines and rows helps to foster such an atmosphere. Beyond believing in the advantage of traditional classroom setting, Lindsey and Li also believe that by adopting appropriate teaching strategies a good teacher can manage a class well regardless of its physical setting.
Ping and Sun, in contrast, believe that the ideal classroom for young learners should be more flexible so that the teacher and students can have more room to conduct different language games and activities. Teaching the youngest age groups in the school, they prefer to rearrange the furniture and other resources in the room as often as needed to better fit the nature of their activities being implemented. A constraint Ping and Sun recognize is that such rearrangements of physical resources are not always feasible since they also have to be thinking about maintaining constructive working relationships with homeroom teachers. Min and Zhou also believe that use of space within the classroom should be flexible, but their rationale ties more with their need to move around the classroom so that they can have closer contact with students in class.

<table>
<thead>
<tr>
<th>Subcategories</th>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing classroom with homeroom teachers</td>
<td>There are many disadvantages to sharing classroom space</td>
<td>Ping</td>
<td>Sun</td>
</tr>
<tr>
<td></td>
<td>No influence sharing classroom with homeroom teacher</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Furniture settings</td>
<td>Furniture settings should be in lines and rows</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Furniture settings should be more flexible</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Furniture settings does not affect management</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Side wall use and decoration</td>
<td>Need to decorate side walls with Chinese elements to create a</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>
more immersive learning environment

<table>
<thead>
<tr>
<th>Item</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Side wall used for teaching</td>
<td></td>
</tr>
<tr>
<td>Use of boards</td>
<td>✓</td>
</tr>
<tr>
<td>Use multiple board to display</td>
<td>✓</td>
</tr>
<tr>
<td>Use of different areas of the classroom space</td>
<td>✓</td>
</tr>
<tr>
<td>Need to take advantage of different areas of the classroom</td>
<td>✓</td>
</tr>
</tbody>
</table>

As a part of the furniture settings in the classrooms, the use and decoration of the side wall also draw some teachers' attention. Ping, Sun, and Zhou strongly believe that decorating the classroom side walls helps to create an immersive learning environment for students so that they are more motivated and engaged in learning Chinese. Among them, Ping and Zhou have practiced their beliefs and decorated the side wall with Chinese cultural elements, student works, and Chinese characters. Sun, however, did not make much of an effort to decorate the side walls in this way. She claimed that she feels very uncomfortable having the kinds of conversations with the homeroom teacher that such a decorating effort would entail.

All PYP teachers believe that the use of multiple boards in the classroom is beneficial. Teaching in K-2, Ping and Sun emphasized the importance to use both whiteboard and smartboard so that they are able to switch quickly between writing on board, displaying Power Point slides, and playing music or video for different activities. Yu and Li believe in the advantage of using a smaller board on the side in addition to the larger whiteboard in front of the class. They think that such arrangements make it easier to keep the most important content readily accessible to students so that they can refer and remember it throughout the entire class session.
Most PYP teachers (Ping, Sun, and Li) also consider the use of different areas of the classroom to be helpful, such as a classroom’s carpeted area. They utilized the carpeted area and other empty floor space in the classrooms for students to have different kinds of language practices. Yu also assigned students to work on the carpeted area when doing interactive activities. However, she does not consider this practice to be beneficial. Her use of the carpeted areas resulted from her observation of other teachers in the school and she feels the need to accommodate herself in the current school culture by adopting commonly used classroom management strategies.

**11.2.2 Managing Student Physical Movements within the Classroom**

Regarding the management of students' physical positions and movements, PYP teachers reflect more on this matter than MYP teachers. This phenomenon may due to the fact the PYP teachers incorporate more types of activities within a CFL lesson. This variety of class activity types includes group and pair works, role plays, and games which result in more diversity in the use of classroom space. Despite such differences between PYP and MYP teaching, all of the CFL teachers share the same belief that students should all face the front of the room during lecture sessions because teachers mostly use smart boards to display PPT slides or whiteboard for board work. However, other than the lecture lesson segments, teachers expressed different perspectives on their different levels of tolerance for students to move around the classroom.

Ping and Sun believe that students' positionings within the room should vary depending on the nature of different activities. For example, if an activity requires students to move their body to perform strokes of Chinese characters, they need to stand up and move to an empty area so that students can perform more freely and safely without hurting themselves or others. Beyond that, both Ping and Sun believe that teachers should design activities so that students can
move their bodies freely and walk around the classroom frequently. They attribute their beliefs to their observation of young students' physical energy level and better learning outcomes since the memories young learners form when associated with physical movements last longer and more solidly integrated than simply reading and speaking.

Although students in Ping and Sun's classes move within the room very frequently, their movements and positions are mostly guided by the teachers. They both have rules that students are not supposed to move freely without teacher permission and that the teacher will intervene directly if needed. Also, when students are not positioned as expected by their teacher, they use different methods to enforce student compliance: Ping tends to intervene directly in order to save time while Sun gives softened mitigated request so that the student’s emotional state is being cared for and protected.

| Table 11.6 Teachers’ Beliefs Related with Student Movements Management |
|--------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Subcategories | Beliefs                                      | PYP      | MYP      |
| Students’ movements | Students moving casually during group work causes management issue | Ping  | Sun | Yu | Li | Min | Zhou | Lindsey |
| | Student should not move around the classroom any time during class | Ping  | Sun | Yu | Li | Min | Zhou | Lindsey |
| | Students should walk freely in group activities | Ping  | Sun | Yu | Li | Min | Zhou | Lindsey |
| | Need to actively make students to move | Ping  | Sun | Yu | Li | Min | Zhou | Lindsey |
| Students’ positions | Students need to face the front of the room during lecture | Ping  | Sun | Yu | Li | Min | Zhou | Lindsey |
| | Student should have freedom to posit | Ping  | Sun | Yu | Li | Min | Zhou | Lindsey |
| Students’ position should vary depending on different nature of class activities | ✓ | ✓ |

<table>
<thead>
<tr>
<th>Teachers’ intervention of students’ unguided movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need to intervene directly to rearrange students in the room</td>
</tr>
</tbody>
</table>

| Need to give mitigated intervention to rearrange students’ position | ✓ |

Perhaps because they teach students who are older than Ping’s and Sun’s, Yu and Li do not emphasize the need for students to move frequently in class. Li believes that she needs to give students the freedom to decide for themselves where they would like to stay in class in or to better fit their individual learning styles even during lectures to the whole class. Li would directly intervene with students' position only when she notices that some students are not mentally focused. Yu believes that students should sit in their seats all the time and have limited freedom of movement during group activities. However, in actual practice, she allowed students to move around in different areas of the classroom, even during her lecture. Her lack of awareness of how students moved around the room while she was teaching seemed to violate her stated beliefs concerning such matters. Such discrepancy between Yu’s stated beliefs and her observed teaching behaviors may be another instance of the impact of Yu’s observation of other teachers in the school and of her own energy level in class. Although she disagrees with the idea of students practicing on the carpet area, Yu chose to subjugate such preferences because she observes other teachers who allow such behaviors. Yu also claimed that she does not have
enough energy to handle everything that doesn’t meet her expectations and she often is selective with it comes to intervening on students' unexpected behaviors during class.

Min is the only teacher in MYP who reflected relatively more on the issue of managing students' movements within the classroom. Her beliefs center around her reaction when noticing students' movements which do not follow her guidance and instruction. She claimed that such movements sometimes impact her control of the class and when this happens she usually intervenes directly.

11.2.3 Teachers’ Movements

| Table 11.7 Teachers’ Beliefs Related with Teacher Physical Movements in the Classroom |
|---------------------------------|------------------|------------|-----------|---------|---------|---------|---------|
| Subcategories                   | Beliefs                                      | PYP        | MYP       |
| Teacher-student physical distance | Keep an appropriate balance of physical distance between teacher and student | Ping  | √         | Sun  | √         | Yu    | √         | Li    | √         | Min   | √         | Zhou  | √         | Lindsey |√         |
|                                 | Teacher may sometimes position themselves closer to students |                 | √         | √         | √         |         | √         |         | √         |       | √         |       | √         |         |√         |
| Teachers’ position and movement in different activities | Teacher need to move around a lot in the classroom | √        | √         | √         | √         |         | √         |         | √         |       | √         |       | √         |         |√         |
|                                 | Need to stand in front of the classroom when lecturing |                 | √         | √         | √         |         | √         |         | √         |       | √         |       | √         |         |√         |
|                                 | Need to move around the room during individual/group work only |                 | √         | √         | √         |         | √         |         | √         |       | √         |       | √         |         |√         |
| Teachers’ body gestures         | Need to use many body gestures                | √        | √         | √         | √         |         | √         |         | √         |       | √         |       | √         |         |√         |
Table 11.7 presents teachers' beliefs about their own physical movements and body gestures in class. Most teachers give a lot of attention to their physical movements within the classroom, self-position in different types of activities, the importance of body gestures, and maintaining what the teacher believes to be an appropriate degree of teacher-student physical distance.

All teachers believe that it is important to move around the classroom during students' individual or group activates in order to provide feedback and to help ensure students' participation. While lecturing, Yu, Li, and Min believe that teachers should remain at the front of the class to form an environment of a serious learning session. Curiously, other teachers believe the opposite. Ping and Sun hold the opinion that teachers should move frequently all the time even while lecturing to the whole class because young learners are more attentive to moving figures. Learners may bore easily when being presented with a lecture session by a teacher who stands rigidly at the front of the room. However, in their actual teaching practices, Ping and Sun both had moments of remaining at the same spot for a long time. The incongruence between their cognitions and practices seem to be associated with their energy levels while teaching and some of constraints of the classroom setting: it is difficult for teachers to stand vary far away from the smartboard and whiteboard when lecturing, and teachers are understandably tired when they have to teach six classes a day.

Zhou and Lindsey also believe that teachers should move around the classroom as often as possible. They believe that the class needs to be as interactive as possible with frequent communication between students and teachers. To create such a classroom environment, Zhou and Lindsey believe that at times teachers need to move closer to individual students in order to foster more active communication. They also mentioned that it is easier for teachers to be aware
of off-task student behaviors and to intervene if needed. Though he stated such beliefs clearly, Zhou did not actually move around very much while teaching. He may need to develop more self-awareness of his own classroom behaviors to successfully apply what he says he believes.

In addition to teachers' movement, Ping also believes that it is important for teachers to gesture a lot as part of classroom teaching. She claimed that body gestures are needed for children to be able to process what is being taught. Ping also commented that the incorporation of body gestures helps to foster a more joyful atmosphere in the classroom which also helps to ensure more student engagement. For example, Ping drew an giant apple in the air when teaching the meaning of “大苹果(a big apple)”. Lindsey also believes in the importance of incorporating body gestures while teaching. She often acts out the meaning of the words and phrases in class as a way of reducing potential frustrations within students.

Li, Min, and Lindsey also discussed some of the advantages of reducing their physical distance with students through the use of things like hugging, handshakes, high-fives. They believe such human-to-human behaviors make it easier to maintain a friendly teacher-student relationship and can benefit classroom management. Of these three teachers, Li was the clearest in emphasizing the importance of maintaining a requisite balance between being overly friendly and close to students and overly professional and distant from them. Although also believing that some degree of physical closeness with students can be beneficial, Sun takes a more skeptical view. Sun believes that a CFL teacher present herself as a professional all the time and therefore should avoid physical contact with students. Her belief seems to emanate from her awareness of legal matters in the US including some widely reported incidents of illegal teacher-student interactions. It is Sun’s intention to avoid any unnecessary trouble related to any such legal concerns.
12 COMPARATIVE RESULTS: MANAGING ENGAGEMENT AND PARTICIPATION

Chapter 12 focuses on the dimension of managing student engagement and participation. The management of engagement includes cognitive and affective engagement. In this dimension, teachers hold a diversity of beliefs regarding the management of what they perceive to be the degree of students’ ongoing mental engagement in class. A purpose for learning to manage students’ mental engagements is to help to ensure that students are being provided supportive opportunities to study and learn Chinese within a CFL classroom. The second part of the chapter reports comparative results of teachers’ cognition and practices about managing student participation in class.

12.1 Managing Engagement

12.1.1 Managing Cognitive Engagement

Findings of the study reveal two main categories relevant to the management of students’ cognitive engagement. The first is their engagement in the language that they are learning and using, including their focused attention, noticing, and reflection. Maximizing language input to create an immersive environment, as well as managing the difficulty level of the input, are thematic concerns for the teacher in this category. The second category is students’ mental engagement in the class activities, which means that teachers expressed and practiced teaching strategies intended to help ensure that students are mentally prepared for and focused on the fast-going class flow. The following sections will discuss findings about teachers’ cognition, practices, and contextual factors in these two categories.

12.1.1.1 Degree of Students’ Cognitive Engagement in Each Class

Table 12.1 presents teachers’ overall ideas about the importance of students’ cognitive engagement with the language they are learning and using. One research aim was to determine to
what extent they should ensure students’ engagement. It can be concluded that all teachers believe in the importance of students’ focused attention and constant noticing and reflection on the language. However, students current stage within their Chinese learning process, as well as students’ age level, have influenced teachers’ minds and thus have resulted in different teacher perspectives. As shown in the table, two K-2 teachers believe that students should only be partially engaged in the language use in class. They are concerned that too much focus on features of the language that are difficult to learn may affect students’ motivation in continuing their study in the future. They believe that, in students’ early stages of language learning, having students learn and use the language, and cultivate their interests, are equally important. Ping, in particular, considers the current time period to be influential to the issue, that 50 minutes of full engagement in language learning is almost impossible for students who are aged around six or seven. Other teachers, who were teaching grades 3 to 8 when this project was conducted, believe that students should be mentally engaged with the Chinese language most of the time in the classroom.

| Table 12.1 Proportion of Students’ Cognitive Engagement in Each Class |
|---------------------------------|--------|--------|--------|--------|--------|-------- |
| Beliefs                         | PYP    | MYP    |
| Students should be mentally engaged with the Chinese language most of the time | Ping | Sun | Yu | Li | Min | Zhou | Lindsey |
| Students need to be mentally engaged with the Chinese language only part of the class time |

### 12.1.1.2 Managing Students’ Focused Attention

Table 12.2 shows teachers’ thoughts in managing students’ focused attention on the language. The distribution of teachers’ beliefs in the table show that there are no unified thoughts
concerning the ways to enhance students’ focused attention of language learning. Their perspectives are closely related and are reflect their individual teaching practices and styles in class. Some teachers think more about this issue before entering the classroom and strategically design certain activities to achieve higher degrees of student engagement. In general, Li and Ping have reflected and practiced more on students’ focused attention with the language than other teachers. However, some of them may barely think about it, and the achieved benefits of having students focus more on the language may just be an un-planned side effect of their practices designed for other purposes. For example, Min did not know why she wrote all words, phrases, and sentences structures for that day on the white board. When she was invited by the researcher to verbalize her rationale, she vaguely explained that her detailed board work may help to keep students engaged in the language they are learning.

Except for Min, all teachers in the current school mainly use PPT slides to display information about language and guide class activities. When they write on the white board, most of them do not have a plan but write whatever they believe they need in the moment. However, Li purposely planned her board work in advance, and she believes that such practice is useful to keep students’ attention focused on features of the language they are learning. It guides them to focus on the most critical things in class instead of being distracted by other information being provided and discussed in class.

Lindsey is the only non-native Chinese teacher in the department. Her beliefs and actions aimed at managing students’ focused attention seem to reflect her background as a learner of Chinese as a second language. Specifically, she was aware of and reflected on the difficulties she faced when learning certain language points. Lindsey believes that having students prepared may serve to spark their attention and motivate them as language learners.
Of all the participating teachers, Ping has reflected the most on how to cognitively engage students with processes of CFL learning. Based on years of reflection and practice, part of her process of planning lessons is to think about how to get students to focus on the words and phrases featured in her teaching objectives. Along with such beliefs and planning practices, she also mentioned the effectiveness of implicit learning, that students are able to learn without paying direct attention to linguistic features of the language. For instance, she believes that the inclusion of music and songs while teaching helps students to gradually and unconsciously develop their intuitions about Chinese language forms and how to use them. Such implicit development is essential for beginning language learners, Ping believes.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed board work helps to keep students engaged</td>
<td>Ping</td>
<td></td>
</tr>
<tr>
<td>Board work with different layers of markings helps to keep students engaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ movements and body gestures are helpful for students to pay attention to both form and meaning</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Students’ movements and body gestures are helpful for students to pay attention to form and meaning</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Pictures and videos are helpful for students to pay attention to both form and meaning</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Alerting students to areas of potential difficulties in advance helps to focus student attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement repeated appearance of same words in different activities for students’ guided attention</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Enforcement of guided notes taking so that students can focus more on language features</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Copying characters instead of reading handouts is useful for improving cognitive engagement

Teachers’ frequent reminders about what to pay attention to helps to get students to notice and reflect on target language features

12.1.1.3 Managing Students’ Noticing and Reflection

The development of teaching strategies intended to get students to notice and reflect on the language forms they have been studying has barely been a consideration of most teachers. Few teachers paid even limited attention on this matter, as shown in Table 12.3. For example, Sun and Lindsey both believe that teachers should guide and remind students to reflect on what they have learned during language practices and classroom activities in order to make connections and reinforce their memories of words and grammar. In practice, Sun and Lindsey frequently remind and ask students to think about what they have learned. In addition, Lindsey also attempted to prompt students to metacognitively reflect to processes of language learning. Lindsey claimed that once in a while, she would invite students to talk about their learning experiences, including what challenges they have encountered in studying and using certain grammar points, and what strategies they have used to overcome those challenges.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ guided reflection helps to achieve language acquisition</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Indirect answers to individual student’s question aims at noticing of the grammar points</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
12.1.1.4 Students’ Mental Immersion and Receptivity to the Learning of Chinese Language Forms

Ping, Zhou, and Lindsey reflected on the necessity of students’ mental immersion and their receptivity to Chinese language input in class. Ping, Zhou and Lindsey strongly believe that teachers should speak Chinese as much as possible in class so that students have access to maximum input and in order to create an immersive learning environment within the classroom. Other teachers acknowledge the importance of maximizing language input but have more concerns about the proficiency levels of their students. For lower proficiency students, such teachers believe that using Chinese too much may negatively affect the effectiveness of classroom management because students may not be able to understand teachers’ instructions.

**Table 12.4 Managing Language Input**

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ping</td>
<td>Sun</td>
</tr>
<tr>
<td>Necessity to provide understandable input that matches students’ proficiency level</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Necessity of maximum use of Chinese language in class</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

12.1.1.5 Managing Students’ Mental Preparation for in-class Activities

In addition to managing the cognitive engagement of CFL learners, participating teachers also discussed the need to get students mentally engaged in class activities. Yu and Zhou believe it is especially helpful to inform students of the daily schedule and learning objectives. In this way, students will be better mentally prepared for the goals they are supposed to achieve in each class, and teachers’ directions for activities will be more easily delivered and understood.
### Table 12.5 Students’ Mental Preparation of Class Activities

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform students of daily schedule and learning objectives helps to keep</td>
<td>Ping</td>
<td>✓</td>
</tr>
<tr>
<td>engaged throughout the class</td>
<td>Sun</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Yu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Li</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Min</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Zhou</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lindsey</td>
<td></td>
</tr>
</tbody>
</table>

#### 12.1.2 Managing Affective Engagement

This section reports comparative results of teachers’ cognitions about the management of affective engagement. Two main sub-categories emerged from the data related to this section. The first is maintaining order and discipline issues that disclose teacher perceptions and expectations of student behaviors, their reactions and precautionary measures related to students’ misbehaviors, and outside factors which have influence on teachers’ cognitions and actions in class. The second sub-category consists of beliefs and methods related to the creation of a healthy affective learning environment in class. These beliefs and methods include attempts to engender positive social relations in class, provide emotional support to students, and enhance student motivation for CFL learning.

#### 12.1.2.1 Maintaining Order and Discipline Issues

Teachers in the current school reported many issues related to maintaining order in the classroom. Many of them, especially teachers from mainland China and Taiwan have reflected on the impact of demographic features (e.g., the school’s location and its proximity to low-income households). Such teachers tend to recognize that many students have family issues that may interfere with CFL learning or may result in fewer opportunities for at home study. Such factors sometime impact the teachers in-class behaviors to a large extent. A few teachers from mainland China also expressed their concerns regarding racial problems and possible influences
on their teaching decisions when reacting to students’ misbehaviors. This section reviews teachers’ related perceptions and expectations of their students regarding behavioral matters and then discusses teachers’ beliefs about ways of maintaining effective order in the classroom.

**Expectations and attitudes about respect between teacher and students and the maintenance orderly behavior**

Table 12.5 presents the seven teachers’ expectations of the degree of respect and obedience they would like to receive from their students, as well as what the teachers have in mind concerning optimal order in the classroom. All teachers agreed that students should respect their teachers. However, only the non-native teacher, Lindsey, further explained that respect should be reciprocal instead of only coming from students to teachers. She holds the opinion that students and teachers are equal in class. Lindsey’s perspective that teachers and students should manifest mutual respect also affects her idea about whether students should comply when a teacher asks them to do something. She strongly opposed other teachers’ opinions and believes that students do not have obey their teachers. Because Lindsey believes that students’ rights are just as important as a teacher’s rights, as a CFL teacher she feels that students should be allowed to question teachers’ orders and propose their own ideas. The other teachers believe that teachers have power over students and hold the absolute authority in the classroom. Different expectations of teachers are generated from their culture and educational backgrounds: teachers from mainland China and Taiwan are strongly influenced by the traditional Chinese moral principle “尊师重道 (honor the teacher and respect his teaching)” as well as their previous relationships with their teachers. This belief of teachers from mainland China and Taiwan has also affected their attitudes towards their current students’ behaviors. Their experience teaching in other schools in the United States with student populations that have a higher level of respect
for teachers has also made it difficult for some of the CFL teachers to adjust to the realities of their current teaching environment. When they observe student behaviors which depart from their expectations, negative attitudes towards students can occur and intensify gradually. Several of the teachers mentioned that they “cannot believe [CFL] students are this crazy,” and “students in China would never be[have] like students here.” One of the teachers used an even more extreme expression when she complained that she cannot tell if her students “are human beings or just monkeys”. In contrast, Lindsey claimed that for her discipline issues were only of minor concern, while five teachers from mainland China and Taiwan complained directly that discipline problems in the current school are severe. Zhou did not provide a direct opinion on this issue. He mitigated his opinion and argued that student discipline problems are prevalent throughout the United States (i.e., and that on this dimension of CFL teaching the current school reflects wider social patterns).

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should obey the teacher</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students should respect the teacher</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students and teacher should have mutual respect</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students do not need to obey the teacher</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Order and discipline issues in the current school are severe</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Order and discipline issues in the current school are not severe</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Order and discipline issues affect teaching negatively</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Spending large amounts of time on discipline is inevitable</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Noise in class is inevitable</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students should be quiet when teacher speaks in class</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Students’ talking should be managed for different kinds of activities

|  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| Students’ gender has significant influence on managing order | √ | √ | √ | √ |

Some teachers (Yu and Min) stated that discipline issues have affected their normal managing of CFL lessons, their energy levels, and moods while teaching. They both discussed the difficulty of implementing some classroom activities because they are worried that the students will be too excited and beyond their control. They also expressed their frustration with students talking off-topic, and that other misbehaviors had caused depression, anger, and exhaustion. Sun also expressed that she is sometimes irritated when dealing with students’ misbehaviors, but her situation has since she has developed a regular meditation practice. Min complained that she has to spend a large amount of time on discipline issues in class, and that it often affects her planned schedule and the completion of class objectives.

Students’ noise level and off-topic talking is an issue raised among all teachers concerning perceptions of the order of the class. All teachers admitted that it is inevitable to have some degree of noise in class; although Min, Sun, and Yu claimed that they need to be physically stronger to handle students’ high noise level in class even when students are practicing the spoken language. All teachers insist that students’ talking should be managed by the teacher in different ways for different activities, and that students should not be allowed to talk when the teacher is speaking. Off-topic speaking is not allowed in class and should be controlled by the teachers.

Four PYP teachers who taught single-gender classes are more aware of how the gender factor impacts discipline in the classroom. They think that boys’ classes have more discipline problems and are more difficult to manage well in comparison with girls’ classes in general.
Guided by this belief, they have more encounters with student misbehaviors in boys’ classes and have to react and intervene more often than in girls’ classes.

**Pre-actions of potential discipline problems**

Most teachers, especially the ones from mainland China and Taiwan, have experienced and felt some degree of frustration with discipline in the current school. Therefore, they started to apply some general precautionary strategies to limit the potential for student misbehaviors in order to have a more orderly classroom atmosphere. Except for Min, all teachers acknowledge the necessity of establishing class rules at the beginning of each semester and enforcing and repeating these rules in class throughout the semester. When introducing the rules to class, many teachers (Ping, Yu, Li, Lindsey) make connections to the learning of Chinese: they teach the classroom rules they want to establish in Chinese so that students can practice the language while learning about classroom expectations at the same time. In contrast, Sun and Zhou do not believe in the benefit of teaching class rules in Chinese. They are concerned about the Chinese proficiency levels of some students. They believe that if students do not understand or cannot remember the meaning of the classroom rules presented do them, teachers will have to repeat them over and over again.

*Table 12.7 Pre-Actions of Potential Discipline Problems*

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th></th>
<th></th>
<th></th>
<th>MYP</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessity to establish rules at the beginning of the semester</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Class rules should be decided by the teacher</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class rules should be decided by both students and teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Promised awards for good behaving students are helpful to maintain order</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regarding who is going to take part in the design of class rules, teachers may be divided into two parties based on their different perceptions. Ping, Sun, Yu, and Zhou believe that the class rules should be decided by the teachers only. They think that teachers bear sole authority for establishing classroom rules, and there is no need to involve students involved in the process. Li and Lindsey think that class rules should be negotiated by both students and teachers. Their respective rationales are different although they hold the same belief. Lindsey prefers to involve students in the rule-making process because she believes in equality between teacher and students in the classroom. Li argues that the benefit of negotiating with students is that there will be less arguing when students break the rules in class, because they also participated in writing the rules.

Class rules designed by teachers including certain misbehaviors and the consequential punishment in most classes. However, in Ping and Yu’s class rules, students are promised rewards and prizes if they behave well in class. Ping believes that this strategy of rewards and prizes can keep students motivated to follow class rules. Yu vaguely agreed with Ping’s opinion in the focus group interview, but also mentioned that she was just copying her homeroom teachers’ methods.

**Reaction to students’ misbehaviors**

When handling students’ misbehaviors in class, teachers have adopted different coping strategies. Their strategies are guided by their beliefs, mostly generated from teaching experiences; and all teachers argued that their previous course work was insufficient in preparing
them in ways of coping with students’ misbehaviors. Teachers’ cognition about their reaction to students’ misbehaviors center around three sub-themes: (1) reacting to first-time misbehaviors, (2) Reacting to repeated misbehaviors and more severe issues, and (3) teachers’ self-control and emotional adjustment.

Teachers in the current school all have a general sense of different levels of discipline issues: minor discipline issues and more severe issues. Minor issues are more prevalent and have less impact on classroom atmosphere and the normal order of the class. These minor issues may include off-task talking, refusing to follow teacher’s orders, distracting classmates, playing with digital devices, or working on things that are unrelated to the study of Chinese. Severe misbehaviors may include extreme disrespect to teachers and other students, physical attacks on one another, excessive and loud arguing in class, damaging furniture or learning materials, etc. Teachers also claimed that they would like to give offending students opportunities to prove themselves once they begin to behave better in class. They would give them focused encouragement or rescind discipline actions (e.g., deducted points from grades).

**Reacting to first-time misbehaviors.** All teachers believe that direct intervention with multiple students’ misbehaviors (such as off-topic talking) is necessary. Since there will be countless incidents of minor misbehaviors, stopping the students immediately is a necessary first step and constitutes the fastest way to minimize further detrimental impact to the lesson schedule and classroom atmosphere. Some of the teachers’ practices of direct intervention include stopping to speak, staring at students with a serious facial expression, or keeping quiet for a few seconds until the offending students realize the nature of their offence.

With the exception of Sun, all of the participating teachers believe that direct intervention is also necessary for individual students’ misbehaviors especially the first time such a
misbehavior occurs. When there is severe misbehavior from a student, most of the CFL teachers believe it is necessary to take direct and immediate action to handle the issue. The rationale is similar with their beliefs regarding group misbehaviors, that it is the fastest way to get the student back in control. Teachers share some common strategies for reacting to individual students’ behaviors include stopping to speak, staring at the student with a serious facial expression, or keeping quiet for a few seconds until the offending student realizes the nature of his or her offence.

As the exception, Sun claimed that she does not directly intervene in response to individual students’ misbehaviors at all. She mentioned that she uses other methods to intervention such as praising the other students around the one who behaves improperly. She believes that direct intervention may negatively affect students’ motivation for learning, and many students are too sensitive to be criticized. Other teachers are also aware of Sun’s concern about protecting students’ emotional states (i.e., saving face) and maintaining an affectively healthy classroom atmosphere. However, they think it is better to choose what action to take based on the concrete situation at hand and their knowledge of students’ individual personalities. For example, if a sensitive girl is distracting other students, teachers tend to use indirect intervention strategies such as asking the girl or her neighbors a content-related question to draw her attention away from off-task behaviors. In addition, when trying to find way of allowing the student to save face in class, PYP teachers who teach single-gender classes (Ping, Sun, Yu, and Li) may also choose to ignore the issue when it happens and speak with the student individually during group or individual activities at a later point in the lesson.

Some teachers (Yu, Li and Zhou) also mention the importance ignoring some student misbehaviors. Li and Zhou believe that it is impossible to locate and react to all minor
misbehaviors. As long as the class is running relatively smoothly, and the majority of students remain unaffected, they sometime choose not to react to minor misbehaviors at all. Yu holds the same belief and rationale but has additional concerns resulting from her history of unsuccessful communications with parents and school administrators. She tends to avoid the use of teacher interventions for discipline purposes so that she can avoid further communications with parents and school administrators about discipline issues.

*Reacting to repeated misbehaviors and more severe issues.* Beliefs and rationales shared by the teachers discussed above seem intended to early warnings to misbehaving students, especially first-time offenders. However, it is quite prevalent that teachers’ first reaction is not effective. Consequently, students’ continuous misbehavior is still affecting their class schedule and other students. Under such circumstances, the teacher would take further actions to solve the problem.

Several teachers (Ping, Li, and Zhou) also use and online classroom management tool called “class dojo” to remind students of their misbehaviors. It is also used as a tool for discipline. When these teachers notice that their first warning may not be working, they deduct points from the student within the “class dojo” system. While Ping and Zhou deduct points on the computer directly, Li prefers to give students a second chance before points are actually deducted. She writes the name (or part of the name) of the misbehaving student on the white board first and wipes it off if the student behaves well for the rest of the class. Other teachers who do not often use “class dojo” as a classroom management tool claim that although losing points may result in the lowering of a student’s total grade or may impact the substance of parent-teacher conferences, many students simply do not care. Evidently, many students behave as if they are unconcerned about their CFL grade. In some families, the parents seem not to care
about or are unable to effectively address their children’s misbehaviors in class. Therefore, teachers who do not use the “class dojo” believe that it is of little use for controlling classroom order.

In addition to using the “Class Dojo”, Yu and Min usually repeat their verbal warnings several times until students stop behaving improperly. They mentioned that there is not much they can do to handle repeated discipline issues other than to warn the students again and again. Min, Zhou and Lindsey sometimes ask students to leave the classroom until they ready to behave well in class. When discussing this behavior management strategy during the focus group interview, the PYP teachers raised their concern that it may be ineffective with younger students. Students who are asked to leave the classroom may wander around the campus, where their safety may be in jeopardy and beyond a teacher’s control.

The non-native Chinese teacher, Lindsey, adopts physical intervention methods in response to repeated discipline issues. For example, in one of the observed classes, she threw her chalk at a student who was persistent in distracting her neighbors. While Lindsey posited that it is perfectly acceptable to do so in US classrooms as long as the students are not hurt, teachers from mainland China and Taiwan claimed that they would never do so and would avoid any potential for physical contact with students when handling discipline issues.

As Li mentioned, as a cultural outsider, CFL teachers often have difficulty figuring out acceptable limits when it comes to such behaviors. Therefore, it is just safer for teachers to play it safe, never make physical contact with an offending student, and avoid potential problems as much as possible.

As discussed above, teachers sometimes implement some degree of punishment for minor discipline issues, such as deducting points and asking students to step outside of the classroom.
Two teachers, Li and Ping, believe that it is beneficial to make it a point to give students extra encouragement after disciplining them for their misbehaviors. In practice, they both try to ask offending students to answer some simple questions, and then, if the students try their best, the teachers give high praise for their answers. They believe that such strategies help to prevent students from being overly discouraged and often serve to boost self-confidence and motivation for CFL learning.

### Table 12.8 Reaction of Students’ Misbehaviors

<table>
<thead>
<tr>
<th>Sub-categories</th>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessity and directness of intervention of students’ misbehaviors</td>
<td>Necessity of direct intervention of whole class misbehaviors as first warning</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Necessity of direct intervention of individual student misbehaviors as first warning</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Benefit of indirect intervention (mitigated language) of individual students’ misbehaviors</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>It is beneficial to have mixed intervention to students’ misbehaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reaction of students’ misbehavior should be based on its nature and influence</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Necessity to ignore some of the students’ misbehaviors</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Rules should be practiced flexibly in class</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Homeroom teachers’ intervention helps to</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
control students’ behaviors

| Necessity to refer parents or school administrators for uncontrolled and severe misbehaviors | √ | √ | √ |

Teachers’ self-control and adjustment of emotion

| Necessity to control teachers’ own temper | √ | √ | √ | √ | √ | √ |
| Teachers maintain a balance between being nice and being serious | √ | √ | √ | √ | √ | √ |
| More understanding of students’ situation and rationale of misbehaviors is needed | √ | | √ |

When handling more severe discipline issues, three teachers who have taught the longest in the current school (Li, Zhou, and Lindsey) stated that they would follow the school policy and decide if they should give the student detention, schedule a parent conference, or direct the student to the school administrative office immediately.

Other teachers’ classroom behaviors and stated practices indicate that they are either unaware or unfamiliar with related school policies, although the school administrators mentioned that all teachers have been introduced to acceptable ways of responding to student misbehaviors as part of required orientation sessions.

For example, the Min on discipline strategy used was to phone a student’s parent during the class; and Ping, Sun, and Yu only mentioned that they give offending students detention. Two of the school’s principals explained that teachers are encouraged and welcomed to discuss with them details recommended ways of handling discipline issues. However, Ping and Yu stated that the administrators generally are not helpful, and Sun feels uncomfortable asking for their...
help because she is worried that the principals may think she is not good enough and her job status may become insecure.

When teachers react to students’ misbehaviors, some homeroom teachers may also try to help to maintain order of the class. Teachers (Ping and Lindsey) who can get help from homeroom teachers believe that they have good relationship with them so that the homeroom teachers are willing to help when the CFL teachers are in need of such assistance.

*Teachers’ self-control and adjustment of emotion.* All teachers in the current school have experienced disrespectful behaviors from students. Except for Lindsey, all teachers have had to learn to control their tempers when irritated by such student behaviors. The CFL teachers have developed different way of controlling and adjusting their emotions in class.

Li, Yu and Min try to control their emotions by suppressing their tempers and Li mentioned that after years of such practices she is now much more effective at handling her emotions than at an earlier stage in her teaching career.

Zhou and Ping also try to control their tempers as well as they can in class but mentioned that they tend to be more successful when they have a clearer understanding of students’ personal situations. They said that sometimes students’ misbehaviors have happened due to family issues or frustrations students may be experiencing in other classes. With such understanding, they have more compassion for students and their tempers are more easily controlled as a result. Sun sought outside support for her emotion control challenges tied to CFL teaching. She attended meditation classes at a local university, learned some practical meditation techniques, and claims that she feels calmer after the training and is better capable of controlling her emotions during challenging moments in class.
12.1.2.2 Creating Affective Classroom Atmosphere

Managing social relations in class

All teachers in the current school acknowledge the benefit of having healthy and harmonious social relations in class. They believe that developing social relationships between the teacher and students as well as among students can contribute to a more positive learning environment with less pressure and conflicts. In such an environment, students are better able to focus more on course content and thus achieve better learning outcomes. However, Yu thinks that it is not especially necessary to place special efforts toward the intentional management of social relations in CFL courses. She considers the classroom as a place to focus on the study of language only, and students should be learning with or without good social relationships with others present in the classroom.

Social relationships among students. Teachers’ cognition about student interrelationships are mostly reflected through their concerns and practices in how students are arranged into groups for purposes of group work activities. While most of teachers hold positive attitudes towards the importance of harmonious social relationships among students, they are concerned about maintain an appropriate balance between creating affectively healthy classroom atmosphere and creating content-focused learning opportunities. For example, if students only do group work in collaboration with their friends, there could be higher degrees of off-topic talking and misbehaviors.

Teacher-student relationship. Teachers have different degrees of emotional connection with the students they meet as well as the resulting teacher-student relationships. Ping and Li believe that teachers need to love their students in order to maintain positive student-teacher relationships. They also claimed that a teacher will not last long in his/her career as a CFL
teacher unless she or he “loves” the students. As a consequence, they also believe in the benefit of more intimate (i.e., closer) relationships between teachers and students. Min and Lindsey also believe that closer relationships between teachers and students have positive impacts on the general atmosphere of CFL classrooms. However, they do not think it is necessary to involve teachers' own emotions in the relationships. Sun and Zhou believe that teachers' and students’ relationships should be professional only. They consider their belief to be the norm of US school culture.

**Providing emotional support and managing motivation**

Most teachers except for Yu believe that it is essential to provide frequent and sustained emotional support to students. They think that Chinese is a difficult course for most learners in the school. CFL students often feel frustrated in class and need encouragement from teachers to help them overcome their difficulties. Therefore, most of the teachers use a lot of verbal compliments and positive comments in class to encourage students to keep trying. Among these teachers, Min often feels frustrated when giving compliments on students’ work. She believes that compliments are for students’ accomplishments, achievements, or evidence of progress, but she rarely feels that her students deserve to be complimented in such ways. Sun said that she uses to feel the same way as Min but that the longer she is at the current school the more Sun values the importance of giving students frequent compliments in CFL classrooms. She mentioned that to get students to keep working until they can accomplish more, constant compliments are not only useful, but essential. Yu does not believe that compliments are necessary, but she does praise students frequently in class because she feels obligated to apply practices similar to those employed by other teachers at the school.
### Table 12.9 Providing Emotional Support to Students

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
<th>MYP</th>
<th>MYP</th>
<th>MYP</th>
<th>MYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessity to provide encouragement and emotional support to students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teachers’ appearance and passion helps to create a positive classroom atmosphere</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Necessity to develop students’ positive mood at the beginning of the class</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implementing games to ease students’ nerve and for vibrant class atmosphere</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

All PYP teachers and Lindsey agreed that a CFL teacher’s general appearance and passion help to create a positive classroom atmosphere. Specifically, Ping and Sun prefer to dress in vivid and bright colors in class. They believe that bright colors are favored by young children, and that therefore they feel happier when learning Chinese. Ping implements some dance moves in class to help bolster the classroom atmosphere and as a way of sharing her enthusiasm and passion for the teaching of Chinese with her students. Li and Lindsey often use exaggerated gestures, body language, and body movements to explain or express what they are trying to get across to students. Their behaviors often result in student laughter and possibly more mental engagement in learning. Yu does not feel comfortable moving her body in such ways due to her own personality and preferred CFL teaching style. During the classes observed as part of data collection procedures, Yu did not appear to be following through on her expressed beliefs about the importance of a teacher’s appearance and passion. However, Yu reported that
she has started to reflect on her teaching by watching video recordings of her own classes and is planning on making changes to have a more active class appearance.

Ping emphasized the necessity developing students’ positive moods at the beginning of class. She believes that if an effective mood is formed at the beginning of a CFL lesson, it can have a lasting effect for the entire class session. During observed classes, she implemented various strategies at the beginning of class to for such purposes such as the inclusion of meditation, short dances, and the introduction of a simple Chinese song.

Two MYP teachers, Zhou and Lindsey, stated the importance of using appropriate words when commenting on students’ work, especially when CFL teachers have to include some negative comments. They mentioned that teenagers are very sensitive and may be affected easily by a teacher’s comments that sound too harsh to them. To make students feel less defensive and more positive about CFL learners, Zhou and Lindsey believe it is very important for teachers to be careful about the language they are using. For example, they report trying to mitigate their comments with such comments as “you did really awesome in general, but how about...” instead of criticizing a student directly.

**Enhancing student motivation**

Teachers in the current school voiced their concerns about students’ overall motivation for Chinese learning. Many students and their parents do not feel that Chinese is a core course subject matter at the school. Therefore, students are less motivated to put much effort into the learning of Chinese in comparison to other subjects, unless they are sincerely interested. All teachers claimed that it is necessary to maintain threshold levels of student motivation for the learning of Chinese. However, not all teachers practiced their beliefs in class (e.g., Sun seemed to be such an exception). Ping and Lindsey generally believe that a positive and healthy affective
learning environment will naturally lead to an enhancement of student motivation. Min and Zhou rely more on extrinsic motivating strategies, such as giving students prizes for their progress, or allowing outstanding students to participate in school-organized activities that most students perceive to be great fun.

Table 12.10 Enhancing Student Motivation in Chinese Learning

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessity to improve students’ motivation</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Main focus on extrinsic motivation (prize or right to participate in fun activities at school)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Main focus on intrinsic motivation (students feel encouraged or joyful through learning)</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

Li acknowledged the benefit of both intrinsic and extrinsic motivating strategies. She claimed that young students need direct reward more when studying. It is difficult to convince them about possible long-term benefits associated with the learning of a second language: they are too young to perceive what such benefits might be. Therefore, Li implements both kinds of strategies in class to encourage students and to provide rewards. Yu believes strongly that students’ motivation should come from an inner joy for learning rather than from outside influences. However, she gives students Chinese gifts as rewards. She believes that gifts that feature Chinese elements could have a strong motivating effect on students about Chinese learning.
12.2 Managing Participation

This section discusses comparative results of teachers’ management of classroom participation. Teachers in the current school share a general understanding of the direct connection between student participation in class and potentially positive learning outcomes. To this aim they have developed a variety of strategies for enhancing whole-class participation and for reacting to students’ non-participation behaviors.

All teachers in the school believe that student participation is essential for the development of potentially useful learning opportunities. Students will learn actively by participating in class activities so that they can practice and use the language they are learning. They argue that in a non-Chinese part of the world, CFL classes represent the only opportunity for students to practice the language. Therefore, most teachers believe that it is important for teachers to develop a wide range of strategies to help ensure that a majority of students are participating during class activities and language practice tasks. Yu also believes in the importance of student participation. However, she rejects the idea of teachers’ power to influence participation. She thinks that students’ participation is determined by their own self-control and inner motivation to learn, and that teachers usually have limited influence on student participation.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher have significant influence on student participation</td>
<td>Ping: ✓  Sun: ✓  Yu: ✓  Li: ✓  Min: ✓  Zhou: ✓  Lindsey: ✓</td>
<td>✓ ❌</td>
</tr>
<tr>
<td>Teacher have limited influence on student participation</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
12.2.1 Beliefs about Effective Strategies that Enhance Participation

Table 12.12 presents teachers’ beliefs about strategies that they consider effective in managing student participation. Among these strategies, the idea that student participation is contagious is shared by several teachers (Sun, Li, Min and Lindsey) in the department. They believe that if one student is participating, others around that student will also tend to participate. The effect can also expand to the whole class. Similarly, if one student is not participating, then other students may also be negatively affected. Therefore, teachers should pay regular attention to degrees of student participation in class and take actions to help ensure that the influence of individual students on others within the classroom is positive and constructive. Many teachers (Yu, Min, Zhou, and Lindsey) also believe that teacher should walk around the classroom frequently to encourage more student participation because students who feel more directly supervised will feel more obligated to focus on the task. Yu, Min, and Zhou emphasized the necessity to walk around the classroom when students are working individually or in groups. Lindsey, however, also walks around when lecturing to the whole class. She stated that it is even more important to manage student participation during such lectures because lectures can be challenging for CFL learners and therefore it is more likely for students to lose focus.

It appears in the table that most of the strategies listed are used by individual teachers, that they have developed their own strategies based on individual teaching styles and personal beliefs. For example, Ping applied many musical elements as integral parts of her classroom management strategies, and such features are also reflected in her management of student participation. In practice, she often taps musical instrument (usually a triangle) or plays a fun song to attract student attention. She also emphasized the difficulty level of the input she implements in class and how it may impact degrees of student participation. In Sun’s class, there
are many group projects. She has developed beliefs and practices about how to create effective group activities such as the need to give clear instructions and engaging demonstrations in order to better enhance participation. Li regularly monitors students’ apparent levels of cognitive engagement in class and believes that it is helpful to repeat her question and pause before calling on a student to answer it. She suggests that students are, for the most part, not cognitively ready to answer questions the first time they hear them. Li believes that students will be better prepared and will think more deeply after her repetition of, or pause after, such questions. Then, students are better able to participate in trying to answer her questions. It is worth mentioning that Yu’s observed teaching behaviors reveal a very similar pattern but with a rationale entirely different from Li’s. Yu explains that she regularly pauses after asking a question in order to recall whose parents have complained to her about the fairness of their child’s degree of participation in the CFL lessons Yu leads.

Once she remembers, she then asks those students to answer her question in order to avoid the unpleasantness of related complaints from parents.

<table>
<thead>
<tr>
<th>Table 12.12 Beliefs about Effective Strategies that Enhance Participation</th>
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</thead>
<tbody>
<tr>
<td>Beliefs</td>
</tr>
<tr>
<td>More student participation can influence the whole class</td>
</tr>
<tr>
<td>Teacher walks around the classroom to ensure participation</td>
</tr>
<tr>
<td>Frequently asking questions to enhance participation in random order</td>
</tr>
<tr>
<td>Repetition of order s enhance participation</td>
</tr>
<tr>
<td>Encouraging student-lead activity to enhance whole class participation</td>
</tr>
<tr>
<td>Students’ awareness of being supervised enhance participation</td>
</tr>
</tbody>
</table>
Min mentioned that she frequently finds that many students in class are not participating. She finds that she regularly has to repeat her directions several times both to the whole class and individual students in order to get them to focus on the tasks at hand. In her lecture sections she has also observed students’ many non-participation behaviors. To minimize this challenge, she decided to frequently ask questions and randomly call on students to answer. Lindsey, while her reflection on her own educational and teaching experiences, said that making connections to students’ personal experiences and interests is beneficial to class participation. She believes that willingness and to show interest in understanding students’ personal life effectively engages students’ attention. Zhou shares beliefs and strategies similar to Lindsey’s. Zhou mentioned that there is a lot he can learn from local teachers who have a better understanding of the student population, and this belief in the importance of enhancing student participation illustrates one of his attempt to learn from local teachers. While having individual beliefs and practices about

<table>
<thead>
<tr>
<th>Reward or compliment for participation</th>
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</tr>
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<tbody>
<tr>
<td>Giving clear instruction and demonstration enhance participation</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Utilizing music or musical instrument</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Requiring students to reply in a louder voice</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Activities should match students’ capacity and cognitive level</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Make connections of students’ personal experiences and interests</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Show teacher’s willingness to learn about students</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Repeat questions and pause before asking student to answer it</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Affective learning environment will naturally lead to more participation</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
student participation, many teachers also believe that an affective learning environment will naturally lead to more participation.

12.2.2 Beliefs about Effective Strategies in Handling Non-participation

Teachers claimed that even with some strategies to enhance whole-class participation in classroom activities, it is still not guaranteed that all students will continue to participate all the time. Therefore, teachers have also developed some methods for handling students’ non-participation and for trying to recapture their attention. When many students in class are not participating, all MYP teachers tend to use a set of Chinese verbal warning phrases and some hand clapping patterns that are shared throughout the school’s CFL department. All the teachers in the Chinese department are familiar with these phrases since they have observed each other’s classes when they first started teaching at the school. MYP teachers believe that students should also be familiar with the phrases from their earlier grades and that they do not have to spend too much time reteaching the same phrases and patterns to students already familiar with them. PYP teachers agree with MYP teacher’s beliefs and confirmed that they teach such phrases and patterns at the beginning of each semester. However, as evidenced in observed classes, the MYP teachers barely use such methods in class. Except for Yu who doesn’t believe in the need of intervening in student participation, Ping, Sun, and Li think that they do not need to use this method to regain student attention. Ping claims that she simply starts to play a piece of funny music and the students’ attention will return to and be centered on her again. Following the use of such music, Ping says she finds it easier to get students to participate in subsequent planned activities. Sun and Li claimed that they barely encounter a situation in which most students are not participating. Li mentioned that when she just started teaching, there were incidents when students got so excited from one activity that they could not focus and were not able to
participate in what had been planned as a subsequent activity. Under such conditions she tried to use the commonly used phrases and hand clapping, but the results were not ideal. She then decided to manage students’ degree of engagement in planned activities as regularly and often as possible to lessen the frequency of student non-participation.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>PYP</th>
<th>MYP</th>
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<tbody>
<tr>
<td>Common Chinese phrases and hand clapping pattern used by the department</td>
<td>Ping</td>
<td>Sun</td>
</tr>
<tr>
<td>Flexible use of classroom space</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Students’ personal reasons also affect participation (such as hunger)</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Necessity of direct reminder</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Compliment to people around the non-participating student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When there are some individual students not participating, most teachers believe that a direct verbal reminder is the most effective classroom management to use. At such moments teachers simply direct the student to participate with or without calling on them by name. Sun and Li also developed their own strategies, such as giving compliments the students who are positioned around the non-participating one and or assigning the non-participating student to the carpeted area at the front of the room.
13 GENERAL DISCUSSION

Previous chapters summarized and analyzed the findings of each case of the study individually and comparatively. This chapter includes a discussion of the themes revealed in the previous chapters about teachers’ cognition related to classroom management in an urban US K-8 charter school complying the four research questions of the study:

1. What are the classroom management behaviors of CFL teachers?

2. What are CFL teachers’ cognitions (beliefs, thoughts, knowledge, attitudes, and emotions) concerning classroom management?

3. Are teachers’ stated beliefs and thoughts about classroom management congruent with their teaching behaviors within CFL classrooms?

4. What are the participating CFL teachers’ rationales underpinning their classroom management cognitions and behaviors?

This general discussion of teachers’ cognitions and classroom practices will accordingly be unfolded in two layers: 1) teachers’ cognitions (beliefs, thoughts, attitudes and emotion) and their related in-class practices; 2) contributing factors of teachers’ cognition and congruency/incongruence between stated beliefs and practices, including cultural backgrounds, previous education experiences, professional training experiences, teaching experiences, degrees of self-reflection and agency of professional development, communication with other Chinese teachers, and communication with school constituencies (other teachers in the school, administrators and parents).

13.1 Diversity and complexity of CFL teachers’ cognition and behaviors

Findings of the current study have mostly confirmed previous teacher cognition research: teachers’ cognitions influence their instructional practices in classrooms, and their practices
impact their beliefs. For the seven teachers who participated in the study, their cognitions are deeply rooted in their minds, and their instructional practices reflect their thinking about related classroom practices in many ways. For example, when teachers believe that they need to stick to their lesson plan to ensure the learning objectives of the class, they tend to implement strategies to monitor the use of class time and to intervene in students’ practice time to fulfil the pre-planned goal. One general belief of classroom management from a teacher can generate many different practices in class. When intervening in students’ practice time, a teacher may give direct verbal reminders, compliment students who finish the task quickly to generate peer pressure on other students or help the students with difficulties so that they can complete the task faster.

Based on the findings, it seems that teachers have many individual (i.e., different) beliefs and strategies with respect to classroom management. The participating teachers share very different personal backgrounds, experiences, and personalities. Their beliefs are shaped by all these factors and make the dynamics of their teaching unique in terms of classroom management strategies. For example, the one teacher who has a strong musical training background tends to incorporate music elements as a way of better managing her class; a teacher who does not favor the benefit of group projects uses considerably less group work in class even though group projects are prevalent for middle school students in the department. Even if some teachers share similar cognitions about certain issues, the impacts of their similar lines of reasoning about teaching may be realized quite differently in the classroom. For example, when teachers want to keep students focused on the form and meaning of the language, some of them use board work, some use body gestures to emphasize meanings, and others may disseminate guided notes to keep students attentive.
While teachers share some similar practices in class regarding classroom management, the rationale underpinning their practices are not always the same. For example, both Li and Yu would pause for a few seconds after initiating a question and call on a student only after more students had raised their hands. While Li did so because she was concerned about what she perceived to be a complication with students’ participation level, Yu’s similar decision was derived from her communication with the parents.

In general, CFL teachers’ cognition and their classroom management behaviors have shown great diversity and complexity. They confirm the findings of previous teacher cognition research (Bailey, 1996; Bartels, 1999; Borg, 2001) that teachers’ minds and decision-making process are complex and cannot be treated as a unified set.

13.2 Change and adjustment of teacher cognition and practices

Although the current study does not track teachers’ change in cognitions and practices over an extended period of time, there were many indications of change and potential dispositions for change in the thinking and behaviors evidenced in the interviews. Through years of experience teaching in the United States, especially in the current school, the participating teachers’ understandings of the local U.S. K-12 educational system and student population has evolved. For example, Sun started to use more direct compliments in class after having taught longer in the current school because she has become more aware of the potential benefits of direct encouragement over time. Most of the teachers have started to accommodate to the particular needs of their current CFL teaching environment. The study confirms findings of previous language teacher cognition research that teachers’ minds are far from static and immutable. Rather, they are dynamic, fluid, and undergo change in response to the influences of the fluctuating surrounding environment of teaching and learning.
Though sometimes teachers’ cognitions change along with their practices, changes in teachers’ cognition and classroom behaviors usually do not happen at the same time. In some cases, teachers’ beliefs have already undergone some change, though their observable instructional practices in the classroom have not yet been fully affected. It may be that the teacher has already realized that there is a classroom management problem that needs to be addressed but has not yet developed effective practices to solve the problem. For example, after watching a video of herself teaching, Yu had realized that her serious and rigid demeanor in class may be detrimental to students’ affective engagements in the lesson. By the time of the interview exchange, she had decided to make changes by smiling more and being more active in her use of body gestures and facial expressions. However, her decision to change was not reflected in subsequent observed classes, perhaps because she was still trying to decide what body gestures would be appropriate and was struggling to reconcile her decision to change with her erstwhile personality and teaching style.

In some other cases, teachers’ practices have changed although their underlying beliefs remain as before. Certain outside factors may force teachers to change their practices, though they do not believe, or are not fully aware, that their more recent classroom practices are beneficial with respect to classroom management. For example, Min does not have any warm-up activities in class, although she believes that such activities could help students to transfer their focus naturally to Chinese learning. However, the short break time between classes has continued to constrain her teaching practices. She gradually noticed that the students do not come to class on time because of the time it takes to move between classrooms; as a consequence, she reported that she cannot start any formal class activities until all the students arrive, leaving no room for a warm-up.
13.3 Congruency and incongruence of teachers’ stated beliefs and in-class behaviors

For the most part, the participating teachers’ classroom management behaviors were congruent with their stated beliefs, although there were mismatches in some cases. Generally, mismatches between a teacher’s stated beliefs and his or her classroom practices may be traced to two factors. The first factor is that teachers may not yet have begun to practice more recently developed beliefs. For example, Zhou strongly believes that a teacher should be physically active and move frequently within the classroom to better ensure optimal student participation and to more efficiently observe student behaviors in class. However, he has barely begun to do so in class. Another factor is that teachers would like to practice their beliefs in class but may be affected by other influences such as low energy level and previously unsuccessful attempts to change. To illustrate, like Zhou, Ping also believes in the benefit of moving around the classroom, but her reported lack of energy in the afternoon after having already taught several classes prevents her from following through on this belief. To cite another example, Yu does not believe that students should occupy the carpeted area during CFL lessons, but she chose to suppress this belief and encourages students to use the classroom carpet due to what Yu considers to be an even larger consideration: her interest in sharing more of the norms of other teachers’ classroom management behaviors at the school. It seems that many factors affect teachers’ classroom behaviors and some external factors (e.g., fatigue; a teacher’s perception of what other teachers believe) sometimes cause teachers to behave contrary to their explicitly stated ideals. It is also worth mentioning that when acting in response to the influence of such external factors, teachers’ underlying cognitions sometimes barely change.
13.4 Interweaving factors which influenced teacher cognition

Previous studies of language teacher cognition posit that teachers’ thinking, decision making, and teaching behaviors are influenced by factors such as educational and professional training experiences, the accumulation of teaching experiences, prior experiences as learners, cultural backgrounds, and contextual factors. This perspective also holds true for the current study. When analyzing the findings about teachers’ cognition and practices, it was apparent that many cultural and contextual factors serve to influence and shape CFL teachers’ thinking, decision-making, and instructional behaviors. Teachers’ practices in class are influenced by one or more interweaving factors that have different degrees of influence on teachers. The following section provides a discussion about how and to what extent cultural and contextual factors affect teachers’ cognitions and practices concerning classroom management.

The influence of different cultural backgrounds on teachers’ cognitions. In the school where data was collected, the seven participating CFL teachers are from different cultural backgrounds: four from mainland China, two from Taiwan, and one from the United States. Previous studies have posited that CFL teachers who come from mainland China and Taiwan will experience more difficulties in the relation to classroom management and that their instructional practices will differ from those of locally trained and educated teachers (Xu, 2012; Hanson, 2013). Findings of the current study partially confirm these propositions but suggest a need for some modification. First, it appears that all teachers, including the locally trained and educated teacher (hereafter ‘local teacher’), experience considerable challenges and difficulties when it comes to classroom management. The main challenge for the local teacher lies in developing more effective strategies for improving student motivation, increasing the degree of active student participation, and creating a more affectively embracing learning environment
within the classroom. She is concerned about discipline issues and class order, but her overriding challenges are more focused on how to improve as teachers by learning to better control the class while suppressing the impulse to prematurely judge students’ behaviors. The six CFL teachers who were born, trained, and educated in either mainland China or Taiwan experience more deeply rooted difficulties with learning to maintain discipline/order in the classroom due to implicit (i.e., unexamined) expectations for student-teacher relationships and general classroom decorum that are based Chinese/Taiwanese cultural norms. Their cultural expectations and beliefs serve as a cognitive lens through which they perceive students’ classroom behaviors and attitudes toward CFL learning. The teachers’ culturally filtered perceptions of learners’ behaviors and attitudes affect the ways the participating teachers think about classroom management concerns (e.g., students’ freedom of movement within the classroom, a teacher’s role as an authority figure, and what might serve as an acceptable level of noise generated by students in class). However, after several years of teaching in the United States, most of the participating CFL teachers—especially the ones who have longer teaching experiences in the United States—have been able to develop more reality-centered beliefs and related instructional strategies that are better attuned to the CFL needs and expectations of the learner population with whom they are working. Most of the participating teachers acknowledge differences between the students and educational systems of China/Taiwan, on the one hand, and of urban North American culture on the other. They have learned to modify their classroom management behaviors to better fit the local cultural context of CFL teaching. The data revealed that their accumulation of more experience as CFL teachers in the local setting, and more time to adjust to local exigencies, have made it possible for most of the participating teachers to more effectively localize their beliefs and instructional practices to fit within the local context of CFL teaching and learning.
Second, in comparison with their cognitions and instructional behaviors, the seven teachers’ different cultural backgrounds have affected their attitudes and emotions toward CFL teaching and CFL learners even more. Teachers often feel emotionally frustrated when the reality of the current teaching environment does not meet their expectations. For example, some teachers complained that their students fall far below their expectations because they are unreasonably difficult to control in class. For many of the participating teachers, their classroom management practices and beliefs are more easily adjusted. However, their emotions and attitudes are difficult to modify or change and may require better informed understandings of who their students are and the particular characteristics and challenges of the educational culture within urban regions of the United States.

Third, despite the challenges and difficulties associated with classroom management, teachers from mainland China and Taiwan also take advantages of the educational and teaching theories that originated within, and that they have learned from, their first language cultural backgrounds. They mostly believe that CFL teachers should adopt beneficial parts from both Asian and US styles of teaching. For example, while implementing some Western classroom management strategies such as group projects and interactive activities, they also prioritize the importance and benefits of lecturing to the whole class in language classrooms. Findings also indicate that teachers from mainland China and Taiwan are adopting the use of more group work and entertaining activities as integral parts of CFL teaching. In fact, they are implementing more indirect interventions in response to students’ misbehaviors than the single U.S. born teacher in this study. This may be because teachers from China and Taiwan have fully realized some of the major difference between Asian and U.S. classrooms and have a strong willingness to adjust themselves into a Western teaching context. Most of them are actively learning from their
experiences of working with students, and the teaching and practices of other teachers, so that they can more culturally accommodate.

The clearer willingness of CFL teachers from mainland China and Taiwan to adapt to Western teaching styles sometimes seems to be related to their rejection of some of the Chinese-inspired classroom management strategies they experienced as language learners in their home countries. For example, several teachers mentioned that teaching practices such as requiring students to blindly repeat lists of new words and the information-transmission format of presenting excessively long lectures in class are ultimately detrimental to the learning process and interfere with student engagement and levels of participation. Therefore, these teachers say that while such methods may be useful in their home countries, they try to avoid them when teaching in the United States.

It was also interesting to see that the sole teacher from the U.S. has adopted some classroom behaviors and instructional strategies which are both characteristic and prevalent in Asian culture and that she holds unique opinions about some popular classroom management strategies that are commonplace in U.S. For example, she is the only participating CFL teacher who encourages the use of Chinese greetings at the beginning of each class. She also devotes the least amount of time to interactive games and group projects, even when compared with MYP teachers only. It seems that while she is a speaker of Chinese as a second language from the United States, she has assimilated some of the theories and instructional strategies characteristic of Chinese norms of teaching. Also, through her own cross-cultural educational experiences she has developed a more personalized understanding of both merits and disadvantages of Western classroom management methods. Her cognition and teaching practices seem to illustrate her willingness to present herself as a trustworthy (i.e., reliable) Chinese language teacher although
she is not a native speaker of Chinese. As a nonnative speaker of Chinese, her self-identity as a CFL teacher may be leading her to develop deliberate compensation strategies with the intention of instilling in students the impression that she is a capable CFL teacher, one who can teach just as well as the department’s larger number of teachers who are native speakers of Chinese.

Lastly, despite their cognition and strategy developments that are directly reflected in teaching, some teachers are subject to feelings of professional inferiority based on their perception that they are cultural outsiders in the school, wider community, and nation. Based on potential fears and concerns about job security, they take deliberate steps to avoid conflicts with colleagues, parents, and administrators while doing their best to become fuller participants within the school community. Therefore, these CFL teachers are more cautious when implementing possible strategies for working with students with which they may feel somewhat uncertain or insecure. An example is when several of the participating teachers explained that they feel shocked when observing some local (non-CFL) teachers discipline students in a very fierce manner because they think that this something “only U.S. teachers can do”.

Teachers’ feelings of being cultural outsiders, as well as their different cultural experiences with educational systems in mainland China/Taiwan and the United States, have also influenced their communications with different school constituencies, such as homeroom teachers, parents and school administrators. The non-native Chinese speaking teacher, Lindsey, was born in an area close to where the school is located. She mentioned that many of the classroom teachers, parents, and principals are her friends. She found that her interactions and communications with them are mostly positive. For instance, regarding communication with the homeroom teachers, Lindsey takes advantage of their presence in class. Specifically, she would ask for their assistance in controlling the class. For teachers from the China mainland and
Taiwan, intercultural communication with such school constituencies is not always as successful and may have both direct and/or indirect influences on teachers’ classroom behaviors. For example, Min tried to consult her principal about how to handle students’ misbehaviors. Although she perceived that she was not fully understood, nor satisfied with the answer provided by the principal, Min decided to drop the matter and not ask anything more. She was worried that the answer she was trying to get may have been something that would have been obvious to U.S. teachers. She simply stopped following up with the principal so that she would not be considered “different”.

In the current study, several teachers shared information about the substance of their communications with parents. From what they explained it seems that successful communications with parents sometimes positively influence teachers’ decision-making and behaviors in class, while more problematic communications may result in negative impacts. For example, Lindsey tends to communicate often with parents about child behaviors, and, according to Lindsey, such interactions between her and students’ parents tend to be helpful and enhance mutual understanding. Lindsey reports being successful in being able to take advantage of her knowledge of students’ personal lives as shared with her by parents, and she acts upon such information by sometimes developing personalized instructional strategies for individual students. In contrast, Yu’s experiences with communicating with parents seem to have had more negative impacts on her teaching practices, to the point that she develops classroom strategies intended more to avoid potential trouble with parents than to address students’ needs as CFL learners. Teachers’ cultural perceptions of their roles as classroom teachers may contribute to such differences. For Yu, the construct of ‘a teacher’ represents a trustworthy authority figure in the classroom. Therefore, whenever a teacher tells parents about misbehaviors of their children,
Yu feels that parents should believe and trust in the teacher entirely and should not question or challenge information about a child shared with them by a teacher. In addition, Yu seemed unaware of the importance in U.S. schools of basing judgements about students’ misbehaviors upon documented facts and evidence, a norm of U.S. schooling which at times seemed to have been a source of misunderstanding between her and parents.

Different understanding of the importance of teacher-parent communications may be another source of such misunderstandings. Although they do not seem to have as unsuccessful communications with parents as Yu, other teachers from mainland China and Taiwan tended not to recognize possible benefits associated with substantive interactions with parents, or of viewing such interactions as source of potentially useful information about the children they are teaching. In China, teachers and parents do not have as many opportunities to share information and communicate with each other as is the norm in the United States. Teachers and parents may meet during school-hosted parent meetings or in cases of extreme necessity. Since teachers in China and Taiwan rarely encounter strong disagreements with parents, their interactions have limited impact (either positive or negative) on teachers’ classroom management cognitions, instructional decisions, and classroom practices. However, CFL teachers from China and Taiwan may be missing potentially useful opportunities to better understand the students placed in their charge and to have parents find out more about their teaching. It would be useful for CFL teachers working in the United States to learn to recognize that such potentially useful exchanges of information between a CFL teacher and students’ parents might serve to better inform classroom management practices.

*The lack of influence from professional training experiences in Chinese language education.* In terms of professional training experiences in Chinese language education, all of the
participating teachers had been trained in a state teacher certificate program. In addition, three of the teachers (Min, Yu, and Sun) all hold a master’s degree in language teaching. However, other than in the case of Li it seems that their professional training experiences have had limited influence on their development of classroom management cognitions and behaviors. All of the participating teachers successfully completed courses that featured classroom management topics and have observed language classes during their training for related purpose, but perhaps because due to a lack of guided self-reflection and the limited time-span of teaching practicums, most of the teachers seem unable to apply the practical knowledge that may have been afforded in such settings to their own classrooms. Some teachers explained that formal coursework they completed that included some classroom management topics only covered basic principles and were not practical at all. Such experiences may have contributed to the training programs’ lack of impact on the teachers’ classroom management practices.

Teacher learning from Chinese teaching experiences in China and the U.S. Among the seven CFL teachers who participated in the current study, only Lindsey had gained official teaching experience working in K-8 schools in China. In the study it was revealed that she has learned to apply some of the classroom management strategies she had observed and practiced in China to her CFL classes in the United States. The other six participating teachers had only started to teach in K-8 schools in the United States, and their teaching experiences in the States have strongly influenced their classroom management cognitions and behaviors. Their teaching practices in the current school have afforded opportunities to apply their knowledge and beliefs, as well as the cognitive space to change and develop, so that their methods may be better fine-tuned to local student populations and school culture. Li and Min had gained teaching experiences in other schools in the United States before beginning to teach at the current school.
However, it seems that Li and Min have not been applying much of what they experienced in these earlier schools to their current teaching environment. A complication may be that their prior teaching experiences were very different from the norms and expectations of their current instructional setting. For Li, her teaching in a weekend Chinese school in the U.S. was mainly focused on the needs of heritage language learners of Chinese. Both students’ and their parents’ higher motivations for Chinese learning and the time/space setting of that school was different from the much more formal K-8 setting of her current teaching. For Min, her previous CFL teaching experiences were in a private Catholic school in the U.S., which had far fewer discipline challenges. Consequently, matters of discipline now constitute some of her major concerns and professional challenges. Perhaps because Min had previously become accustomed to the better-behaved students of the private Catholic school, she reported a self-identified lack of experience in how to handle students’ misbehaviors. Evidently, her previous CFL teaching experiences in a very different setting may have served to hinder her abilities to develop more personalized and effective classroom management strategies.

Compared with other teaching experiences, the participating teachers’ instructional experiences in the current school strongly influence their current beliefs and practices. For example, they are all fully aware of some of the more obvious characteristics of their students, especially their age and gender. Their current beliefs and behaviors are largely developed based on these characteristics. They are also becoming more familiar with the students’ backgrounds and seem to be giving increasing levels of consideration to students’ family and cultural backgrounds as factors impacting their instructional decision-making in class.

The length of teaching experience in the current school has also affected how teachers feel about the degree of support coming to them from school administration. Li, Zhou and
Lindsey, who have taught the longest in the current school, seem to have more knowledge about school policies. They to refer these to these policies as requisite supports in how to manage their classes, especially in connection with instructional issues of order and discipline. In contrast, the two teachers who have the least teaching experiences in the current school do not have as much knowledge about these policies. For example, when they encounter what they consider to be severe student misbehaviors, they mostly feel frustrated and poorly supported by the school administration.

*Degree of self-reflection and agency of professional development in CM cognition.* The participating teachers’ length of teaching experience has influenced their cognitions and instructional practices in many ways. In the current study, teachers with more teaching experience manifest certain characteristics (e.g., more flexibility in the management of time and more understanding of the school policy and culture) at a higher level than their teacher peers. Teachers with less teaching experience, especially those with less experience at the current school, seem to encounter more obstacles and frustrations in classroom management areas. However, the more experienced teachers’ greater developments of cognition and strategies of classroom management are not entirely due to the number of years they have been teaching. CFL teachers’ involvements in sustained efforts of self-reflection also serve to enhance their professional development. For example, Zhou’s amount of teaching experience is similar to Lindsey’s and Li’s, but Zhou has not developed as wide an array of classroom management strategies for handling related classroom challenges. One reason may be traced to Lindsey’s and Li’s greater inclinations to self-reflect on their teaching practices. Also, Lindsey and Li seem better able to act upon and adopt new theories and instructional practices after attending professional workshops. They demonstrate more propensity for making changes and adjusting
instructional behaviors by testing out new ideas in class while striving for increased effectiveness in language teaching. Li, in particular, has been particularly active in reflecting on the quality of her teaching, and on how to make improvements, throughout the entire trajectory of her experiences as a learner of language teaching and as a practicing CFL teacher in the United States.

Self-reflection and the pursuit of professional development opportunities also contribute to teachers’ emotional connections and responses to classroom management matters. For example, Sun and Ping have similar teaching experiences, and they both have had difficulties with how they respond emotionally to students’ misbehaviors. At one point, Sun started to seek professional solutions such as meditation courses to better prepare her to learn to ease her temper in class. On a positive note, Sun reports that as a result she is now better able to control her emotional responses and reactions to discipline issues in class, and that she can do so more calmly and with more compassion for students. Although Ping and Yu continue to explore different ways to manage their classes more effectively, their strong negative attitudes toward students’ misbehaviors seem to hinder their openness to developing alternative classroom management strategies and/or more empathy for what students are experiencing at school. Unfortunately, Ping’s and Yu’s frequent negative emotional responses seem to be having a detrimental effect on their willingness to continue in their CFL teaching careers.

It is worth mentioning that simply attending workshops or other types of in-service training may not have much of an impact on teachers’ beliefs and practices without purposeful (e.g., professionally guided) questioning and reflecting on the content they learned from the workshops. For example, Min has attended several classroom management workshops, and she claimed that she has learned some strategies from them. However, she is concerned that the
classroom management strategies featured in them would be inappropriate for her to incorporate within her current setting of CFL teaching. In fact, she reports barely even trying to apply what she has learned from such workshop and other training opportunities to her teaching. Such comments reveal that the workshop/training experiences are not having a measurable influence on her teaching. Without carefully analyzing what she took away from such opportunities and reflecting more on how to effectively adopt the workshop/training recommend strategies in her current class, her participation in the training does not seem to be resulting in any substantive changes in teaching.

Teachers’ lack of communication with other Chinese teachers in the department. Based on the study’s findings, it can be concluded that CFL teachers share some practices that they have shared between themselves within the department. For example, they used the same set of verbal warnings as attention-getting tools such as “同学们—老师 (students: teacher)” and “眼睛看老师 (eyes on the teacher)”. Their shared practices resulted mostly from a new teacher orientation session they had attended when they first started teaching at the school. With the exceptions of the three teachers who started teaching in the department at the very beginning of the Chinese program, all of the CFL teachers who entered the program at a later point in time have all had opportunities to observe other CFL classes and to witness such commonly used strategies. These observations of CFL teaching within the department have made it possible for a small number of such shared phrases and instructional strategies to be used across CFL classrooms at the school.

Although the CFL teachers have learned such basic practices from each other, potential exchanges of more substantive beliefs and instructional strategies are very limited. There are many examples of what seem to be effective classroom management practices that are not shared
between CFL teachers within the department. One reason might be that the monthly meetings between teachers and other gatherings of CFL teachers lack any discussion of either classroom management challenges or of possible strategies for addressing them. Based on my observation of the Chinese teachers’ meetings, the topics discussed barely touch on any classroom management themes although classroom management topics have emerged as one the participating teachers’ major concerns during the study’s one-on-one interviews. Two reasons may prevent the teachers from sharing experiences about classroom management within the department. The first is that the Chinese coordinator who oversees the meeting agenda seems unaware of potential benefit that may accrue through sharing such experiences and concerns among teachers. As a result, their meetings are fully occupied by other administrative announcements and discussion of school initiatives unrelated to CFL teaching. In fact, several teachers complained that the CFL departmental meetings are “a waste of time” and they would like to spend more time discussing more teaching related issues such as their classroom management concerns and possible resolutions. A second reason is that new teachers have serious reservations about expressing anything about their CFL teaching challenges including those related to matters of classroom management in front of their colleagues or administrators. They fear that such disclosures could be held against them in the future (i.e., could impact rehiring decisions).

Teachers mentioned during the study’s one-on-one interviews that they actually have a lot of discussion about classroom management issues during private conversations with each other. However, such communications seem to have little influence on their cognitions and teaching practices. The absence of more substantive engagement on such matters may be because at such times teachers mainly discuss problems with students’ behaviors, commiserate
about their complaints, and express compassion for each other’s situation. However, they do not seem to do much beyond shared commiseration. For example, there is no evidence of sustained peer support or substantive formative peer feedback based on reciprocally supportive observations of classroom teaching, nor are other modes of collegial feedback or mutual support explored. Current conditions may contribute to the fact that teachers in the current school barely have any influence on each other in terms of classroom management cognitions and instructional practices.

Insufficient support from school administration. Based on the research findings, it appears that teachers’ cognitions and practices related to classroom management are barely supported by the school administration. In fact, most of the cases that comprise the current study signal that the overall school environment has a perceptible negative impact on teachers’ in-class decision making as well as their emotional responses towards the school and the students with whom they work. CFL teachers, especially those who have less experience at the school, feel that the school administration manifests insufficient care for and support of teachers. However, the school administrators explain that they are not only willing, but ready and anxious to provide help whenever CFL teachers need it. Many teachers feel that school administrators believe that a teacher who can manage a class well is a good teacher (along with the corollary that a teacher who is unable to manage a class well is not as good a teacher). Therefore, CFL teachers are concerned about impressions on the part of school administrators that teachers may be viewed as weak or unqualified if they bring up classroom management topics for discussion. The teachers’ concerns about job security seem to exacerbate this situation since they result in the shutting down of more transparent communications between the teachers and school administrators on such matters.
The school’s administrative arrangement and the related duties that are assigned to teachers also affect teachers’ cognitions and instructional practices. For example, both Ping and Yu do not believe that they should remain (e.g., by either sitting or standing) in one spot within the classroom for a long time or give students extended periods of playing non-content-related games. However, both teachers report that they end up having to act in ways contrary to these beliefs because they sometimes feel so exhausted that they are incapable of being as physically active in class as they would prefer. For teachers who are still within a period of adjusting to the wider administrative context of the school, what they consider to be their heavy teaching load and other school-related responsibilities (e.g., carpool duty, lunch duty, weekly meetings, after school make-up sessions,) result in limited time available to reflect on their teaching and/or to further develop their beliefs about teaching and classroom possibilities. The lack of emotional support from the school administration detrimentally affects their attitude toward teaching. As some teachers mentioned, “[school administrators] never care if we have time to eat or rest, they want us to teach and work until we cannot [even think about teaching anymore].” With such negative attitudes, CFL teachers may be unwilling or unable to devote more of their energy to developing more effective classroom management strategies, since they begin to think of their teaching positions as simply a way of earning a living, rather than as a professional career within which they would like to grow and further develop. Teacher retention at the school is also impacted by such ways of being and thinking. Several of the participating teachers expressed readiness to leave the CFL program because they feel they are underappreciated by the school.

Attempts of collaboration with local teachers and their resulting effects. Another concern that the CFL teachers have (especially the six who were raised and educated outside the United States) is that they are interested and willing to have more and in-depth collaborations with the
school’s teachers of other content areas, but that the school administrators are not providing such opportunities and that the current teaching schedules make such opportunities difficult to arrange. The CFL teachers believe that the Chinese department operates as something like an instructional island isolated within the school, and therefore CFL teachers experience difficulties in having more meaningful and substantive communications, much less collaborations, with the teachers of other content areas (e.g., homeroom teachers; teachers of math, science, history, etc.). CFL teachers suspect for many of the classroom management challenges they face, the content area teachers have better understandings and more effective strategies that would be beneficial for the CFL teachers to know more about. Also, better communications and collaborations with content area teachers, especially the homeroom teachers who spend most of the day with the students they are teaching, would significantly enhance CFL teachers’ classroom management related decisions and strategies. It is worth mentioning that several teachers have been able to observe some of the content area teachers’ classes. However, without a more structured and purposefully designed program of mutually supportive peer observation, debriefing, and feedback (see Bailey 2006; Richards and Farrell 2005), including relevant objectives and prompts for post-observation reflection, the outcome of such peer observations to date have been far from ideal. In most cases, the few CFL teachers who have observed the instructional practices of their content area peers have had experiences similar to Yu’s, who reported that she adopted some of the observed teachers’ classroom management practices without fully understanding or perceiving the benefits of such practices.
14 FUTURE IMPLICATIONS AND CONCLUSION

In the previous chapters, I presented findings and discussion about CFL teachers' cognitions and practices in four dimensions of classroom management (time, space, engagement, and participation). This chapter concludes with a discussion of the limitations of the study, potential implications of the findings for policy and practice and suggestions for future research.

14.1 Limitations of the Study

The study is subject to several limitations concerning methodology, data accessibility, and the stance adopted by the researcher. First, research in teacher cognition is predisposed to some limitations when the methods used elicit teachers’ thoughts about acts of teaching, especially when teachers are asked to verbalize thoughts and construct narratives. A limitation is that a teacher’s thoughts about teaching are not directly observable and people differ in their abilities to accurately articulate information tied to what they may be thinking.

Thus, even with the multi-methods approach and the triangulation through multiple data source of this study (i.e., semi-structured interviews, classroom observations, and stimulated recall), the study’s substance is limited by what the participants are able to express in their own words. Even when faced by questions based on their own practice, or by listening to themselves teaching via audio recordings, teachers are not always able to articulate well the rationales behind their instructional practices in class (Borg, 2006).

Another of the study’s limitations is data accessibility. All class observation arrangements were decided based mainly on teacher willingness and availability. For example, some teachers invited me to observe only one grade level with only girls' classes and other teachers welcomed me to observe classes with more level and gender diversity. Therefore, the
classes that were observed may not always have been balanced and representative of a teachers' daily practices.

My position as an outside researcher within the school may also have contributed to the study’s limitations. Although the participating teachers were aware that some expressed features of the project were to avoid judgments and evaluations of teaching, and steps were taken to build rapport with the participating teachers before data collection began, having an outsider observing their classes and interviewing them about their cognitions concerning their teaching behaviors may have prompted some unanticipated responses from the participants that may have impacted the findings of the study.

Finally, even though seven case studies were featured as part of the project, wide-reaching generalizations regarding the cognition and practices of CFL teachers cannot be made because of the small sample size of the study. Other relevant facts of the case study population are that a majority of the participants were female, all of the participating teachers work a single CFL program, and all but one of the teachers are native speakers of Chinese. Given these realities of the research project, the experiences of the participating CFL teachers are not generalizable to CFL teachers in other settings. However, the design of the study, in its exploration of the cognition and practices of classroom management of CFL teachers, can serve as a guide and inspiration for future research in other Chinese language teaching contexts in the US.

14.2 Future Implications

Through its research procedures, findings, and discussion, the study suggests several implications for teacher educators, school administrators, and CFL teachers working in US schools. Some of these implications may be useful in prompting other K-8 CFL teachers to
reflect on their own classroom management strategies with the ultimate goal of enhancing CFL teaching and learning.

The study also shed light on future research in the field of Chinese language teacher cognition and classroom management strategies so that Chinese teacher development and Chinese language instruction could be better supported by more systematical exploration of these topics and additional empirical research findings.

**Implications for teacher educators**

First, the complexity, diversity, and fluidity of CFL teacher cognition and classroom practices illuminated in the study indicate that prospective and current CFL teachers should not be viewed as passive knowledge receivers (i.e., vessels to be filled) when they participate in teacher education programs. It is critical for teacher educators to learn as much as possible about the knowledge and understanding pre-service and in-service teachers bring to CFL teacher development settings to be able to support their continuing development as language teachers.

Second, results of the current study reveal two dimensions of potential constructive influence that teacher education may have on CFL teachers’ cognitions and practices of classroom management. One is that teachers’ cognition and classroom practices were barely influenced by the pre-service training the participating CFL teachers had received prior to starting to teach in their current school. This lack of influence included the limited impact of formal teacher development coursework and certificate courses designed for K-12 language teachers. The participants’ knowledge of classroom management was mostly derived from the teachers’ experiences since joining the school as members of the CFL teaching staff. There is little evidence that what might have been presented to them and what they might have learned about classroom management through previous training had any impact on their current
classroom practices. The limited impact of prior training may be due to a perceived lack of context-sensitive course content and/or ineffective guidance and reflection incorporated into practicum courses or conversations with mentors during post classroom observation conversations about teaching. Such findings may suggest classroom management training deficiencies within pre-service CFL teacher training and education programs. Therefore, pre-service CFL teacher training programs are advised to include more context-related practices, such as more realistic discussions about challenges depicted through more authentic classroom management cases. As Richards (1998) suggests, such cases may provide a "rich vehicle for helping student teachers develop the capacity to analyze situations, to explore how teachers in different settings arrive at lesson goals and teaching strategies" (p. 79). When providing preservice CFL teachers with these kinds of more authentic opportunities to think about and discuss substantive classroom management issues as part of teaching practice and post-observation conversations about teaching with mentors and peers, relevant questions and schemes should also be composed in advance so that teachers may more effectively reflect and learn through guided conversations about teaching practices and possibilities. For teachers from different cultural backgrounds (e.g., CFL teachers raised and educated in China who will be teaching in North America), teacher preparation efforts should also provide more opportunities for realistic discussions about norms and expectations of what will be for many CFL teachers a new educational system, unfamiliar student populations, and unanticipated challenges which teachers from other parts of the world are likely to encounter within north American classrooms. Such discussion opportunities should be guided to better prepare CFL teachers from China and Taiwan for some of the ways in which they will need to adjust to new contexts of CFL teaching.
The other dimension is that many of the participating teachers seemed unfamiliar with widely discussed approaches of more autonomous styles of professional self-development (e.g., Richards & Farrell, 2005) such as peer collaboration and reflective teaching. Therefore, it would be useful for teacher educators to develop and implement short-term training programs and/or whole courses designed to introduce CFL teachers to some of these different approaches, such as keeping teaching journals, self-reflection on audio/video recording of teaching, and classroom-based action research. Through such efforts, teachers may be encouraged to pursue these approaches after they start teaching as means for better ensuring processes of continuing self-development over a broader span of CFL teachers’ careers in teaching.

**Implications for school administrators**

School administrators should be more aware of CFL teachers' needs, more active in providing emotional and practical instructional support to teachers, and more efficient in providing high quality in-service opportunities that meet teachers’ classroom management and other professional development needs. CFL teachers, especially those who have just started to teach in a new institutional setting, need more systematic introductions to local school policies that include relevant information about the local school culture, student population, teaching staff, and administrative staff. It would be helpful to provide more effective orientations and more ambitious mentoring programs designed to familiarize CFL teachers with the realities of their teaching contexts not only upon first entering a school community but on a recurring basis over a period of several years. Such programs should be designed to foster more comprehensive understanding about contexts of teaching and student learning along with more positive and well-informed attitudes toward the school, its resources, administrators, students, parents, and other stakeholders within the educational system. School administrators may also want to be
more open, patient, and supportive in listening to teachers’ voices about their concerns and challenges so that teachers might begin to feel more secure in their current positions, more supported by the school community, more motivated in teaching, and in their development of more efficient teaching practices. The findings of the current study indicate that the CFL teachers from China and Taiwan feel particularly concerned about being cultural outsiders within the U.S. school setting. Therefore, it would be useful for school administrators to find ways to more fully involve CFL teachers in the school community so that healthy and constructive communications between CFL teachers, content area teachers, school administrators, and parents may be more efficiently fostered. Some purposes for developing such enhanced communications are to constructively impact the instructional thinking, decision making, curricular planning, and classroom behaviors of CFL teachers, as well as the quality of their beyond-the-classroom involvement in school’s wider educational system.

For in-service CFL teachers, school administrators may need to develop opportunities for teachers' continual professional development, including school-based mentoring program, peer collaboration opportunities, and support of teachers to attend outside professional training and workshops. Teachers' collaborative development and communication within the Chinese department and with other local teachers may significantly benefit their potential learning and adjustment of localized classroom management strategies. Such collaborative opportunities could better ensure consistency between CFL teachers, teachers of other subject areas, school administrators, and other stakeholders concerning the CFL needs of students placed within the charge of CFL teachers, as well as relevant objectives and learning outcomes of CFL teaching. The school may also consider balancing teachers' workload and non-instructional responsibilities so that they can have sufficient energy and time to focus on continuous learning about and
reflecting on CFL teaching. Professional development support for teachers to attend professional conferences should also be secured so that teachers can share experiences and learn best practices in a professional network.

**Implication for CFL teachers**

In terms of potential efforts that the CFL teachers could initiate to achieve more effective instruction informed by their own positive cognitive engagements in their own acts of teaching, they may first need to learn to reflect on their teaching on a regular basis. Such professional reflections may entail activities such as taking notes on what they perceive to be the degree of effectiveness of their classroom management behaviors, regularly reviewing audio/video recordings of their classes, and conducting small scale action research projects to explore the effectiveness of certain classroom management strategies. Through such self-initiated professional development practices, teachers will be better able to manage and adjust their own cognitions, decision making, and classroom practices based on clearer understanding of the target teaching context and students’ needs. Second, teachers should seek additional professional development opportunities beyond the local school setting to learn and discuss effective practices with other professionals in the field. Third, it will be helpful for teachers to actively pursue and initiate collaborations with other teachers at the school. For example, CFL teachers might initiate efforts to observe other classes at their school, including classes taught by non-CFL teachers, to learn about alternative classroom management practices. Fourth, CFL teachers need to be even more active and open in communicating with school administrators in order to maximize their access to information about the local school community, student backgrounds, and students’ needs as CFL learners. With fuller understanding of the local school culture and its administrative policies, teachers will be better prepared to incorporate this enhanced awareness
of the local instructional setting into their classroom management decisions and to respond more appropriately to uncomfortable student behaviors and reduce the number of incidences of their own negative emotional reactions to such behaviors. Better communication and understanding between administrators and CFL teachers should serve to mitigate potential tensions and disagreements between them due to perceive inequalities in power relationships. It likely that better communication and understanding of this kind will constructively impact CFL teachers’ cognitions, instructional decisions, and teaching practices. With more effective communication with parents and school administrators, teachers will have more opportunities to learn about and better appreciate students' background. Such appreciation will make it easier for CFL teachers to gain enhanced support and understanding of parents and administrators and should make it easier to avoid potential conflicts by seeking stakeholder support before potential conflicts arise. Lastly, CFL teachers, especially those who were raised and educated in China and Taiwan, should be mindful of the diversity of what for them is a very different teaching context and be both emotionally and mentally prepared for the fact that the contexts of CFL learning in the United States, and CFL learners themselves, are quite different from the contexts of learning and student populations more representative of their prior experiences in China and/or Taiwan. CFL teachers should realize that such differences call for cognitive flexibility and the pursuance of alternative instructional decisions and teaching strategies that may be quite different from those grounded in their prior teaching and language learning experiences in China. In sum, it likely will be necessary for CFL teachers working in the United States to adapt and grow into this new context of teaching and to view such necessities as inevitable parts of their long-term careers as language teachers who have decided to serve as CFL professionals in a new part of the world.

**Implication for future research in CFL teacher cognition**
As illustrated in chapter two, studies of CFL teacher cognition, especially in the area of classroom management, are underrepresented in the literature on teacher cognition in general and in the literature on CFL teacher development in particular. Zhao (2010) previously called for increased research attention of this kind including the need for an expanded research agenda of empirical study in this area. I believe that such research should be based on teacher cognition studies through which the beliefs, knowledge, thoughts, instructional decisions, emotions, and attitudes of CFL teachers are systematically and rigorously explored. A core purpose of such research is to more firmly establish constructive future avenues of CFL teacher preparation and continuing in-service training. For CFL teacher preparation to be done well, it is essential for teacher educators to possess fuller understanding of what current and prospective language teachers believe, doubt, know, and feel if we are to be well positioned to promote substantive changes and improvements (Borg, 2012). The construct of language teacher cognition provides a broad and encompassing view of the cognitive and affective engagements of language teachers since it considers the influence of multiple aspects of experience and contexts of teaching (Borg, 2006). Available literature on language teaching cognition posits great complexity and diversity with respect to CFL teachers' mental lives, motivations, emotional experiences, instructional decisions, and classroom practices. The current study empirically validates recent calls for the need to increase attention to teachers' attitudes and emotions in the study of teacher cognition, and how such attitudes and emotions significantly influence the thinking that underpins teachers more easily observed instructional decisions and classroom behaviors (Kubanyiova and Feryok, 2015).

Adopting case study as its primary investigative approach, the design of the current study was not intended to provide broad findings generalizable to wider contexts of Chinese language
education in the US. But the example of current study may make it easier for future examples of CFL teacher cognition research to pursue larger sample sizes and to feature better mix-methods research procedures with an aim to provide a larger data-based resource of Chinese teachers' cognitions, instructional decisions, and classroom practices of classroom management. In addition, the categories of teachers' cognition and behaviors the study identified may serve as a potentially useful base and initial guide for the design of surveys and/or questionnaires for quantitative data collection efforts.

The current study has already documented the nature of some changes in teachers' minds and classroom practices over time even though its data collection phase spanned just three months of a single school year. Since it is likely that processes tied to teachers' mental developments unfold over a considerably longer period, to better understand such processes a more extended longitudinal approach that spans an even longer period of time in CFL teachers’ professional lives is recommended. One suggestion is to explore the cognition and practices of CFL teachers (as it was done in this study), and then repeat the process in later semesters so that CFL teacher cognition researchers may access even more information and insight into the changes and developments that likely take place within the mental and emotional experiences of CFL teachers and how such experiences may impact their CFL instructional cognitions, decisions, and classroom practices.

In addition, although there was only one non-native speaker of Chinese who served as a participating CFL teacher in the current study, even these early findings have documented several interesting aspects of her cognitions, decision making, and practices of managing CFL classrooms. Non-native CFL teachers are growing in numbers in the United States while their cognition and practices are less often studied and underrepresented in the research literature.
The inclusion of greater numbers of non-native speakers of Chinese who serve as CFL teachers may eventually become a significant population of interest for this still emerging field of research.

14.3 Catalytic Validity

It is argued by researchers that the reality-altering impact of the research need to be consciously channeled so that participants of studies should gain self-understanding through research participation (Lather, 1986; Cochran et al, 2008). Such concern has resulted a research validation process which is called as catalytic validity, that “researchers should engage in research not only to produce knowledge but also to make positive change in the lives of those who participate in research, change that the participants desire and articulate for themselves” (Moje, 2000, p. 25). In this study, the teacher participants had the opportunity to reflected on their teaching through listening to the recordings of their own classes and having in-depth conversation with the research which allowed them to articulate their thoughts and perspectives. Several teachers have expressed that they were benefit from such procedures and would like to take similar actions in the future to improve their teaching. The researcher will also propose to the school administrators to have a public follow-up session in their school to share some insights from the findings of the study so that teachers and administrators could all hear about the major implications of the study for the potential development of the Chinese program.

14.4 Conclusion

The current study is the first attempt to investigate CFL teacher cognition in the United States. It reveals the diversity and complexity of teachers' minds and decision-making processes in class and how other factors have influenced their instructional practices, beliefs, thoughts, knowledge, emotions, and attitudes. The field of CFL education in this part of the world lacks
standard curricula and broadly consistent instructional practices partially due to many contributing factors including, but not limited to, the participation of CFL teachers who come from different cultural and educational backgrounds, the diversity of the teaching contexts in which these cultural ambassadors serve as CFL teachers, and the loosely defined needs of the student populations placed in their charge. By listening carefully to the voices of contemporary CFL teachers as they live through the process of meeting and addressing the classroom management challenges they encounter, such efforts may help researchers, CFL teacher educators, prospective CFL teachers, and other interested parties to form more realistic understanding of and better appreciation for the knowledge, beliefs, and emotions tied to how contemporary CFL teachers think as well as what they do in CFL classrooms. Fuller appreciation of their voices can guide efforts to better support the professional development of contemporary and prospective CFL teachers and thus, help us come closer to attaining the goals of helping young CFL learners succeed in their study of Chinese and of supporting CFL teachers to be more effective, self-confident, personally invested in their professional careers.
REFERENCES


Lather, P. (1986). Issues of validity in openly ideological research: Between a rock and a soft place. *Interchange*, 17(4), 63-84. doi: 10.1007/bf01807017


APPENDICES

Appendix A: Semi-structured Interview Protocol with CFL Teachers

1. How did you become a Chinese teacher in the United States?
2. How long have you been teaching in this program?
3. How long do you expect to be teaching in this program?
4. Have you received any training to be a Chinese language teacher (method/teaching courses, conferences, workshops, training programs)? Did any of those training address the issue of classroom management? If so, how have they (courses or instructors) influence your teaching?
5. How would you describe your current teaching experience?
6. Do you have any expectation about your students’ classroom behaviors? How would you describe your current students’ overall classroom behavior?
7. Do you have any frustration when managing your classroom?
8. How do you usually spend your class time?
9. How do you usually make use of your classroom space?
10. What are some strategies you use to engage students? How do you get them actively involved in classroom activity?
11. Are there any styles of teaching promoted in this program?
12. What do you consider to be characteristics of a successful lesson?
13. In what situations do you think your students can learn best?
Appendix B: Semi-structured Interview Protocol with Homeroom Teachers

1. How long have you taught in the current school?

2. Could you describe your general impression about the Chinese classes which are taught in your classroom?

3. What are some strategies you observed from the Chinese instructors regarding classroom management issue?

4. Are the strategies Chinese teachers utilized different from what you have been used for classroom management purpose? If yes, how are they different?
Appendix C: Semi-structured Interview Protocol with School Administrators

1. How do you describe Chinese program in your school?
2. What expectations does the school have to the Chinese program and the Chinese instructors?
3. Has the school administration been assisting on Chinese teachers’ classroom management issues, whenever they need?
4. Have you communicate with the Chinese teachers about classroom management issue before?
Appendix D: Group Interview Protocol with CFL Teachers

1. How would you describe your students’ classroom behaviors?

2. Do you discuss with each other about classroom management issues? How do you usually discuss and negotiate?

3. Do you think the school has any expectations on teachers about classroom management? Has the school provide any training or meeting for professional development purpose?

4. What are some strategies you use to engage students? How do you get them actively involved in classroom activity?

5. Have you visited other teacher’s class? If yes, does it help your teaching?
### Appendix E: Classroom Observation Sheet

<table>
<thead>
<tr>
<th>Behavior 1 (when, what, how)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Observed:</td>
<td></td>
</tr>
<tr>
<td>Observation Date:</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Class Grade Level:</td>
<td></td>
</tr>
<tr>
<td>Class Observed:</td>
<td></td>
</tr>
<tr>
<td>Number of Students Present:</td>
<td></td>
</tr>
<tr>
<td>Hour of the Day &amp; Class duration:</td>
<td></td>
</tr>
<tr>
<td>Language Level:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson structure</th>
<th>Opening</th>
<th>Sequencing</th>
<th>Pacing</th>
<th>Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension</td>
<td>Time</td>
<td>Space</td>
<td>Engagement</td>
<td>Participation</td>
</tr>
<tr>
<td>Nature</td>
<td>Content</td>
<td>Discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source/Target</td>
<td>T-Individual S</td>
<td>T-Group of Ss</td>
<td>T-Entire Class</td>
<td></td>
</tr>
<tr>
<td>Move type</td>
<td>Structuring</td>
<td>Soliciting</td>
<td>Responding</td>
<td>Reacting</td>
</tr>
<tr>
<td>Medium/Use</td>
<td>Verbal</td>
<td>Aural</td>
<td>Visual</td>
<td>Body Gesture</td>
</tr>
<tr>
<td>Purpose/impact</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Very effective</td>
<td>Moderately effective</td>
<td>Not very effective</td>
<td></td>
</tr>
<tr>
<td>Other notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Behavior 2, 3,…