

Appendices

Appendix 1 Table 1: Participants' profiles

T	G	Job titles	Quals	Ys	Previous working experience
T1	F	English T & Head of Department (Years 6-9)	BA 2006	6	English teacher in a tertiary college (2006-2012)
T2	F	English T & English Programme Manager (Years 1-9)	BA 2001	11	English teacher in a tertiary college (2001-2004) English teacher in another high school run by the principal of Zia (2004-2011)
T3	F	English T & Year 6 Dean	BA 2005	7	After-school English tutor in a private tutoring provider (2005-012)
T4	F	English T & Form T	BA 2002	9	Bookstore assistant (2002-2003) High school English teacher (2003-2011)
T5	F	English T	BA 2007	5	Secondary school English teacher (2007-2009)
T6	F	English T & Form T	BA 2000	12	University English teacher (2000-2007) English teacher and vice director at a private tertiary institute (2007-2011)
T7	M	English T & Form T	Two-year Diploma 1992	20	High school English teacher (1992-2002) Secondary school English teacher (2002-2012)
T8	M	English T & International Affairs Manager	BA 2007	5	English teacher, course adviser, and administrator in a private institute of international study (2007-2012)
T9	F	English T & Form T	BA 2006	6	Secondary school English teacher (2006-2012)

▪ [Notes: G = Gender; Ys = Years of teaching]

Appendix 2 Table 2: Reported LA-oriented practices

Reported practices	Examples	Reported by
Peer checking of study progress (zhi shi guo guan)	<i>"I asked students to pair up with a stable partner, and do pair-dictation with vocabulary and check each other text-reciting. Once an item was passed, they checked a box on the Progress Checking Worksheet (zhi shi guo guan biao) on the wall, and accordingly they earn PFM Points for their groups."</i> (T4.I)	T1, T4

Intragroup problem-solving (jiang xi ti)	<i>“When dealing with exercises (xi ti), I asked students first to compare answers with each other in groups and then have a discussion against the answer keys, focus on the wrong ones and try to figure out the problems as many as they can. Then I asked each group to report to me the unsorted items, and I only explained those commonly challenging ones.” (T1.I)</i>	T1, T3, T4, T5, T7, T9
HoGs acting as teacher assistants	<i>“For many times, I didn’t give students homework, but left it to the HoGs. The next day they gave me a homework list showing who was assigned to do what, and how well that was completed. They also provided such caring feedback as “XXX has got such and such done, this undone yet, but he is working on it”. (T2.I)</i> <i>“The HoGs assisted with some work which I used to do by myself, for example, marking dictation (T7.I), taking turns to lead the morning reading-aloud sessions (T8.I), and checking text-reciting” (T9.I).</i>	T2, T7, T8, T9
Choosing the best self-study learner	<i>“From time to time, I set up a session for self-study, say 20 minutes. I divided it into two parts; first group members studying a given (part of) text individually, and then sharing the self-study learning outcomes within groups. They then chose one which demonstrated best self-study learning outcomes or skills, who would represent the group to present the learning outcomes again to the class.” (T2.I)</i>	T2
Choosing the most collaborative group	<i>“I used this with unit tests. I asked each group to create a test collectively before class, and then in class each group drew a peer-group-created test by lots. They then worked on it together as a group test, but I asked them to go individually, moving from the least to the most able student, each using a pen in a colour unique to him/her.” (T2.I)</i>	T2

Table 14 provides an overview of these practices and shows which teachers adopted what practices, and in what ways student control was involved in each practice.

Appendix 3 Table 3: Summary of teachers’ LA-conducive practices

	Students’ involvement	T1	T2	T3	T4	T5	T6	T8	T9
Pre-lesson Presentation	Individual presenting	√	√	√	√		√		
	Team presenting					√		√	√
	Deciding on presenters		√		√				
	Deciding on materials	√	√	√	√	√	√	√	√
	Peer teaching vocabulary	√		√				√	
	Ask & answer about the presentation	√		√		√		√	
	Peer error correction / critical comments	√	√	√	√				

	Evaluating presentation in PFM Points	√								√
	Students' involvement	T1	T2	T3	T4	T5	T6	T7	T8	T9
Collaborative Group Learning	Self-study	√	√			√		√	√	
	Group discussion	√	√	√		√		√	√	√
	Presentation	√	√	√	√	√	√	√	√	√
	Peer feedback	√	√	√						
	Evaluation	√	√	√	√	√	√	√	√	√
	Internalisation	√	√			√				
	Aspects beyond the promoted model		√							
	Students' involvement				T4	T5	T6			
Student-led Peer Teaching	Group-written lesson plans				√					
	Group lesson planning					√				
	Delivering the planned lessons				√	√	√			
	Team teaching					√				
	Peer assessment				√					
	Students' involvement	T1	T2	T3	T4	T5		T7	T8	T9
Reported practices	Peer progress checking	√			√					
	Intragroup exercise-explaining	√		√	√	√		√		√
	HoGs acting as teacher assistants		√					√	√	√
	Choosing the best self-study learner		√							
	Choosing the most collaborative group		√							
	Total number of LA features	14	14	10	11	12	5	6	10	8

Appendix 4 Table 4: Teacher's reported understanding the concept of LA

T1 Student-based/focused education (*sheng ben jiao yu*) (T1.I)

T2 Inner strength that keeps people calm and confident in all situations;

Capacity to act independently (*du li*), analyse and solve problems by oneself (*zi ji*), with or without external help available (T2.I)

T3	To change students from being passive to being active (<i>zhu dong</i>); Students as the agents (<i>zhu ti</i>) in class, rather than just listening to teachers; Inner drive (<i>dong li</i>) to act on one's own (<i>zi ji</i>); Engagement and active (<i>zhu dong</i>) participation in class (T3.I)
T4	Having the motivation (<i>dong li</i>) to learn, no need to be pushed (T4.I)
T5	To change students from "[others] want me to learn" (<i>yào wǒ xué</i>) to "I want to learn" (<i>wǒ yào xué</i>); Learning more actively (<i>zhu dong</i>); Learning how to learn and seeking consultation from such resources as references books or discussion with others (T5.I)
T6	Learning is students' kingdom so they should be the decision-maker; Ability to think independently (<i>du li</i>), analyse and solve problems by oneself (<i>zi ji</i>) (T6.I)
T7	Students' agency (<i>zhu ti</i>); Less TTT and more STT (T7.I)
T8	From teacher-centred to student-centred learning; Having the motivation (<i>dong li</i>) to learn; Knowing the value of learning and learning is for oneself (<i>zi ji</i>) (T8.I)
T9	Students with strong autonomy (<i>zi zhu xing</i>) take more initiative (<i>zhu dong xing</i>); Active (<i>zhu dong</i>) learners gradually don't need to be taught – they know how; Learning by oneself (<i>zi ji</i>) with guide from teacher, no need to be forced (T9.I)

Five Chinese words emerged from teachers' definitions of LA as presented in the Table 15, listed below with their English equivalents with variables for different parts of speech:

<i>zhu ti</i>	agent / agency
<i>zhu dong</i>	active(ly); taking initiative
<i>dong li</i>	motivation; drive
<i>du li</i>	independent(ly)
<i>zi ji</i>	by oneself; on one's own

Transcripts

Appendix 5 Observation Extract T3.L1.E1: Group presentations on plural nouns

- 01 S1: 张组展示 er, er 一般的是 *Group Zhang [a surname] is to present, er, er, the general ones are*
[T interrupted]

- 02 T: 你展示的是什么内容? *What is your presentation about?*
- 03 S1: //类别构成—方法 // *categories, forming methods*
- 04 T: 什么的类别和方法? *categories, forming methods of what?*
- 05 S1: ///名词 *nouns*
- 06 T: 什么样的名词? *What kind of nouns?*
- 07 S1: er er er, 复数名词类别构成方法 *categories, forming methods of plural nouns*
- 08 T: 不可数名词的复数吗? *uncountable nouns' plural forms?*
- 09 S1: 可数名词 *plural nouns*
- 10 T: Ok, go. 说清晰啊 *make it clear.*
- 11 S1: 一般的名词加s, *For general nouns, add s*, book, books, bed, bed[s], 还有*and boy, boys*然后, 以辅音字母 *words with consonants* //
- 12 T: 你可以看后边这个单词 *You can look at the word following*
- 13 S1: er er er
- 14 T: 它的这个规律都是从特殊的单词总结出来的, 你看*family*它是怎么变的吗?
Its rule is summarised from special words, look at family, how is it changed? Ok?
- 15 S1: / er er er // 加 *add er, er er*
- 16 T: Ok, don't be nervous. 不要紧张啊, 这个不会没有关系,
Don't be nervous, it's okay if you don't know this. Go on.
- 17 S1: 就这个? *Just this one?*
- 18 T: Yes↑
- 19 S1: er family, families, oh, no
- 20 T: 这个知道了, 你说, *we know this one, you say, ok*
- 21 S1: 以辅音字母加y结尾的, 变y为i, 再加es,
consonant plus y ending, change y to i, then add es, family, families, party, parties.
- 22 T: OK.
- 23 S1: 张组展示完毕。谢谢大家。 *That's all for Group Zhang's presentation. Thank you all.*
- 24 Ss: 还有 And [xxxx]
- 25 S1: Oh,
- 26 T: [xxxx] 咱们就不展示了, 时间关系, 咱们只看规则的,
Due to limited time, let's leave that out, let's look at regular ones only
Ok, go, come to the front, everybody.
- 27 S2: Er, er, 赵组补充 *Group Zhao to add*
- 28 T: Ok go
- 29 S2: ...还有不规则的, 比如man和men...*There are irregular ones, for example man and men.*
- 30 T: Ok yes, go on
- 31 S3: 陈组补充, 字母加y结尾, 这个尾写错了 *Group Chen to add, letter add y ending,*
this word 尾 [Chinese character for ending] is written wrong
- 32 T: Ok, yes [T and ss laugh] ...陈组补充完毕 *That's all for Group Chen's adding.*
[S3 looked hesitant when going back]
- 33 T: Don't be nervous. 不要紧张, 没什么特别的, 放松 *Don't be nervous, nothing special, relax.*
Ok go on 继续 *go on*。陈组补充有效 *Group Chen's addition was valid.*
[T wrote "+2" to 陈组 *Group Chen*] 1251

Appendix 6 Observation Extract T3.L1.E2: Tug-of-war between Teacher 3 and Student 3

- 01 T Ok, now 岳组 *Group Yue*, [...] Now 他们已经说过两遍了 *they've presented for two times*, now this time, [xxx], you'd better tell us without looking at the blackboard. Do you understand?
- 02 S4 Yes. [S4 was about to start].>
- 03 T You'd better tell us without looking at the blackboard. **Without**, without looking at the blackboard [T using gestures to illustrate the idea not to look at the blackboard.]. You just look at us. Yes↑ Ok, go.

[S4 turned to the blackboard and was to start.]

- 04 T **Don't**, don't look at the blackboard [T's voice raised sharply]. Look at us. Yes↑ Ok. **Look at us.**
- 05 S4 Er, er [S4, still looking at the blackboard, was starting to read.]
- 06 T **No. Without.** [T using gestures to illustrate the idea not to look at the blackboard; ss laugh.] 不要看黑板 *Don't look at the blackboard.* Yes↑ Ok. Go.
- 07 S4 岳组展示 *Group Yue is to present [...]* [S4 ignores T's instruction and starts to read from blackboard.]
- 08 T **No, don't look at the blackboard.** Don't look at the blackboard. **Just** look at us.
- 09 S4 单数可数名词变复数是加s *singular countable nouns change plural, add s [...]* [S4 finally moves his eyes away from the blackboard and faces the class talking, but shortly gets stuck and turns back again reading from the blackboard. Ss laugh and laugh.]
- 10 T Now don't look at the blackboard.
- 11 S4 然后复数不以s结尾的 [...] *then with the ones without s [...]* [ignoring T's insistence, S4 continues to read from the blackboard.]