

**Investigating the Pedagogical Content Knowledge of Experienced English Teachers in
Hong Kong Kindergartens**

by

WU, Fung Hoi

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Statement of Originality

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Abstract

This qualitative study examined the pedagogical thoughts of three kindergarten teachers in the English classroom practice. It is a partial replication of Gattbonton Model (1999, 2008) and Mullock Model (2006). Three teachers were invited to attend stimulated recall interviews to explain their segments of their lesson recordings. The underlying assumption is the cognitive thinking of teachers can be coded when they are prompted with visual or audio aids. These pedagogical thoughts were labeled and categorized into 50 pedagogical thoughts under eight domains. The highest consulted pedagogical thoughts of the three teachers were compared and discussed to find patterns, and similarities and differences. The data were further studied to find out the PCK of kindergarten English teachers (PCK-EKT). Seven PCK components were identified: (1) Subject Content Knowledge (PCK-SCK), (2) Knowledge of Students (PCK-KS), (3) Knowledge of Educational Context (PCK-KEC), (4) Knowledge of Education Ends (PCK-KEE), (5) Knowledge of Curriculum (PCK-KCu), (6) General Pedagogical Knowledge, and (7) Child-friendly Pedagogy. With a focus to inform teaching practice, the components are basically like the seven categories of Shulman's teacher knowledge. The derived PCK-EKT emphasizes the knowledge in PCK. For example, PCK-SCK means Subject Content Knowledge within teaching kindergarten English. The knowledge is discipline-specific. The category in teacher knowledge in Shulman's model is in a broad sense. Besides, the PCK development of the three teachers was recorded. Their stories give insights on teacher professional development and the role of principals in 'nurturing' competent English teachers.

Keywords: pedagogical content knowledge, pedagogical thought units, second language acquisition, stimulated recall methodology, child-friendly pedagogy

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List of Abbreviations

EDB	The Education Bureau
EFL	English as a lingua franca
ELL	English language learner
EYL	English young learners
GPC	Guide to the Pre-primary Curriculum (2006)
HKCEE	Hong Kong Certificate of Education Examination
HKDSE	Hong Kong Diploma of Secondary Education Examination
MOI	Medium of instruction
NET	Native-speaking English Teacher
OECD	The Organisation for Economic and Co-operation Development
PCK	Pedagogical Content Knowledge
PCK-SMK	Pedagogical Content Knowledge-Subject Matter Knowledge
PCK-KS	Pedagogical Content Knowledge-Knowledge of Students
PCK-KEC	Pedagogical Content Knowledge-Knowledge of Educational Context
PCK-KEE	Pedagogical Content Knowledge-Knowledge of Educational Ends
PCK-Cu	Pedagogical Content Knowledge-Knowledge of Curriculum
PCK-GPK	Pedagogical Content Knowledge-General Pedagogical Knowledge
PCK-CfP	Pedagogical Content Knowledge-Child-friendly Pedagogy
PEVS	Pre-primary Education Voucher Scheme (2007)
PK	Pedagogical knowledge
PTUs	Pedagogical thought units
SCOLAR	Standing Committee on Language Education and Research
SKELL	SCOLAR Kindergarten English Language Learning Team
SLA	Second Language Acquisition

SLTL	Second Language Teaching and Learning
TEFL	Teaching English as a foreign language
TESOL	Teaching English to speakers of other languages



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Chapter 1: Introduction

1.1 Introduction

English as a lingua franca (EFL) has emerged as a way of communication between speakers with different first languages (Seidlhofer, 2005). Only one out of every four users of English in the world are a native speaker of the language (Crystal, 2003, as cited in Seidlhofer, 2005). English is ‘a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication’ (Firth 1996, p. 240, as cited in Seidlhofer, 2005). Defined in this way, we accept that English functions as a global lingua franca (Jenkins, 2007). Having good English proficiency means convenience. One will find it easier to learn, to further study, to make friends of different ethnic backgrounds, to enjoy entertainment, to get updated information, to guarantee personal growth and to secure a living. Crystal (2000) elaborates on this precisely. One has the key to learn successfully if one has good language proficiency. Living in a highly competitive city, Hong Kong parents, as stakeholders influencing curriculum development and decision making at a school or central level, perfectly understand the needs of their children. Good English teaching is one of the criteria of their choices of kindergarten. To address parent expectations, kindergartens are working hard on the continuous curriculum development of different learning areas, particularly the English curriculum. They are much inspired to promote early childhood English language education. Teaching young learners English in kindergarten requires teachers to adopt different pedagogical approaches which are different from the approaches adopted in other learning areas using Chinese language as the medium of instruction. Balancing the power of English curriculum innovation and school funding, some kindergartens hire native-speaking English teachers (NETs) but some consider local teachers as capable of teaching the English language. This study investigates the pedagogical content

knowledge (PCK) of three experienced local teachers working in three different kindergartens who are assigned to teach English.

The schools of the three participating teachers in this study belong to the latter type mentioned above. The principals of the schools believed that local teachers were competent to teach English. The three teachers here are named as English teachers. The three schools share a common characteristic in English curriculum innovation. The school management enhanced the curriculum innovation power of the teachers. They were empowered by professional training and held a great level of teacher autonomy to experiment classroom practices. Benefited from the experience in curriculum innovation in teaching English, the teachers had a practical view on classroom reality. Jackson (1992) compares teachers as artisans. They teach in their classroom like a personally designed environment and develop most of their skills through trial and error. They do reflection during and after classroom teaching practice to impact successful transfer of knowledge to students. In everyday classroom teaching, not only children are learning but also teachers are. They are developing their pedagogical content knowledge (PCK) through reflection done during teaching and after lesson. Shulman (1986) called for a “missing paradigm” in research and practice on teaching in 1986. Then, he termed the knowledge “that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding” (Shulman, 1987, p. 8) as pedagogical content knowledge. In the study, it investigated (1) the teachers’ dominant pedagogical thoughts guiding their act of teaching, (2) the factors contributing to their PCK development, and (3) the framework for their PCK in teaching kindergarten English.

1.2 Background

English teaching is a very fascinating feature in kindergarten education in Hong Kong. Teachers teaching English do not hold centrally-recognized qualification in teaching English

as there is no requirement of subject-specific qualification. Native English-speaking teachers (NETs) and local teachers can both become English teachers if they are assigned to the teaching duties. The school management is accountable for appointing competent teachers to teach young children English. With reference to the two editions of central curriculum, the Guide to the Pre-primary Curriculum (GPC) 2006 and the Kindergarten Education Curriculum Guide (KECG) 2017, and the launch of SCOLAR kindergarten English projects from 2006, kindergarten English teaching has been shifted to a new paradigm.

Talking about kindergarten English teaching, it is of fundamental importance to know the interwoven forces of the education system, the development of early childhood education policies related to English teaching, kindergarten teacher qualifications and statutory requirement, and the curriculum innovations in kindergartens brought by the central level.

In the education system of Hong Kong, there are kindergarten, primary, secondary, and post-secondary education. Unlike primary and secondary education, kindergarten education is non-compulsory. The provision of kindergarten education services is not publicly funded. All kindergartens are privately run. Early childhood care and education services are provided by non-profit-making (NPM) kindergartens and private independent (PI) kindergartens. NPM kindergartens are eligible for joining Kindergarten Education Scheme (KES). Their parents pay no or relatively low school fees. PI kindergartens do not join KES, and parents need to spend a big sum of money by paying the complete amount of school fees. The criteria for parents to choose kindergarten are many and complicated. One of the reasons is English teaching. This is a crucial factor for parents to send their children to PI kindergartens. Other than the two options, parents have another option. Children can stay home, for instance, learn in the form of home schooling, until they reach the age of five years and eight months or older before the school year for primary school begins. In Table 1, the information is summarized from the website of Profile of Kindergartens and Kindergarten-cum Child Care Centres for 2020-2021 School Year.

There are 1028 kindergartens with 762 (74%) non-profit-making kindergartens and 266 (26%) private independent kindergartens. The total number of kindergartens is an evidence which implies there is demand for kindergarten places. Parents consider sending their children to kindergartens as important regardless kindergarten education is not compulsory. Some parents grade English education in PI kindergartens as quality teaching. This explains why PI kindergartens composed of 26% in the total number of kindergartens. In promotion of school admission, English teaching is highlighted as a major advantage in curriculum.



Table 1*Number of Kindergartens in Hong Kong in 2020-2021 School Year*

District	No. of KGs joined Kindergarten Education Scheme (NPM Kindergartens)	No. of KGs not joined Kindergarten Education Scheme (PI Kindergartens)	Total
New Territories West			
1. Kwang Chung and Tsing Yi	58	6	64
2. Tsuen Wan	33	7	40
3. Tuen Mun	61	6	67
4. Yuen Long	70	9	79
Total number of kindergartens in the district	222 (Rank: 2)	28 (Rank: 4)	250 (Rank: 2)
New Territories East			
5. North	43	4	47
6. Sha Tin	60	20	80
7. Tai Po	24	13	37
Total number of kindergartens in the district	127 (Rank: 4)	37 (Rank: 3)	164 (Rank: 4)
Kowloon			
8. Kowloon City	48	38	86
9. Kwun Tong	74	5	79
10. Sai Kung	41	28	69
11. Sham Shui Po	44	13	57
12. Wong Tai Sin	44	1	45
13. Yau Tsim & Mong Kok	26	13	39
Total number of kindergartens in the district	277 (Rank: 1)	98 (Rank: 2)	375 (Rank: 1)
Hong Kong			
14. Central & Western	24	24	48
15. Eastern	54	31	85
16. Islands	25	12	37
17. Southern	19	19	38
18. Wan Chai	14	17	31
Total number of kindergartens in the district	136 (Rank: 3)	103 (Rank: 1)	239 (Rank: 3)
Total Number of Kindergartens	762 (74%)	266 (26%)	1028

Despite kindergartens are privately run, school management organization cannot work alone without obligation to follow central policies. The central authority has been in different degrees to monitor and supervise the provision of early childhood education. The development of early childhood education policies can be divided into four periods. During these periods, there were policy changes on supervisions by government bodies, issues of consultation papers and reports, teacher education and issues of central curriculum guide. The first stage was from the 1930s to the 1970s. The second stage was in the 1980s. The third stage was during the 1990s and the fourth stage has been from the 2000s to the present (Chan, Lee & Choy, 2009). In the first three stages, there was neither direction from curriculum policy nor central curriculum about teaching English. In Table 2, it is a brief review of central curriculum guides in kindergarten education in Hong Kong. It shows that there is no guidance on teaching English in the three editions (1984, 1993, 1996) of curriculum guide. The edition in 1984 was printed in Chinese. Even though the 1993 edition and 1996 edition were issued in both Chinese and English, guidance on teaching English was not available. It was not until in the fourth that English was defined as a second language in the two latest editions (2006, 2017).

There was no guidance on teaching English provided in the curriculum guide until the 2006 edition (GPC, 2006). It was a breakthrough. English was defined as a second language. The role of teachers in teaching English was clearly spelt out. “As models of language learning for children, teachers must speak with accurate pronunciation and use language correctly. Therefore, if children are to be introduced to English, teachers should possess good proficiency in spoken English and design an effective language environment according to children’s abilities, interests and needs (GPC, p.30).” Kindergartens could teach English if they had competent teachers. The principles of teaching English were compared to teaching the mother-tongue. “Generally speaking, most of the principles of teaching the mother-tongue are applicable to both the mother-tongue and the second language (GPC, 2006, p. 30).” The 2017

edition further assures the position of English as a second language. It states explicitly that teaching English is to meet the needs of children and to lay the foundation for their English language development (KECG, 2017, p. 38). From the number of pages on teaching English, the two editions are not in a form of a prescriptive central curriculum. There are less than one and a half pages for learning objectives and the principles of teaching in GPC (2006). Less than two pages are used to state the rationale, learning objectives and pedagogical approach in KECG (2017).

Central curriculum provides the framework for the school level curriculum. It gives direction to different extents only on what should be taught in schools or both what should be taught and how (Elmore & Sykes, 1992, as cited in Kärkkäinen, 2012). On one extreme, central curriculum can extensively direct the content of education by listing aims, content areas and minimum attainment targets with guidelines and examples of interpretation in brief or in detail. The central curriculum may define curriculum content, its organization and teachers' classroom practices (March & Willis, 2007, OECD, 1998, as cited in Kärkkäinen, 2012). The prescription can cover teaching materials, including textbooks (Kärkkäinen, 2012). On the other extreme, central curriculum can only define general objectives and educational principles giving significant room for curriculum decision making by schools and teachers.

GPC (2006) and KECG (2017) are examples of the above model. The Guides leave significant room for kindergartens and English teachers in curriculum decision making and hence curriculum innovation. English teachers are playing the role to teach young children English as a second language. Innovations are expected to originate from schools and classrooms. Starting from 2006, it was the year that the GPC (2006) was issued and the one-year Pilot Scheme of the SCOLAR Quality Kindergarten English Project was firstly launched. With the assurance of teaching English by GPC (2006) and the vigorous expectations of parents, many kindergartens began to appoint local teachers as English teachers by sending them to the

SCOLAR for training. From the observation and end-of-project evaluation with the project schools, the researcher as a curriculum officer in the SCOLAR project witnessed the changes of project teachers. Benefited from the project, and the trust and support from school management, the local teachers took the initiatives in English curriculum innovations. Project teachers have evolved from self-doubting novice English teachers to proficient English teachers.

Table 2

A Brief Review of Central Curriculum Guides in Kindergarten Education in Hong Kong

Stage	Year	Name of the Central Curriculum Guide in Kindergarten Education	English Version (E-Version from EDB Website)	Chinese Version (E-Version from EDB Website)	Children Age	Guidance on Teaching English
I: 1930s-1970s		No Central Curriculum Guide				✗
II: 1980s	1984	Guide to the Kindergarten Curriculum 1984	No English version	106 pages	2 years kindergarten education, from 3 years & 8 months before primary	✗
III: 1990s	1993	Guide to the Kindergarten Curriculum 1993	181 pages	152 pages	3-5	✗
III: 1990s	1996	Guide to the Pre-primary Curriculum 1996	204 pages	165 pages	2-5	✗
IV: From 2000s	2006	Guide to the Pre-primary Curriculum 2006	104 pages	87 pages	2-6	✓
IV: From 2000s	2017	Kindergarten Education Curriculum Guide 2017	136 pages	108 pages	2-6	✓

1.3 Statement of the Problem

Kindergarten teachers should meet the minimum academic entry qualifications which are five passes, including both the Chinese and English language, in the Hong Kong Certificate of Education Examination (HKCEE) or Hong Kong Diploma of Secondary Education Examination (HKDSE) in not more than two sittings. Since the 2012-2013 school year, kindergartens are required to employ enough number of teachers holding Certificate in Early Childhood Education (CE) according to the teacher-to-student ratio.

CE teachers are trained to teach an integrated curriculum. They teach six learning areas, namely “Physical Fitness and Health”, “Language”, “Early Childhood Mathematics”, “Nature and Living”, “Self and Society” and “Arts and Creativity”. It has been a practice in most kindergartens. The kindergarten curriculum is understood as integrated but most schools arrange teaching English as a separated duty to teachers. Local teachers teach the six learning areas, except teaching English. That duty is given to the NETs or English subject teachers. Schools with sufficient funding will hire NETs. Or schools can assign English subject teachers who are local teachers with good English proficiency. These English teachers are registered teachers. Without training in teaching English like primary or secondary English teachers, the local English teachers are required to explore ways to develop their competency in teaching English. The roles of English teachers include employing guided noticing activities and information gap activities for the application of communicative and motivational initiatives to promote children’s motivation, thinking skills, and creativity by involving them in play and storytelling (Cameron, 2001, 2003, Crosse, 2007, Gillis & Nilsen, 2014: as cited in Nafissi & Shafiee, 2019). Story-telling, reading, language games, singing nursery rhymes, role play, show-and-tell, food tasting, making fun with English sounds, such as rhyming words, letter name and letter sound, word hunting, and matching picture cards with word cards are commonly seen in English classroom practices. Teaching English as a second language is

demanding regarding teacher competency. Hence, they need to put additional effort to teach English by well-prepared lesson planning supported by good English proficiency, appropriate use of teaching resources and the physical setting in school, attending short-term courses, workshops and seminars, taking follow-up actions after their lesson reflection, having professional exchange dialogues with colleagues or English teachers in other kindergartens, self-learning through reading journals and books or surfing the Internet about teaching English, and learning from the English curriculum consultant employed by the school. With accumulated experiences and other factors, these local English teachers have developed their PCK in delivering English lessons. In the journey of teaching English, the teachers' PCK develops as they learn through gaining more teaching experiences with teaching reflection and other learning opportunities. In this study, the three participating teachers convey a clear message. Local kindergarten teachers can teach English. PCK is the catalyst to transform them to be proficient English teachers.

1.4 Purpose of the Study

The study is a multiple-case study. Conducting case studies is not to make generalizations about populations or universes (Yin, 2003). It expands or generalizes theoretical propositions. The underlying assumption of this study is when teachers teach, they are guided by mental acts. The knowledge and beliefs about teaching and learning that they have accumulated through the years have shaped the mental acts. The knowledge lies behind these thoughts can be ascertained. Thus, insights can be gained.

This study investigates the PCK of the three experienced serving English teachers. The nature of PCK is to transform teachers' private knowledge into more public knowledge (Hashweh, 2013). The three participating teachers are local English teachers with rich experience in teaching English. Teacher A, Teacher B and Teacher C are working in Kindergarten A (KG A),

Kindergarten B (KG B) and Kindergarten C (KG C) respectively.

Teacher A has been a kindergarten teacher for 28 years with 27-year experience in teaching English. Teacher B has worked in kindergarten and taught English for 11 years. Teacher C has been working in kindergarten for 34 years with 25 years in teaching English. They hold a passing grade, Grade D or Grade E, in English Language (Syllabus B) in HKCEE. They hold neither a degree in English nor one in teaching English as a second language. They have been committed to learning how to deliver quality English lessons.

They joined the SCOLAR project at different times. Teacher A and Teacher C were project teachers in the first cohort in 2007. The teachers in KG A where Teacher A is working joined the SCOLAR project in the next cohorts. Teacher C joined a train-the-trainer programme. Teacher B joined the SCOLAR project in 2019 and she is still in the project. The three teachers started teaching English before joining the SCOLAR project. They were appointed as the English curriculum coordinator after they had joined the SCOLAR project. They are not like the English teachers in primary and secondary schools who received formal training in their teacher training programme. They received professional training in teaching English at school and central level. They adapted the pedagogy learned and transformed it into their style, namely the PCK in teaching English. They give an insight that local teachers can teach English.

From the verbal reports of about what they were thinking while they were teaching or why they included the activities in the lesson, the responses were recorded as pedagogical thought units (PTUs). The units were categorized into PK domains and further categorized into PCK components. From the categorization, the dominant domains and pedagogical thought units were identified. This study would uncover how the three teachers developed and internalized their PCK after gaining years of experience and how this knowledge is similar among them.

1.5 Research Questions

The research questions that led this study were:

1. Which pedagogical thoughts are most active in leading the teachers' classroom practices?
What are the factors constituting to the development of their pedagogical content knowledge (PCK)?
2. What is the framework for pedagogical content knowledge (PCK) of teaching kindergarten English?

1.6 Understanding of the Central Curriculum in Promoting Curriculum Innovation

GPC (2006) and KECG (2017) are two important documents of central curriculum in promoting English education. The two curriculum guides serve the functions of giving directions to kindergarten to what knowledge, skills and values should include and why that is so. The guides allocate curriculum decision-making power to kindergartens. They provide space for schools and teachers to encourage curriculum innovation. GPC (2006) states “Pre-primary institutions need to formulate their own curriculum based on this Curriculum Guide and transform it into appropriate learning experiences for children.” (GPC, p. 10). KECG (2017) is in line with the former curriculum guide, GPC (2006). As indicated on page 15, “This Guide aims to provide a clear and comprehensive curriculum framework for kindergarten principals, curriculum leaders and teachers to plan a curriculum with school-based characteristics.” Schools develop their curriculum according to the needs of the children and the special qualities of the schools.

It can be further reiterated from the perspective of orientations for curriculum objectives. Kärkkäinen (2012) identifies five types of orientations for curriculum objectives. They are (1) humanistic, (2) social reconstruction, (3) technologist, (4) academic (McNeil, 1977, as cited in Kärkkäinen, 2012) and (5) cognitive (Jackson, 1992, as cited in Kärkkäinen, 2012). The

humanistic view focuses on personally satisfying experiences, for example, the growth and personal integrity of each individual. The second conception adds larger needs over the persons. From the technologist view, curriculum is a technological process. It efficiently produces ends demanded by policy makers. In the fourth conception academic orientation, curriculum introduces individuals to subject disciplines. In the fifth view, curriculum is also a cognitive process. Learners are supported and guided to develop a set of cognitive skills which they can apply to learn almost anything.

The curriculum objectives of GPC (2006) and KECG (2017) include the five types of orientations. In the guides, terms, and phrases like whole person development and child-centredness refer to humanistic objectives; life-long learning and catering for the growth and developmental needs of children are about learning and developing in a cognitive process; the areas and objectives of learning and the principles of teaching are about academic curriculum objectives; the needs of society and collaboration among school, family and community denote the objective of social reconstruction. The technologist conception is mentioned several times in the two Guides. They are “this guide sets out for pre-primary institutions’ reference and adoption” (GPC, p. 10), to widen the space for learning, “Pre-primary institutions need to formulate their own curriculum based on this Curriculum Guide” (GPC, p. 10) and sustaining the strengths of the existing school-based curriculum (KECG, p. 50). The two Guides are not prescriptive. This is evident that policy makers give schools power for curriculum innovation. A pure centralized or decentralized central curriculum is not practicable and does not work for curriculum decision and relevant innovations. On the one hand, teachers do not find a very prescriptive central-level curriculum helpful to bridge students’ experiences and learning goals. On the other hand, extensive and sustainable curriculum change is unlikely to happen at the school-level without support from the central level. There is an expected role of central curriculum in innovation. Central curriculum provides general goals and a vision of innovation

which finally will be adapted in schools to meet the needs and school characteristics (Darling-Hammond, 1998, Fullan, 2007, as cited in Kärkkäinen, 2012). The relationship between central-level curriculum and school-level curriculum can be regarded as mutual adaptation or “re-invention” (Darling-Hammond, 1998, cited from Kärkkäinen, 2012) with planned innovations from central level to adapt into specific contexts (March & Willis, 2007, Snyder, Bolin & Zumwalt, 1992, as cited in Kärkkäinen, 2012). The vital reasons for success are the competency of teachers, and the resources and support from schools.

GPC (2006) and KECG (2017) give the power of curriculum innovations to kindergartens. Teachers are trained. They are competent to design the school curriculum to teach the six learning areas by using the Chinese language as the medium of instruction. When it comes to teaching English, teachers are not confident to be English teachers as they understand the nature of teaching English. Teaching English is not just a learning area when compared to the other learning areas. Teaching English in kindergarten is teaching a second language, according to the GPC (2006) and KECG (2017). Kindergarten English teachers are expected to be proficient in English and have knowledge about second language acquisition. To help young children learn a second language, teachers should possess content knowledge, such as English language, linguistic knowledge, including phonology, morphology, syntax, lexicon, semantics, pragmatics and second language acquisition. They blend their content knowledge with appropriate pedagogy and exercise their roles well in classroom practices (Tabors, 2008). To teachers with little knowledge about linguistics and particularly second language acquisition, this presents some challenges from the innovation point of view. Schools and teachers may be demotivated from the innovation in English curriculum. As it happened in 2006, teaching English was made legitimate. Schools were to exercise the discretion to provide English lessons taught by competent English teachers. With the absence of further information about second language learning in GPC (2006) and KECG (2017), the two Guides solicit an assumption.

Teachers are to utilize their knowledge of second language teaching and learning (SLTL) in teaching. In reality, a great majority of local teachers who are assigned by the schools to teach English do not have any background knowledge in second language acquisition (SLA), teaching English to speakers of other languages (TESOL) or teaching English as a foreign language (TEFL). It was at this important turn, the SCOLAR has taken the role to bridge the gap between the teacher competency in teaching English and the expected goal as set by the central curriculum guides, GPC (2006) and KECG (2017).

1.7 Guidance on Teaching English and the Work of SCOLAR in Promoting Kindergarten English Teaching

The SCOLAR Kindergarten English Language Learning Team was set up in 2007 after the launch of the pilot project in teaching English in kindergarten in 2006. It is now renamed as the SCOLAR Early Childhood Language Team which provides supports in English and Chinese language teaching in kindergartens. This study is about teaching English. The following discussion on the SCOLAR is on the supports in English language teaching. In the school year 2007-2008, the SCOLAR launched the Quality English Language Education at Pre-primary Level Project. The Project provided participating schools and teachers directions and guidance on English language education and curriculum/activity planning and implementation through professional development programmes for teachers and intensive on-site support or consultancy services. The aim was to support project schools to give quality English language exposure to young children. Over 180 kindergartens participated in the Project.

In the school year 2015-2016, the Scheme on Early Language and Literacy Development in Chinese and English Language of Young Children was launched. The Scheme has been dedicated to promote learning and teaching in the Chinese language and the English language

exposure for young children. From 2006 till now, the SCOLAR has provided support to kindergartens in English language exposure including support to project schools in the form of year-long training workshops for teachers and principals of project schools, on-site consultation supports including curriculum planning, lesson planning and lesson observation. For non-project schools, the SCOLAR has organised half-day or one-day courses to give participating teachers an overview of the pedagogical approach SCOLAR is promoting. From 2016, the SCOLAR reviewed the type of support. First, they have changed the direction by retraining the project teachers to be the trainers with the aim of sustaining the support SCOLAR offered. Second, the SCOLAR has transferred the training provision to universities or teacher training institutions. The programmes are English Language Enhancement Programme for Kindergarten Teachers and English Language Enhancement Programme for Kindergarten Principals. The enhancement programme for kindergarten teachers is of two levels with a total of 56 hours for teaching and three hours for sharing. The programme for kindergarten principals is a 30-hour course. The SCOLAR enhances the capability and capacity of kindergarten teachers in curriculum innovation in teaching English and principals in empowering English teachers in English curriculum innovation.

1.8 Past and Current English Classroom Practices in Hong Kong Local Kindergartens

The classroom practices in teaching English will be examined through two curriculum dimensions, namely (1) what to teach to students and (2) how students are taught. The English curriculum is very school-based in nature. It depends on how strong the incentives the English teachers and the school management plan to promote English teaching and learning.

Before the SCOLAR project (2006), the English curriculum was translated from a set of printed teaching materials. They were from local publishers which took a larger proportion than overseas publishers. Local publishers edited integrated English coursebooks, story books,

nursery rhymes and songs books, and phonics books. To make the teaching materials more teacher-friendly, local publishers provided teacher's guides and teaching aids. The types were of various varieties, like teaching schedule, lesson plans, suggested teaching activities, posters, picture cards, word cards, puppets, worksheets, and audio-visual aids. To teachers without any training in teaching English, the materials were handy and practical. They followed the teaching content page by page. What to teach meant what was included in the books. With the lesson plans and the suggested activities from the publishers, some teachers adapted "handy" strategies which were descriptive and drilling in mixed codes. Teachers explained the meaning of the text or the grammar usage in their mother tongue and asked students to repeat after them, in the form of drilling. Some teachers would try to use communicative approach. There was a high frequency of teacher-student interactions. Students, as of their early years, were expected to give the answer in complete sentences. During story time, teachers would explain sentence by sentence while pointing at the illustration in mixed codes. The medium of instruction (MOI) was rarely in English. Students learned English accompanying likely with unpleasant experiences. The above strategies were common but there were exceptions in kindergartens which employed NETs or proficient English teachers.

Since 2006, the SCOLAR has played a leading role of bringing significant changes in what to teach and how to teach in kindergarten English teaching. The SCOLAR has promoted the development of early literacy to young children. Reading is the pillar of the SCOLAR approach. Starting from the pilot project in 2006 and the project in 2007, the SCOLAR has promoted using story books to teach young children English. The SCOLAR termed the strategy "Shared Reading". English teachers plan to teach a story book for four or more lessons. With reference to the needs and the previous knowledge of students, teachers identify the language features from the story book as what to teach. Each lesson is divided into five steps. The SCOLAR names the steps as prediction, first reading, second reading, third reading and extended activity.

The three reading is further termed into three stages of reading. Teachers follow the procedure steps by steps. When telling the story, they show student a big book and use a pointer to make sliding motions on the text. Using the pointer to jump or bounce on the text is not encouraged. All lessons are conducted in English. It is a shift from mixed-code teaching mode to English immersion. The details of the five steps are as follows. (1) Step 1: prediction. At the beginning of the lesson, the teacher shows the cover of the big book and asks students to make predictions on the story. The predictions of the students are written on the board or a large sheet. (2) Step 2: first reading. The teacher reads aloud the book starting from the book title and the name of the author on the cover, then the story content page by page. She uses a pointer to slide on the text while she is reading the story. Students listen to the teacher but are not encouraged to read after the teacher. After reading the whole book, the teacher checks the predictions written on board with students. (3) Step 3: second reading. The teacher opens the book and turns to the target pages, usually in two pages, to teach children the target language features. The features can be vocabulary items, articles, phrases, imperatives, rhyming words, punctuation marks, high frequency words, or any language features as identified from the story. The teacher can ask students to play in the form of small tasks, such as using word frame to find out the words from the text, matching word cards with pictures cards or board games. (4) Step 4: third reading. The teacher reads the whole story book again. Children read together with the teacher. (5) Step 5: extended activity. The teacher plans an activity, such as role-play, language game, singing songs with lyrics related to the story content, food tasting, outdoor activity, or any activity the teacher finds the students will like. In the activity, students are provided opportunities for practising the language features learned while playing. The SCOLAR promotes teaching strategies through the workshops, namely “reading aloud”, “shared reading”, “songs, rhymes and games”, “teaching phonics”, “show-and-tell and real-life experiences” and “dramatic activities”. Project teachers try out the strategies they learned in workshops while SCOLAR

supporting officers visit their school for on-site supervised teaching supervision.

The SCOLAR promotes kindergartens using story books but not integrated coursebooks as the teaching materials. Some schools restructure the English curriculum by complete adoption of SCOLAR approach. Children learn English from reading only story books. Some schools accept a combination of the SCOLAR approach with the school traditional approach by purchasing some book series from publishers. They do shared reading in reading big books and apply descriptive approach in teaching integrated coursebooks and other books of nursery rhymes, songs, and phonics. Some schools dovetail the SCOLAR approach to teach integrated coursebooks. They assign local teachers to teach English. In some schools, the school management has strong incentives in promoting English learning. Teachers teach a true integrated curriculum. They teach all learning areas including English. Two local teachers are the homeroom teachers. They adopt co-teaching in English lessons. Other schools appoint NETs and local teachers to teach English. From the experimentation standpoint, kindergartens are becoming more confident of their professional competency. They have enough incentives to move from their traditional strategies to respond to the needs of students and to address parent expectation. Schools and teachers are aware of the innovativeness of their English curriculum. The innovation in English curriculum is very diverse and of strong school-based in nature. The SCOLAR has played the roles as central level support and leadership to promote innovation in teaching English.

1.9: Pedagogical Content Knowledge and Teaching English as a Second Language

In the Presidential Address at the 1985 annual meeting of the American Educational Research Association, Lee Shulman firstly introduced the term pedagogical content knowledge (PCK) into the discourse of teacher education. In the address, he criticized the accreditation and certification procedures and the teaching standards. The first one emphasized the subject

content knowledge of student teachers and left pedagogy aside. The second one put the stress on pedagogy with little consideration of subject content. He recommended PCK to break the dichotomy. PCK transforms content into representations which are pedagogically powerful. It is at the intersection of content and pedagogy. PCK is the meaningful blending of content and pedagogy for teaching (Segall, 2004). “PCK is the category most likely to distinguish the understanding of the content specialist and that of the pedagogue.” (Shulman, 1986, p. 8) As termed by Segall (2004), PCK has been in a position like “common currency” in the teaching and on teacher education since its appearance.

The PCK of experienced kindergarten English teachers is the blending of subject content knowledge and child-friendly pedagogy. Hashweh (2013) explains “PCK is the set of repertoires of private and personal content-specific general event-based and story-based pedagogical constructions that the experienced teacher has developed from repeated planning, teaching, and reflection on the teaching of the most regularly taught topics (Hashweh, 2013, p.120-121).” Given the private, personal, evolving and field-based nature of PCK, the best possible way to investigate PCK in teaching kindergarten English is from the report of experienced teachers of their pedagogical thoughts in classroom practices. Teachers explain the steps in the classroom practice while watching the video clip of their teaching. Their explanations are coded into pedagogical thoughts or pedagogical thought units (PTUs) according to the studies of the pedagogical knowledge of ESL teachers conducted by Gatbonton (1999, 2008) and Mullock (2006). This study aims to discover (1) the patterns of pedagogical knowledge work when experienced English kindergarten teachers teach if there is consistency among the teachers in their use of these patterns, (2) to explore how teachers develop their PCK, and (3) to draw components of PCK from the consistent patterns and their PCK learning process.

1.10 Significance of the Present Study

There are very few research papers on studying English language learning and teaching or pedagogical content knowledge (PCK) in teaching kindergarten English in Hong Kong. To name a few, one of them is a paper written by Ng (2011). In Ng's paper, she examines school practices and teachers' understanding in teaching English, and student participation in learning. Ng (2013) investigates pedagogical conditions for the teaching and learning of English as a foreign language in Hong Kong kindergartens. Wong (2016) examines the teaching of kindergarten teachers of English is conducive to young children's vocabulary development kindergarten. Zhou et al. (2014) investigate cross-language transfer in bilingual students. Zhou et al. (2017) explore Chinese and English reading-related skills in L1 and L2 Chinese-speaking children in Hong Kong. The areas have not yet uncovered the PCK of local English teachers in their classroom practices.

1.11 Overviews of the Following Chapters

The following chapters starts with literature review in Chapter 2. The research gap is identified as the PCK of kindergarten teachers in teaching English as a second language. It would be interesting to examine why the three participating teachers who have no formal language teacher training are competent English teachers. This study is a partial replication of Gatbonton's Studies (1999, 2008) and Mullock's Study (2006). With modification from their models, the study taps the teachers' pedagogical thoughts in their classroom practices. The research method is recoded in Chapter 3. The research findings and analysis are in Chapter 4. Based on the findings and analysis, discussion on establishing a PCK framework for English kindergarten teachers and a record of the PCK development of the three teachers are included in Chapter 5. In Chapter 6, it is a conclusion of this study. The limitation of this study is discussed. PCK is an everlasting interesting area for research. Given the limitation of this study,

there are many areas for research to further explore the PCK in kindergarten language teaching, like first language and second language acquisition.



Chapter 2 Literature Review

2.1 Introduction

PCK was introduced by Shulman (1986) as a response to his call for the “missing paradigm” in research on teaching and teacher education. Shulman firstly named PCK as ‘missing paradigm’ in 1986 (Shulman, 1986a) and it was later refined as ‘pedagogical content knowledge’ (Shulman, 1986b). PCK refers to the knowledge teachers use to transform subject matter knowledge to students. He emphasized the central role of subject matter in research on teaching and teacher education and aimed at overcoming the distinction between content and pedagogy. With its generative nature as a conceptual model, PCK has been very influential and of great significance in research on teaching and teacher education. The literature review covers PCK as a conceptual model (Gess-Newsome, 1999), the transformation from a missing paradigm to the term pedagogical content knowledge (PCK), how PCK transformed from a subcategory of content knowledge to a category of teacher knowledge, the delineation of teacher knowledge, the conceptualization of PCK as a distinct category, the reconceptualization of PCK, second language teaching and learning for young children, research on PCK in teaching English as a second language, and review of Gatbonton’s studies (1999, 2008) and Mullock’s study (2006), and development of teacher’s PCK.

2.2 PCK as a Conceptual Model

Having sound PCK is a prerequisite for a teacher to achieve an efficient and effective lesson. For researchers, practitioners, teacher educators, experienced teachers, and novice teachers, PCK has remained a useful idea for decades since Shulman (1986) coined the amalgam PCK (Abell, 2008). PCK comprises content knowledge and pedagogical knowledge. The term PCK is the abbreviation of pedagogical content knowledge. The standardised abbreviation of the term does not guarantee its meaning is standardised in different disciplines. PCK is a

conceptual model (Gess-Newsome, 1999). Reducing the conceptual and contextual complexity of teaching can help to understand the teaching process and the influence of teachers' knowledge on instruction. "Scholars must necessarily narrow their scope, focus their review, and formulate a question far less complex than the form in which the world presents itself in practice" (Shulman, 1986, p.6). According to Gess-Newsome (1999), although complexity still communicates, myriad of constructs, like knowledge, beliefs, attitudes, and values, are used to help to reduce this complexity. The terms researchers used are unclear and inconsistent (Alexander, Schaller & Hare, 1991). For researchers, their mission is to select, modify, or create a conceptual model. Conceptual models like theories organize knowledge from new perspectives, integrate formerly various findings, advise explanations, promote research, and uncover new relationships. With the call of Shulman to address the "missing paradigm" in teaching and teacher education in 1986, it marked the first stage of the development of PCK as a new conceptual model.

2.3 Transformation from a Missing Paradigm to the Term Pedagogical Content Knowledge (PCK)

Lenard & Lenard (2018) argued that a common belief of a requirement of teacher before 1986: a person who had the content knowledge could teach. The importance of content knowledge was overwhelmingly placed high. In 1986, Shulman offered a new model and set of hypothetical categories of teacher knowledge. In reaction to the absence of research on the study of "teachers' cognitive understanding of subject matter content and the relationships between such understanding and instruction teachers provide for students" (1986a, p. 25), Shulman urged scholars to fill in the "missing paradigm". For this review, the meaning of content knowledge is the same to subject matter knowledge. Content knowledge will be interchangeable with subject matter knowledge in the discussion.

In the interview with Shulman conducted by the editors at the Annual Meeting of the American Educational Research Association in Chicago, April 2007, the transcript was edited and collected in the editorial by Berry, Loughran and Driel (2008), Shulman recalled his intention to introduce the notion of PCK. He intended to call attention to a gap in the field. It was a missing place where people would orient to begin to find out what was missing and try to fill it in. He told a story about PCK. In the seventies, he did a lot of empirical work on diagnosis medical research. He was surprised by striking findings. An excellent diagnostician turned to be a clumsy and inept person in presenting with cases of cardio-vascular disease when presented with a case of rheumatology or neurology or of skeletal disease. This was kept unsolved without thinking concretely. When he started working in Stanford University in 1982, he was unhappy as he could not find any real literature on the research on the teaching field about how planning for a discipline and planning for another discipline was different and why. In 1986, he wrote the opening chapter of the Third Handbook of Research on Teaching. Before writing, he had read all the literature and had a sense. There was something missing. He gave a talk at the University of Texas. The talk was ‘The Missing Paradigm of Research on Teaching’. He asked the participants about the missing paradigm. The responses were vigorous but no one mentioned the content. At the end, he started to use ‘missing paradigm’ to refer to the ‘real literature’.

He promoted the study of “teachers’ cognitive understanding of the instruction teachers provide for students” (Shulman, 1986a, p. 25) might be the “missing program” in educational research. While he continued to explore three types of content understandings, namely subject matter knowledge, pedagogical knowledge and curricular knowledge, and their significant effects on classroom practice, he called for the study of them. Later, he refined the three understandings into subject matter knowledge, pedagogical content knowledge and curricular knowledge (Shulman, 1986b, p. 9).

Of all the three understandings, researchers and practitioners have been keen on exploring PCK. The exploration of PCK turned out to be highly generative. Researchers, scholars, and practitioners were able to use the idea to generate new questions in different aspects. For instance, they checked and evaluated supervision and assessment differently. PCK as a concept model is not for the test of an idea if it is true. It is generative.

2.4 PCK Transformed from a Subcategory of Content Knowledge to a Category of Teacher Knowledge

In the interview with the editors at the Annual Meeting of the American Educational Research Association in 2007, Shulman pointed out that the call for the research of the missing paradigm was not a claim that he was ready to fill in. He mentioned the need to distinguish between conscious and unconscious minds.

As aforementioned, Shulman differentiated and called for the study of three types of content understandings and their influence on classroom practices. At first, the three types of content understandings were subject matter knowledge, pedagogical knowledge, and curricular knowledge. Pedagogical content knowledge was a subcategory under subject matter knowledge, that is content knowledge (Shulman, 1986a). Later, pedagogical content knowledge was defined as a separate category (1986b, p. 9). The three understandings were refined into subject matter knowledge, curricular knowledge, and pedagogical content knowledge. The refinement led to keen interest from researchers and practitioners. The qualities of PCK were defined in a descriptive way. PCK is “the most useful forms of [content] representation ..., the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that makes it comprehensible for others” (1986b, p. 9). During that time, a group of doctoral students in different areas were working with Shulman. They were Pam Grossman, Sam Wineburg, Bill

Carlsen, Maher Hashweh, Suzanne Wilson, Anna Richert, Rick Marks and Sigrun Gudmundsdottir. Shulman and his colleagues worked on additional articles. The articles gave evolving conceptions of the categories of teacher knowledge.

The description of PCK has become clear in 1987. PCK was put to a place within the constellation of knowledge categories for teaching. Shulman listed PCK as one of seven categories. PCK was removed as a subcategory. The seven categories are (1) PCK, (2) content knowledge, (3) general pedagogical knowledge, (4) curricular knowledge, (5) knowledge of learners, (6) knowledge of educational contexts, and (7) knowledge of the philosophical and historical aims of education. PCK was defined as “that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding ... Pedagogical content knowledge ... identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to diverse interests and abilities of learners, and presented for instruction. Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue” (Shulman, 1987, p. 8). Shulman made a clear distinction between subject experts and subject teachers.

Since then, Shulman and his colleagues kept exploring PCK. They sometimes subsumed PCK under content knowledge. PCK was redefined as a category in teacher knowledge for they finally recognized the role of PCK in the integration and transformation of other categories of knowledge (Wilson, Shulman and Richert, 1987, as cited in Gess-Newsome, 1991).

2.5 The Delineation of Teacher Knowledge

Teaching is considered as the process of transferring knowledge from teachers to students. This simple sentence is irreconcilable to the understanding of the knowledge teachers should have as to teach an efficient and effective lesson. Teachers know a lot in many areas and in numerous ways. Adoniou (2015) compares teacher knowledge to a complex tapestry. The work is to weave the multiple threads successfully. The complexity is connected to the nature of human beings which is inherently complex (Gess-Newsome, 1999). The following is a review of key literature dealing with teacher knowledge.

As another model to Shulman's model, Gess-Newsome (1990) posits the delineation of the knowledge bases for teaching and their interrelationships by Grossman (1990) as the most comprehensive. Four general areas of teacher knowledge are (1) general pedagogical knowledge, (2) subject matter knowledge, (3) pedagogical content knowledge, and (4) knowledge of context. Of the four areas, PCK is classified as bringing the significant influence on teacher classroom practice.

Carlsen (1990) explores teacher knowledge from two perspectives. He claims many researchers see teacher knowledge in structuralist views. A knowledge category is regarded as distinct and its relationship with other categories are independent from the individual. He includes one view of the categories of teacher knowledge in his study. The five general categories are (1) knowledge about the general educational context, (2) knowledge about the specific educational context, (3) general pedagogical knowledge, (4) subject matter knowledge and (5) pedagogical content knowledge. PCK is defined as different from but related to, general pedagogical knowledge and subject matter knowledge. PCK is in the central position of other categories. He cautions the over reliance on structural models. Viewing from a post-structuralist framework, Carlsen challenges the structuralist views. As opposed to an individual, he points out the nature of knowledge. It is historically and politically situated, idiosyncratic, and

embedded in a community. As a value of point of reference, he suggests the categories of teacher knowledge are best viewed as a heuristic, rather than immutable.

Unlike the structural views, Grisham and Tang offer a broader description of teacher knowledge (Grisham, 2000, Tang, 2011, as cited in Adoniou, 2015). In Grisham's model, they are (1) personal, (2) practical, and (3) professional. Tang conceptualizes teacher knowledge categories as (1) the micro (personal), the meso (system), and the macro (societal). The broader models echo Carlsen's suggestion on seeing teacher knowledge from non-structuralist views. PCK is not specially termed in the two models. Working on that, Adoniou (2015) identifies six knowledge categories of teacher knowledge in teaching English at primary or early childhood level. The model is similar to Shulman's model (1987) with a discipline-specific focus. First, it is knowledge about content (Shulman, 1986) which refers to the understanding of how English language functions in literacy and literature. Secondly, it is knowledge about theory (Shulman, 1986) which includes theoretical understandings about teaching literacy and their history. Thirdly, it is knowledge about teaching (Lenski & Nierstheimer, 2006) which covers pedagogical understandings of how to teach literacy. It is compared to the same as Shulman's notion of PCK. Teachers have the capacity to apply general pedagogical content knowledge to teach subject content knowledge (Shulman, 1986) and prepare curriculum documents. Knowledge of curriculum as in Shulman's model (1987) is embedded in the PCK of Adoniou's model. Fourthly, it is knowledge about their learners (Lenski & Nierstheimer, 2006). With the knowledge, the learner diversity in the literacy learning is addressed. Fifthly, it is about school context. With the knowledge about the school and community, teachers apply appropriate teaching strategies and administer their literacy teaching. The sixth is knowledge about the sociocultural politics of teaching. Larger political agendas give impact on the teaching of literacy.

In table 3, it is a summary of the teacher knowledge of major models. PCK is one of the

components in teacher knowledge. Of the six models, PCK is found in four models.

Table 3

Major Models of Teacher Knowledge: PCK is One of the Components in Teacher Knowledge

Teacher Knowledge	Shulman (1986, b)	Grossman (1990)	Carlsen (1990)	Grisham (2000)	Tang (2011)	Adoniou (2015)
Content knowledge		✓	✓			✓
General pedagogical knowledge	✓	✓	✓			
Pedagogical content knowledge	✓	✓	✓			✓
Curricular knowledge	✓					
Knowledge of learners	✓					✓
Knowledge of education contexts	✓	✓	✓			✓
Knowledge of the philosophical and historical aims of education	✓		✓			✓
Others:				Personal	the micro (personal)	
				Practical	the meso (system)	
				Professional	the macro (societal)	

From the above literature review, PCK remains as distinct in nature. It is the one of the categories in teacher knowledge, except the teacher knowledge models which are viewed from a broader perspective. With Shulman's call for research on finding out the missing paradigm in

1986, PCK has been like an everlasting new topic in research and teacher education. Using PCK as a conceptual model, it is generative and transformative in bringing out new ideas in research in teaching and teacher education and identifying problems or effective classroom practices through the understanding of teacher perception. The investigation covers the conceptualization of PCK by finding out the categories contributing to the concept of PCK a discipline-specific or non-discipline-specific focus, the nature and history of PCK while exploring if PCK is dynamic or fluid and justifying how generative and transformative PCK is, and the components in PCK as compared to the list of categories of teacher knowledge and the connectedness of the components in discipline-specific.

2.6 Conceptualization of PCK as a Distinct Category

Since the publication of the Third Handbook of Research on Teaching in 1987, research into teachers' understandings of content knowledge within disciplines has become proliferated. Shulman's model is as a departure point for further discussion of the knowledge categories. Researchers and practitioners have further investigated each knowledge category. PCK has been a widely used construct in educational lexicon. The research findings in PCK study contribute to the better understanding of effective and efficient classroom teaching, teacher professional development and teacher education. In addition to Shulman's description on the understanding of PCK including meaning, functions, application, and political end in teacher profession. The study of the understanding of PCK in different disciplines makes it vivid to researchers and practitioners to be aware of the conscious and subconscious mind of teachers as Shulman pointed out in the 2007 interview.

According to Shulman (1986), two components, namely "knowledge of instructional strategies and representations" and "knowledge of students' (mis)conceptions" were identified. Instructional strategies are about "the ways of representing and formulating the subject that

make it comprehensible to others...” (Shulman, 1986, p. 9). Teachers need to know the conception or misconception of students as they are not blank slates. According to Depaepe, Verschaffel and Kelchtermans (2013), Shulman’s conceptualization of PCK has been criticized in five ways. First, the existence of PCK is not in theoretical and empirical grounding as a distinct category in teacher knowledge (Ball, Thames and Phelps, 2008; Bromme, 1995). In reaction to this, Gess-Newsome (1999) pointed out the distinction could be made between the integrative model and the transformative model in teacher knowledge. In the integrative model, PCK is not a separate category. Teaching is an activity integrating knowledge across different knowledge categories. In the transformative model, PCK is a distinct knowledge category which teachers use it in classroom teaching. The second criticism is about Shulman’s static view on teachers’ PCK. Knowledge about teaching is factual. It can be acquired and applied independently from the classroom context. Some scholars held a more dynamic view on PCK. It is essentially a knowing-to-act which is directly linked to and situated in classroom teaching (Bednarz & Proulx, 2009; Hodgen, 2011; Mason, 2008; Petrou & Goulding, 2011). The third criticism is about the doubt of some scholars. They have hesitated if PCK is theoretically and empirically distinguished from content knowledge (Baumer et al., 2010; Bednarz & Proulx, 2009; Blömeke, Felbrich, Müller, Kaiser & Lehmann, 2008; Huillet, 2009; Marks, 1990; Saderholm, Ronau, & Brown, 2010). The fourth criticism is Shulman’s narrowing conceptualization of PCK into two aspects: (1) instructional strategies and representations, and (2) students’ (mis)conceptions. Some have urged for broadening the concept as to include curriculum knowledge (Grossman, 1990), beliefs (Friederichsen, Van Driel, & Abell, 2010), or emotions (Zembylas, 2007). The fifth criticism is against the claims about what PCK as ‘expert teaching’ of a particular subject matter are normative (Bell et al., 2008; Bromme, 1995; Tirosh, Tsamir, Levenson, & Taback, 2011; Van Driel & Berry, 2012). ‘PCK of experts’ can be accepted “in accordance with culturally accepted norm” (Tirosh et al., 2011, p. 129), international and /

or national curriculum documents to shape how PCK is studied and interpreted.

In reaction to the criticism, some scholars including Shulman and his colleagues from the research groups (for example, Grossman, 1990; Marks, 1990) and at other research centres (for example, Ball, et al. 2008; Cochran, DeRuiter, & King, 1993; Hill, Ball, & Schilling, 2008; Hill, Schilling & Ball, 2004) tried to answer the criticism. They refined the conceptualization of PCK. Grossman (1990) and Marks (1990) expanded the definition of PCK from the empirical research on the PCK of language and mathematics teachers. According to Grossman's research, the PCK of language teachers are (1) knowledge of students' understanding, (2) knowledge of curriculum, (3) knowledge of instructional strategies, (4) knowledge of purposes of teaching. In Mark's study, four aspects are central to mathematics teachers. They are (1) knowledge of students' understanding, (2) knowledge of media for instruction, (3) knowledge of subject matter, and (4) knowledge of instructional purposes.

While some scholars kept the conceptualization of PCK into components, some scholars found it necessary to investigate PCK by restructuring the components or, rename or redefine PCK.

2.7 Reconceptualization of PCK

Some scholars incline to use alternative conceptualizations. Cochran et al. (1993) used the term 'pedagogical content of knowing' (PCKg) to replace PCK. It is to stress its dynamic nature. PCKg was conceptualized in a broader way. PCKg encompasses (1) the integrated understanding of four components of pedagogy, (2) subject matter content, (3) student characteristics, and (4) the environmental context of teaching.

Another one is the mathematical knowledge for teaching (MKT) in mathematics education (Ball et al., 2008; Hill et al., 2004, 2008; Hill, Rowan, and Ball, 2005). The MKT model is also known as CKTM which refers to content knowledge for teaching mathematics. MKT comprises two categories: (1) content knowledge, and (2) pedagogical content knowledge. In

content knowledge, it covers (1) common content knowledge, (2) specialized content knowledge, and (3) horizontal content knowledge. In PCK, it consists of (1) knowledge of content and students, (2) knowledge of content and teaching, (3) knowledge of content and curriculum.

Gess-Newsome et al. (2019) envisions PCK components in science education from the perspective of internal constructs in the Project PRIME PCK. The three internal constructs are: (1) content knowledge (PCK-CK) is the accuracy of CK: it consists of the connections within and between topics and the nature of science; and the use of various modes of representation or examples of a topic, (2) pedagogical knowledge (PCK-PK) is a rationale linking teaching strategies to student learning: strategies for guiding students to use their prior knowledge; and strategies to promote students to examine their way of thinking; and (3) contextual knowledge (PCK-CxK) is the understanding of student variations in different aspects, such as student prior conception, impact instructional decisions. Gess-Newsome et al. put a hyphen before the internal construct to PCK to form a new abbreviation. They emphasize the construct is within PCK. Like PCK-CK, it denotes content knowledge in pedagogical content knowledge. It is not the same as the content knowledge in teacher knowledge.

Since the nineties, some researchers have used a non-traditional way to investigate PCK. Some researchers continue the tradition to investigate PCK by identifying the distinct components of PCK. The studies have given researchers and practitioners better understanding of teaching and teacher education. The multiple ways to name and define PCK are evidence to support the dynamics nature of PCK. Overall, among the multiplicity of terms, one can refer to practical knowledge (Elbas, 1983), personal practical knowledge (Clandinin, 1986; Golomek, 1998), pedagogical content knowledge (Shulman 1986), pedagogical maxims (Richards, 1996), pedagogical knowledge (Gatbonton, 1999, 2008; Mullock, 2006) and pedagogical knowledge base (Freeman, 2020; Johnson & Freeman, 1998). In this study, PCK is used to refer to the

above-stated terms.

In Table 4, it is a summary of the major PCK models. Since the introduction of the discourse PCK by Shulman (1986a, 1986b, 1987), a bulk of studies on PCK has emerged. Clarifying the components of PCK has captivated researchers as one of the fundamental questions. Following the introduction of PCK, there has been a shift from the generic nature to the specific nature to clarify the components. Except Shulman, PCK was clarified under specific subject in the five models. There has been a shift from the general subjects to specific subjects. Five PCK components are commonly found. They are subject matter knowledge, knowledge of curriculum, knowledge of context, knowledge of students, and knowledge of instructional strategies for teaching subject matter. Compared with Table 3, the components of teacher knowledge and PCK are the same. Except teacher knowledge, it includes PCK. With the same name, it does not mean the components of teacher knowledge and PCK are the same. For PCK, the components refer to the knowledge within PCK. That explains the components of PCK in the Model of Gess-Newsome et al. are named with a hyphen. For example, PCK-CK is the content knowledge with PCK. Such a way emphasizes the construct is within PCK. In the models, they have different number of components, from two to four, and specific names of components. In the Model of Cochran, Deruiter and King, they do not share common names in components. They call PCK as Pedagogical Content of Knowing. Knowing is to emphasize PCK is constantly changing. Due to the learning areas or discipline areas, the difference in the name and number of components, and even the name of PCK is well justified. No common agreement in PCK can be further elaborated as an echo to the phenomenon which a shift of studies in PCK from the general subjects to specific subjects.

In this review, the key PCK components are subject matter knowledge, knowledge of curriculum, knowledge of context, knowledge of students, and knowledge of instructional

strategies for teaching subject matter. The focus of the models includes no information about how teachers develop their PCK. This study will investigate if there are new components to add and how the English kindergarten teachers develop their PCK.

Table 4

A Summary of the Major PCK Models

Scholars	Shulman (1986)	Grossman (1990)	Mark (1990)	Cochran, Deruiter, and King. (1993)	MKT Model (Hill et al., 2004, 2008; Hill, Rowan, and Ball, 2005; Ball et al., 2008)	Gess-Newsome et al. (2019)
Components of PCK						
Subject matter knowledge		✓ knowledge of purposes of teaching	✓	✓		✓ PCK-CK
General pedagogical knowledge						
Knowledge of curriculum		✓			✓ knowledge of content and curriculum	
Knowledge of context				✓ the environmental context of teaching		✓ PCK-CxK
Knowledge of students	✓ Teachers need to know the conception or misconception of students	✓ knowledge of students' understanding	✓ knowledge of students' understanding	✓ student characteristics	✓ knowledge of content and students	
Knowledge of instructional strategies for teaching subject matter	✓ the way of representing and formulating the subject that make it comprehensible to others	✓ knowledge of instructional strategies	✓ knowledge of media for instruction ✓ knowledge of instructional purposes	✓ knowledge of pedagogy	✓ knowledge of content and teaching	✓ PCK-PK
Highlights:	Since the introduction of the discourse PCK by Shulman (1986a, 1986b, 1987), a bulk of studies on PCK has emerged. Clarifying the components of PCK has captivated researchers as one of the fundamental questions. Following the introduction of PCK, there has been a shift from the generic nature to the specific nature to clarify the components.					
Generic nature	✓					
Specific nature		✓ Language	✓ Mathematics	✓ Teacher Education	✓ Mathematics	✓ Science
Terminology	PCK	PCK	PCK	PCKg	PCK	emphasize the construct is within PCK, e.g. PCK-PK

2.8 About Second Language Teaching and Learning for Young Children

Kindergarten children in Hong Kong learn English as a second language. It is sequential language acquisition. Children learn English after they have acquired a certain amount of their first language, here it is Cantonese. Before the review of the research on second language teaching and learning, it is necessary to have an overview of second language acquisition.

There are many factors affect children to learn a second language. One of the views is about a grouping of two factors (Lightbown and Spada, 1999; as cited in Goh and Sliver, 2004). They are learner characteristics and learning conditions. Learner characteristics cover factors such as prior language knowledge about knowing another language, cognitive development, metalinguistic development, and personality factors like showing nervous behaviour when speaking to people the learner is not acquainted with. Learning conditions refer to factors like receiving instruction in the language, like classroom learning; doing structured homework or learning the language through conversation with family; being required to speak up, like participating in role-play or reply teacher's questions; or being allowed to participate according to individual wishes, like playing language game; the learning environment whether English is used dominantly or rarely. English language learners (ELLs) learn English in an English-dominant environment, like children immigrants in the US. Children from countries or places like Japan, Korea, and Hong Kong in non-English-dominant environment. To these children, learning a second language might depend on exactly where the children live, like living in rural or urban environment, or the lifestyle of the family members, and the curriculum in the schools they study when they start schooling. The type of English, the English spoken by the people around the children, the English the children is exposed, exerts influence on their learning. Like first language acquisition, same theoretical models have been applied to second language acquisition (SLA). They are the Behaviourist Model, Innatist Model and Interactionist Model. In Behaviourist Model, learners learn the language through modeling, practice and

reinforcement from proficient second language users. The habits formed in first language can affect learning the second language. Audiolingualism is used as the instructional approach. Audiolingualism is a name coined by Brooks in 1964 (Richards & Rogers, 1986, as cited in Goh and Silver). This approach relies on a systematic presentation of grammatical forms with reference to the level of difficulties. The presentation is from what is thought to be the easiest to what is more difficult by following the Contrast Analysis Hypothesis (CAH) (Lado, 1957). According to CAH, features that are similar in the first and second languages are easy to learn. For features that are different in the first and second languages will be difficult. Language learning is based on imitation, repetition, practice, or habit formation. The learning process is a highly conscious activity. There are limitations in this model. Under audiolingual teaching, learning may not be the result of understanding. The automatic learning is the result of repetitive teaching or drilling. Learners' interest is not considered. The learning content is arranged from easy to difficult structures to achieve mastery. It is also argued that first language acting as a set of habits which may not be changed for second learning. Linguists call this as markedness. If some language features share similar qualities with the first language, they are less marked. Learners find it easy to learn. While the language features share little or nearly none in qualities with the first language, they are more marked. It is difficult for the learners to learn the features. Behaviourism cannot explain for this transfer.

In Innatist Model, universal grammar (UG) plays a key role. UG can also be known as universal rules. "Language learning is based on discovering the underlying abstract representations (or rules) of the specific language from among all possible rules of language universally. UG provides a kind of blueprint that the child is born with; exposure to, or input from, a particular language sets the specific rules of the child's language" (Goh & Silver, 2004, p. 34). The learning process is largely unconscious. UG is considered as biological.

In addition to UG, Critical Period Hypothesis (CPH) (Lennenberg, 1967) is also considered as

biological. There is an optimal time period for second language acquisition as interpreted in CPH. It is a critical period for language learning before puberty. The biological changes at puberty make it impossible for learners to develop complete mastery of a second language in native accent. This view is commonly shared by the general public but it is not generally accepted by researchers in SLA. According to Scovel (2000), Penfield (1963) was the first person to link ‘the earlier, the better’ view of foreign language learning to the plasticity of a child’s developing brain. Lenneberg (1967) suggested that puberty was the approximate cutoff age for completely successful primary language acquisition and the age when foreign accents emerged. There are three essential claims of Penfield’s and Lenneberg’s views on CPH: (1) adult native speakers can identify non-natives by their accent immediately and correctly, (2) the loss of the brain plasticity at about the age of puberty accounts for the emergence of foreign accents, and (3) CPH is tenable only for speech (a native accent) and does not ultimately affect other areas of linguistic competence. Since then, CPH captivated the interests of researchers and practitioners as a seminal topic for three decades. There are studies which suggested that no evidence supports the existence of CPH in acquiring a second language (Olsen & Samuels, 1973; Snow & Hoefnagel-Hohle, 1978). The majority of researchers were skeptical about the existence of critical period (Clark & Clark, 1977; McLaughlin, 1978), and several explicitly denied its existence (Neufeld 1980; van Els, Bongaerts, Extra, van Os & Janssen-Dieten, 1984). Krashen (1973) was the first to criticise the biologically based explanation of brain plasticity. Hakuta, Bialystok & Wiley (2003) found no evidence showing support of CPH in a test. The second-language proficiency declines with increasing age of initial exposure. The pattern of decline could not produce the discontinuity to support the existence of critical period. For the general public, language learners and teachers who have been encouraged by the media (Spinney, 1999), CPH has been a pervasive “the younger, the better” myth concerning SLA. Younger learners are more successful than their adult counterparts. That means younger is

better. The view shared by the general public has given an enormous impact on language planning over the past twenty years (Scovel, 2000). Many countries have introduced English at earlier grade level for the sake of ensuring a pool of fluent ESL speakers in the future. CPH is a topic in applied linguistics directly affects the popular consciousness and public policy. Like many countries, the policy maker of Hong Kong has adopted the belief. The research on the topics of CPH has been shifted from the critical age to investigate the existence of a critical period for acquiring accentless speech, morphosyntactic competence and the explanation to age-related differences in SLA. The conflicting evidence and contrasting viewpoints still exist. Parents, teachers, policy makers and the public have to be critical when making reference to CPH research.

Innatist concepts of second language learning are the basis of “The Natural Approach” by Terrell (1977) and further elaborated by Krashen and Terrell (1983). In this approach, the learning is set into naturalistic classroom contexts. This approach is supported by Krashen’s hypotheses for second language acquisition (1985). First, the Acquisition / Learning Hypothesis refers second language is unconsciously acquired in classroom situations. Children are exposed to rich language environment with ample opportunities for communication in meaningful contexts. Second, the Monitor Hypothesis is used as a monitor to check language production under right conditions. Given adequate time, the monitor can use a knowledge of the rules to check the necessary forms. Acquisition does not happen in the process of monitoring. The learning process is conscious. Third, the Natural Order Hypothesis envisions second language acquisition is like first language acquisition. There is a natural order. Unlike adults, errors are considered as indicators of natural development. Fourth, in the Input Hypothesis, SLA is fostered by sufficient inputs. The comprehensible inputs are set at a level just beyond the learners’ level of comprehension. Krashen calls this as $i+1$, ‘i’ means the current level of comprehension and +1 marks one stage beyond that. With plentiful comprehensible

inputs, acquisition will happen. Fifth, the Affective Filter Hypothesis refers to the importance of the affective filter. It can bring to positive or negative result in acquiring the language. If the filter is high, it acts as a barrier. The learners are anxious, in lack of self-confidence or in low motivation. Whereas if the learners are in a relaxing learning classroom, confident or highly motivated, the filter is low. Sixth, the Reading Hypothesis is about reading. Reading provides opportunities for teachers to input as to extend acquisition particularly for “reading comprehension, writing style, vocabulary, spelling and advanced grammatical competence” (Krashen, 1994, p. 46). Like the Behavioural Model, there are limitations in Innatist Model. Some scholars argue the existence of universal grammar (UG) as in Chomskyan Model. There is no inborn of specialized capacity for language. An inborn cognitive ability (Johnson, 1996) or information-processing capacity (McLaughlin & Heredia, 1996) is working. Such interpretations imply that language learning is not regarded as a specialized, biological capability. In addition, Innatist Model does not handle issues of how language is used and how language learning is affected by social communication, such as the child-adult, student-teacher, or peer interactions. In reaction, there are Krashen’s studies (1985, 1994) of second language learning and other researchers to investigate how inputs could be comprehensible (e.g. Long, 1993; Pica, Young & Doughty, 1987). This area of research has contributed to a new theoretical model for second language acquisition – the Interactionist Model.

In the Interactionist Model, input, negotiation, output, and interactional feedback are supporting elements for second language learning. The sociocultural views are required to consider. The instruction approach is communicative language teaching approaches (CLTAs). Krashen promotes comprehensible inputs are essential for SLA. “Only comprehensible input is consistently effective in increasing proficiency; in other words, more comprehensible input results in more language acquisition and literacy development. More skill-building, more correction, and more output do not consistently result in more proficiency” (Krashen, 1994, p.

48). Goh and Silver (2004) argue that only input is not sufficient. Teachers can give pre-modified or interactionally-modified inputs (Pica, Young & Doughty, 1987). The modified inputs are easier to understand. That creates opportunities for negotiating the meaning. Negotiation during discussion in SLA includes clarification of meaning, formulating implicit and explicit correction in meaningful contexts. Krashen views output will not promote language proficiency. Goh and Silver (2004) posit that output by learners is usually part of negotiation. With the output, teachers can assess what the language of the learners if it is correct or incorrect followed with interactional feedback. While interacting with the teachers, learners are making use of their own experiences and understandings to shape meanings. Researchers support the interactionist model as in the process is taking sociocultural context into consideration (e.g. Atkinson, 2002; Toohey, 2000). CLTAs are always linked to Interactionist Model. Indeed, CLTAs came from the dissatisfaction with structured-based teaching, audiolingualism and the awareness of the using language as a communicative tool as opposed to an academic subject. Hence Interactionist Model for SLA and CLTAs inclined to develop in tandem instead of as theoretical impetus and pedagogical implementation (Lightbown, 2000). CLTAs consist of a variety of different approaches to teaching including functional-notional, thematic, content-based, and task-based. The principles they advocated are: (1) more learner-centred and less teacher-centred lessons, (2) limited reliance on drilling, memorization, and rule-based learning, (3) arrange pair work and group work, (4) contextualized teaching of vocabulary and grammar, (5) less explicit, rule-based teaching of vocabulary and grammar than in more traditional models, (6) focus on language for communication, (7) include pragmatic aspects of language through contextualization of language. Some researchers criticize the Interactionist Model cannot explain acquisition without acknowledging an innate capacity. From the three theoretical perspectives discussed above, second language acquisition is intricate. Further to the consideration of the three perspectives, individual learner

characteristics and learning conditions in various contexts must be considered. Teaching English as a second language is demanding. Teachers should possess knowledge of SLA.

In Table 5, it highlights the characteristics of each theory, its underlying assumptions, and the implications for approach / method / activities used in teaching. The three theoretical models are not mutually exclusive. “At the kindergarten stage, in light of the development of language ability and needs of children, teachers can provide an interesting, meaningful and authentic English environment to build their confidence in using simple English for communication with others.” (KECG, 2017, p.40).

Children need to interact with peers and teachers in English. Kindergartens adopt Interactionist Model. There are also good features in Behaviourist Model and Innatist Model. Kindergartens are required to use thematic approach. Students are encouraged to learn a second language. Universal Grammar (UG) can be used to explain why learners have the mechanism to understand a language they do not know. Language is a communication tool to express one’s feelings and ideas. It is for people-to-people interaction. Children practise and learn a language through interaction with the environment and the people in the environment. Children observe the teacher or peers use the language or use the language themselves. They are interacting with each other. In table 5, it shows a comparison of the three theoretical models. From the teaching approaches and activities found in classroom practice, the three theoretical models are literally mutually inclusive.

Table 5

Comparison of Acquisition Issues Addressed by Theoretical Models with Teaching Approaches and Activities of SLA Young Learners

Models	Key Features	Teaching Approaches, Method, Activities/Tasks
Behaviourist	<ul style="list-style-type: none"> - Concerned with learning in general - Important linguistic input from the environment - Modeling - Practice - Reinforcements - Habit formation 	<ul style="list-style-type: none"> - Repetition: read a story for several times, choose a story with repeated language features in the text - Shared reading approach: structured lesson, set up class routine
Innatist	<ul style="list-style-type: none"> - Concerned with specific aspects of language learning - ‘Degenerate input’ from the environment - Universal Grammar (UG) - Linguistic rule extraction - Hypothesis testing - Natural order of acquisition 	<ul style="list-style-type: none"> - L2 as the MOI: Teacher uses English with teaching aids and body language to help children understand the language
Interactionist	<ul style="list-style-type: none"> - Concerned with social and psychological aspects of language - Meaningful linguistic input from the environment - The importance of communicative contexts - Child’s pragmatic intentions - Adult conversational / interaction strategies - Child-directed speech (Motherese) - Adult’s rich interpretation and feedback - Conversational adjustments - Child’s capacity for learning - Interdependence of cognitive and language developments 	<ul style="list-style-type: none"> - Methods: e.g., Thematic Approach, Shared Reading Approach - Interactions between the teacher and the children, e.g.: <ul style="list-style-type: none"> - think aloud and ask short and simple questions related to the content in think aloud; - speak simple words, phrases, or short sentences; - do not require children to respond in complete sentences or complete accuracy; - give immediate response to children’s answer or sharing; - accept children to make mistakes and rephrase the answer if needed; - sit or stand in a place to allow all children to see the teacher; - respect the uniqueness of development of individual child and address their learning diversity

2.9 Research on PCK in Teaching English as a Second Language

Evens, Elen and Depape (2016) conducted a systematic review of the research literature of PCK in the context of foreign and second language teaching. The number of PCK research on foreign and second language teaching is scarce. The review is summarized as below. Shulman considers PCK to be applicable to different subject matter areas. Most research on PCK has focused on sciences and mathematics (Ball, Thames, & Phelps, 2008; Van Driel & Verloop, 1998). Grossman and Stodolsky (1995) explain the emphasis on the research on exact sciences was contributed by the high status that society awards to natural sciences and mathematics, causing these domains to be included in national assessments (Grossman & Stodolsky, 1995; as cited in Evens, Elen & Depape, 2016). To define PCK, most studies refer to the definition of Shulman. Some do not use Shulman's definition but use the definition of Van Driel. Verloop and De Vos (1998). PCK is a specific type of practical knowledge. Teachers learn through their experiences in teaching practice and their reflection on these experiences (Fenstermacher, 1994). Love (2010) states literacy pedagogical content knowledge (LPCK) is the same as PCK. LPCK is defined as "knowledge about how spoken and written language are structured for learning; recognition that subject areas have their own literacy practices; and capacity to design learning and teaching strategies that take account of subject-specific literacy practices" (Love, 2010; p. 342). Walker (2012) has used the same term LPCK means PCK.

PCK is composed of several components. They are content knowledge, pedagogical knowledge (Liu, 2007; Meijer et al., 1999, 2002; Wilbur, 2007), knowledge of context (Liu, 2007; Meijer et al., 1999, 2002), knowledge of curriculum, knowledge of purposes for teaching (Meijer et al., 1999, 2002) and knowledge of learners (Liu, 2007). In these studies, PCK is not considered as a distinctive category in teachers' knowledge base. It is an overarching amalgamation which consists of several knowledge domains.

There are other studies about teaching English as a second language for learners of different

age groups and teacher education that are worth discussing. For young children of kindergarten or elementary level, the research content is largely about English language learners (ELLs) learning English in an English-dominant environment, such as in the US or Canada. The research areas cover different aspects. They are about teacher knowledge, opportunities to learn and the perceptions of teachers. The following is a discussion of the research with key findings.

In the study by Lucas, Villegas, and Freedson-Gonzalez (2008), it examines how to prepare classroom teachers to teach English language learners (ELLs) in the US. The researchers identify a small set of principles as for the linguistic foundation for teaching of English language learners in mainstream classes. Linguistically responsive pedagogical practices are outlined. The result concludes with suggestions for how teacher education programme can prepare preservice teachers to be linguistically responsive. The six principles are identified as key principles of second language learning: (1) “Conversational language proficiency is fundamentally different from academic language proficiency (Cummins, 1981, 2000), and it takes many more years for an ELL to become fluent in the latter than in the former (Cummins, 2008), (2) Second language learners must have access to comprehensible input that is just beyond their current level of competence (Krashen, 1982, 2003), and they must have opportunities to produce output for meaningful purposes (Swain, 1995), (3) Social interaction in which ELLs actively participate foster the development of conversational and academic English (Vygotsky, 1978; Gass, 1997; Wong-Fillmore & Snow, 2005), (4) ELLs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills (Cummins, 2000; Thomas & Collier, 2002), (5) A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELLs to earn (Krashen, 2003; Pappamihiel, 2002; Veplaatse & Migliacci, 2008), and (6) Explicit attention to linguistic form and function is essential to second language learning (Gass, 1997; Schleppegrell, 2004; Swain, 1995).” (p. 363). The six essential

understandings are equal to the three models: behavioural model, innatist model and interactionist model, in teaching English as a second language as stated in section 2.7. Principles (1), (3) and (6) are mainly about interactionist model. Principles (2) and (5) are largely about innatist model. Principle (4) is basically related to behavioural model. ELLs are not being fluent in English as with native-speaking peers. Instructional adaptations are necessary for addressing learners' needs, building on their strengths and maximizing their growth. That is to scaffold their learning. Three types of pedagogical expertise are considered as the essence of linguistically responsive teaching. The three linguistically responsive pedagogical practices are (1) learning about ELLs, (2) identifying the language demands inherent in classroom tasks, and (3) scaffolding learning for ELLs. In practice (1), the more teachers know about ELL students are in the better position to identify the language demands of the students and can arrange appropriate activities to scaffold students. In practice (3), tools and strategies are described. They are (1) using extra-linguistic supports, (2) supplementing and modifying written text, (3) supplementing and modifying oral language, (4) giving clear and explicit instructions, (5) facilitating and encouraging the use of students' native languages, (6) engaging ELLs in purposeful activities in which they have many opportunities to interact with others and negotiate meaning, and (7) minimizing the potential for anxiety associated with being an ELL in a mainstream classroom. The listed strategies are about how teachers transfer the teaching contents to ELLs and student-centred in nature. The six essential understandings of second language learning and three types of linguistically responsive pedagogical practice are recommended to add to the teacher education curriculum for teaching ELLs.

In the study conducted by König et al. (2017), it examines the connection between domain-specific learning opportunities in teaching English as a foreign language (EFL) and teachers' PCK in Germany. The participants are preservice EFL teachers for secondary schools. The participants are assessed their PCK based on the three components of PCK: (1) knowledge of

curriculum, (2) knowledge of teaching strategies and representations, and (3) knowledge of students. The findings conceptualize PCK in nine components: (1) knowledge of curriculum, teaching strategies, and students, (2) programme, (3) phase, (4) content, (5) teaching practice, (6) gender, (7) age, (8) GPA, and (9) advanced course. The study supports that “opportunities to learn” are effective for preservice teachers to acquire PCK.

Lenard and Lenard (2018) examined PCK of English for specific purposes (ESP) teachers in Croatia. These are experienced teachers in universities. The research investigated the content knowledge and pedagogical knowledge. Teachers were asked to answer questions about content knowledge and how they would teach in class. ESP teachers face challenges on a regular basis. This is the same to all ESP teachers regardless of their teaching experience. The issue of PCK is critical. A teacher is an expert in a field does not imply she can teach a good lesson. The teacher lacks strategies, insights and understanding of the teaching context to transfer knowledge. ESP teaching is very challenging. ESP teachers must demonstrate a high level of PCK starting from lesson preparation.

PCK is private knowledge which involves transferring teachers’ thinking about planning and decision making in classrooms. The above studies address the cognitive thinking of teachers and put PCK linked to opportunities to learn and sharing from experienced teachers. There are other studies taping the PCK of teachers by investigating the pedagogical thoughts from teachers during teaching. Gatboton (1999, 2008) and Mullock (2006) investigated the pedagogical knowledge base of ESL teachers. Their studies identify the domains of pedagogical knowledge of teaching English as a second language. The pedagogical knowledge and domains of pedagogical knowledge in Gatbonton’s Model and Mullock’s Model are termed as pedagogical content knowledge and categories of pedagogical content knowledge.

2.10 Review on the Gatbonton's Studies (1999, 2008) and Mullock's Study (2006)

In 1999 and 2008, Gatbonton wrote two research papers in investigating ESL teachers' pedagogical knowledge in Canada. As an extension of Gatbonton's study, Mullock (2006) partially replicated Gatbonton's study in 1999.

In Gatbonton's study (1999), it is based on the hypothesis that the pattern of knowledge about teaching and learning which experienced teachers used in classroom teaching is possible to access. The knowledge is pedagogical knowledge. The data are derived through qualitative and quantitative analyses of "verbal protocols obtained from teachers who simultaneously watched videotaped segments of themselves teaching and reported on thoughts they had as they taught these segments" (Gatbonton, 1999, p. 35). Pedagogical knowledge, as teachers' constructs the teaching tasks (VanPatten, 1997, as cited in Gatbonton, 1999), is defined as the teachers' accumulated knowledge about teaching. This knowledge is the basis for his or her way to conduct classroom teaching (Feinman-Nemser & Flodden, 1986; Shulman, 1986, 1987; as cited in Gatbonton, 1999). Researchers (e.g. Calderhead, 1991, Clark & Peterson, 1986, Clark & Yinger, 1977, Elbaz, 1991, Grossman, 1992, Kagan, 1991, Shavelson & Stern, 1981, as cited in Gatbonton, 1999) investigated many facets of teacher thinking and their beliefs to study the nature of teachers' pedagogical knowledge. The underlying principles of these studies are that teachers are guided by their mental acts which have been shaped by their teaching experiences and beliefs accumulated through the years of teaching. In the study, two groups of experienced teachers teaching ESL adult learners who were in low intermediate level, adult immigrants and refugees from Europe, Middle East, and Asia. The teachers used the teaching materials prepared by Gatbonton to teach two courses. They uniformly reported 20 to 21 categories of pedagogical thoughts with language management as the dominant category. The pedagogical thoughts are categorized into six domains of pedagogical knowledge: (1) Handling Language Items, (2) Factoring in Students' Contributions, (3) Determining the Contents of Teaching, (4)

Facilitating the Instructional Flow, (5) Building Rapport in the Classroom, and (6) Monitoring student progress.

Mullock (2006) conducted a partial replication of Gatbonton's study to investigate the pedagogical knowledge base of four TESOL teachers in Australia. Mullock criticizes Gatbonton's study (1999). The participants are asked to use the teaching materials prepared by Gatbonton to teach in the EFL classrooms. The data derived are not from intact classrooms. Mullock followed Gatbonton Model by using stimulated recall methodology and coding features. She extended the study by incorporating some changes. The data are collected from intact classes. Learners are from low intermediate to advanced level in general English, Business English, and Cambridge Advanced Certificate classes. Mullock extended the coding features from 20 as in Gatbonton Model to 24 reported pedagogical thought units. Like Gatbonton's study (1999), language management is identified as the dominant pedagogical thought. As addition to Gatbonton's study, 20 pedagogical thought units for language management are identified with 'promote learning strategy' as the dominant thought. The components of pedagogical knowledge are summarized into seven domains by adding 'Institutional Factors'.

Two years after Mullock's study, Gatbonton conducted a research to examine novice and experienced ESL teachers' pedagogical knowledge. The study used the same research methodology to derive data from the verbal reports of novice ESL teachers with no less than two years teaching experience and ESL students. The verbal reports recorded what they were thinking about while teaching. The result was compared to the categories of pedagogical knowledge as derived in the earlier study of Gatbonton (1999). The result shows that the pedagogical knowledge of novice teachers and experienced teachers is comparable to experienced teachers in the number of the terms of pedagogical thoughts. However, the details in the pedagogical thoughts are different.

2.11 Development of Teacher's PCK

From the studies, PCK seems to demonstrate certain characteristics. It is complex and difficult to define explicitly. The components are interrelated and connected with each other. For instance, knowledge of student is a category in teacher knowledge. It is a component in PCK. The components integrate with each other and operate collectively (Cochran et al., 1993, as cited in Shing, Saat & Loke, 2015). They overlap with each other and become undistinctive (Grossman, 1990 as cited in Shing, Saat & Loke, 2015). The growth and the development of the components can happen collectively or individually and at different paces. The development of one component triggers the growth of other components (Cochran et al., 1993, Veal & MaKinster, 1999, as cited in Shing, Saat & Loke, 2015).

The growth of teacher's PCK corresponds to the teaching experience. It is commonly agreed that experienced teachers have a richer repertoire of teaching strategies, a good knowledge of the students and the confidence to teach. However, when the teachers fail to learn from their experience because they do little or no reflection on their teaching (Berliner, 1987, as cited in Shing, Saat & Loke, 2015), they have no gain in PCK. Experience is not a guarantee to PCK growth. It is necessary for teachers to keep learning from experiences and practise life-long learning to develop PCK throughout their teaching career.

PCK is a knowledge of teaching. There are many factors contribute to the development of a teacher's PCK. They include personal learning history, beliefs, conception of teaching and learning, teaching preferences or values, teacher education, teaching practice experience, reflection, students, and others (Berliner, 1987, Grossman, 1990, Gudmundsdottir, 1990, Hauge, 2000, van Driel et al., 1998, Tuan et al., 1995, as cited in Shing, Saat & Loke, 2015). Teachers are undergoing various journeys to transform themselves to different stages of PCK. Each learning journey comprises several processes. It can be explained by Shulman's

Pedagogical Reasoning and Action Model (PRA Model).

Shulman (1987) claims six processes in his PRA Model. Teachers develop their PCK through the six processes: (1) Comprehension: Teachers comprehend the subject matter knowledge they teach. (2) Transformation: Teachers reflect and interpret the subject matter knowledge to transform the knowledge to students. They work from preparation, representation, selection, adaptation and tailoring to student characteristics. Preparation involves critical interpretation and analysis of texts, structuring and segmenting, development of a curricular repertoire, and clarification of purposes. Representation refers to the use of a representational repertoire, such as analogies, metaphors, examples, demonstrations, explanations, and so forth. Selection is the choice from among an instructional repertoire which includes modes of teaching, organizing, managing, and arranging. Adaptation and tailoring to student characteristics are about the consideration of conceptions, misconceptions, and difficulties; language, culture, and motivations; social class, gender, age, ability, aptitude, interests, self-concepts, and attention; and adaptation and tailoring to student characteristics. (3) Instruction includes management, presentations, interactions, group work, discipline, humour, questioning, and other aspects of active teaching; and discovery or inquiry instruction, and the observable forms of classroom teaching. (4) Evaluation is about checking student understanding learning progress and evaluating teacher's teaching performance, and adjusting for experiences. (5) Reflection refers to reviewing, reconstructing, re-enacting and critically analysing student learning and teacher teaching, and finding reasons. (6) New comprehension: From preparation to the implementation of teaching plans, teachers have new understanding of curricular goals, content, students, and the pedagogical processes. Teachers have a new insight and a new understanding of the whole teaching and learning process. They are going to do better in the teaching of the same topic in the future.

In PRA Model, although there is a sequence of the six processes, it is unlikely for teachers to

develop their PCK in the sequence. Shulman (1987) explains that some processes may not happen at all and some may be more dominant and more elaborated. However, the three participating teachers in this study developed their PCK by experiencing the six processes.

2.12 Summary

From the reviews of studies, there are studies on PCK of teachers of ELL and ESL of adult learners in English-speaking countries but there were few studies on ESL in kindergarten in Hong Kong, especially the PCK of English teachers in kindergarten. Kindergarten teachers have established a pattern to teach their lessons. Their lessons are planned. Their teaching is followed by lesson reflection. It forms a cycle for their teaching routine. During the process of lesson planning and lesson reflection, kindergarten teachers are in the process of thinking cognitively. It is beneficial to capture their thinking as to inform how they plan their lesson, why they teach their lesson in such a way and how they support students to learn. Working as a partial replication of Gatbonton Model and Mullock Model, with the modification of the coding features in pedagogical thoughts, the mental acts of the three teachers were derived through stimulated recall interviews. The data collected were coded into a new modified model extended from Gatbonton Model and Mullock Model to generate the pedagogical thoughts of the teachers. In addition to that, a review on the PCK development of three teachers will be discussed according to the PCK components. The data were collected from the interviewing with the three teachers and the principals of the kindergartens the teachers are working. This study will also investigate if language management will be the dominant pedagogical thought. There seems to be no agreement on the understanding, definition, and interpretation of PCK. However, the concept remains very influential in research on teaching and teacher education. Researchers from different disciplines find the investigation of PCK in discipline-specific is of particular importance. From the research about teaching English as a second language, there is

no study on investigating the PCK of kindergarten English teachers in non-English-environment using stimulated recall methodology and their PCK development.



Chapter 3 Methodology

3.1 Introduction

This study is a multiple-case study as an in-depth investigation of three experienced teachers' pedagogical content knowledge in teaching English in kindergartens and how they developed their PCK from their classroom practice and other possible factors contributed to their professional growth. The aim of case study is not to make generalization about populations or universes (Yin, 2003). Reeves (2009) states the advantages of using case study. Although utilizing small sample sizes, the advantage of using case study is to focus on depth and detail in description whilst large-sample studies cannot. The cases focus on "understanding the dynamics present within single settings" (Eisenhardt, 2002, p. 8 as cited in Reeves, 2009). The specially selected cases serve the function "as prototypical subjects that can embody the global in the local" (Lincoln & Guba, 2002, as cited in Reeves, 2009, p. 114). A case study expands theoretical propositions which would be visited in the discussion in Chapter 5. The research questions found the most active pedagogical thoughts and the factors constituting the development of PCK of the three teachers, and the framework of PCK. In this study, it would firstly investigate the most active pedagogical thoughts which lead teachers' classroom practices. The special quality of PCK is not static but developmental and generative. It would be interesting to explore the factors contributing to the development of the teachers' PCK. Then, from the data collected, a conclusion would be drawn by making a framework for PCK of teaching kindergarten English. To answer the first research question, stimulated recall methodology (SR) was used to derive the pedagogical thoughts of the three teachers. The lessons of the three teachers were video-taped. Semi-structured interviews were conducted. To answer the second part of research question one, the principals of the three teachers were interviewed under free-structured interviews. The three teachers were interviewed under structured interviews. The following discussion include the special features of case study,

stimulated recall methodology, research method and design, data analysis, validity and trustworthiness and ethics.

3.2 Engaging Stimulated Recall Methodology in a Multiple-case Study as Qualitative Research

3.2.1 Case Study as a Research Method to Pursue a Rich Description of a Phenomenon

Case study as a research method, there is a twofold definition (Yin 2018). The twofold refers to the scope and the features. A case study investigates a contemporary phenomenon within its real-world context which the boundaries between the phenomenon and the context may not be clear. This is the scope. This study investigated a phenomenon which some local teachers were not professionally trained in pre-service teacher training course to teach English in kindergartens. They were assigned to teach English by the principal. The principals were satisfied with their teaching. They were given the title as English teachers. With the trend of assigning more local teachers to teach English, it is not clearly obvious to define the boundaries between such trend, that is phenomenon, and kindergarten context. For the features of case study, one of them is to cope with the technically distinctive situation in which there are many variables of interest. The students, school background and teacher professional knowledge vary in different kindergartens. It is not suitable to collect data through some non-face-to-face research tools, such as sending questionnaires to a large population without selection of research participants. Criteria are required to set for the selection of participants. Like this study, the research participants must have rich experience in teaching English or in promoting English teaching. In this study, three experienced English teachers and their principals were interviewed.

3.2.2 Using Prior Development of Theoretical Propositions in Case Study

Another feature is to use prior development of theoretical propositions to guide design, data collection and analysis to generate another result. This study used Gatbonton Model and Mullock Model to investigate teachers' PCK in teaching kindergarten children English. Its aim is to investigate the verbal protocols obtain from teachers who simultaneously watch videotaped segments of themselves teaching and reported on thoughts they have as they teach these segments. When teachers work or promote learning in the classroom, they are guided by mental acts that have been shaped by the knowledge and beliefs about teaching and learning that they have accumulated through the years of teaching. The mental acts literally are the “decisions” teachers made during teaching. The three teachers reported their pedagogical thoughts that they claimed were in their minds. The three teachers have 11, 27 and 34 years of teaching experience respectively. Through collecting their pedagogical thoughts, it was to check the dominant category. Hence, the discussion was on how the three teachers developed their PCK through lesson planning, knowledge learned from the teaching experiences, reflection, or any other sources.

3.2.3 Using Case Study for Intensive Descriptions and Analysis of Derived Data

Merriam (1998) sees case study can provide “intensive descriptions and analyses of a single unit or bounded system such as individual, program or group” (p. 19). By using case study methods, I proposed to present an in-depth understanding of the English teaching of the three teachers and meaning for the individuals involved. In this study, I enclose a general description of the three teachers including their academic qualifications, working experiences, professional training, and the teaching context in the later section.

3.2.4 Using Case Study to Uncover the Particularistic of the Research Participants

Merriam (1998) depicts that case study is particularistic. “Particularistic” is the focus on “on a particular situation, event, program, or phenomenon” (p. 29). This study is particularistic. The three teachers were selected from a set of criteria which include having over ten years of teaching experience, attending training courses or workshops in teaching English, and taking the role or position as the English curriculum coordinator.

3.2.5 Using Stimulated Recall Methodology to Derive Data on Mental Acts

To answer the first research question, stimulated recall methodology was used to derive the pedagogical thoughts of the three teachers. Stimulated recall is one subset of a range of introspective methods. The methods represent a means of eliciting data about thought processes involved in carrying out a task or activity. There are two assumptions underlying introspection. It is possible to observe internal processes in much the same way as one can observe external real-world events. Humans have access to their internal thought processes at some level and can verbalize those processes. According to Gass and Mackey (2000), there is a long history of the use of reflections on mental processes. It originates in the fields of philosophy and psychology. Lyons (1986) traced this history to Augustine and possibly to Aristotle in western thought. Such mentalistic reflections are often classified as methods of introspection. Stimulated recall methodology can be used to prompt participants to recall thoughts they had while performing a task or participating in an event. It is presumed that some tangible reminder of an event will stimulate recall of the mental processes in operation during the event itself. The reminder can be visual or aural. The theoretical foundation for stimulated recall relies on an information-processing approach which the use of and access to memory structures is enhanced by a prompt that aids in the recall of information.

3.2.6 Stimulated Recall in Second Language Research

Stimulated recall is important for second language research. “Stimulated recall is ... less a unified approach than a flexible tool that has been adapted to widely varied agendas, and attended by a number of specific methodological choices” (DePardo, 1994, p.168, as cited in Gass and Mackey, 2000). By using stimulated recall, “a subject may be enabled to relive an original situation with great vividness and accuracy if he is presented with a large number of cues or stimuli which occurred during the original situation” (Bloom, 1954, p.25, as cited in Gass and Mackey, 2000).

Within the field of education, stimulated recall has been used as a tool for uncovering things. For example, teacher training, evaluating teaching effectiveness, questions on individual perspectives on learning, child development, composing processes in first language or second language writing, interactions of the social affective and linguistics issues in talking about writing, readers’ lexical retrieval mechanisms or their opinions and impressions about what they have read. Stimulated recall is often used to address questions in research on teachers and their actions, including their decision making and interactive thoughts (Calderhead, 1981a, 1981b; Gass and Mackey, 2000)

3.2.7 Stimulated Recall as an Introspective Method

Stimulated recall is an introspective method originally developed by Bloom (1953). He investigated the thought processes of students during lectures and discussion sessions. His original justification for the methodology was that “the subject may be enabled to relive an original situation with vividness and accuracy if he is presented with a large number of the cues or stimuli which occurred during the original situation” (Bloom, 1953, p.161, as cited in Gass and Mackey, 2017). Following him, there were additional refinements. Siegel et al. (1963) made the technique one step further. They considered not live lectures, but videotaped lectures.

With reference to the behaviourism and the study of language as stated by Gass and Mackey (2017), a new climate arises for introspection. It was due to the advent of cognitive psychologies and their focus on internal events, such as processing (Bruner, Goodnow, & Austin, 1956, Miller, Galanter, & Pribram, 1960, Newell & Simon, 1956, as cited in Gass and Mackey, 2000) and with Chomsky's (1957, 1959) attack on Skinnerian behaviourism. Regarding teaching, there were new doors opened for new research paradigms. Shulman (1986, p. 23) noted that, "To understand adequately the choices teachers make in classrooms, the grounds for their decisions and judgements about pupils, and the cognitive processes through which they select and sequence the actions they have learned to take while teaching, we must study their thought processes before, during and after teaching." Refer to his earlier work with Elstein (Shulman & Elstein, 1975), Shulman pointed out three main types of cognitive process research when dealing with teaching: judgement and policy, problem solving, and decision making. There was an evolving requirement for some sort of verbal reporting in such work in education. To uncover cognitive processes, it was clearly a complex issue. The door was opened to a consideration of introspection.

3.2.8 Stimulated Recall and Information-processing Approach

Stimulated recall methodology is a technique in which participants are asked to recall thoughts they had had while performing a prior task or while they had participated in a prior event. It is assumed that some tangible reminder of the event will stimulate recall of the mental processes in operation during the event itself. The reminder can be visual or aural. It aids the participant in mentally reengaging with the original event. Hence, the theoretical foundation for stimulated recall (SR) relies on information-processing approach. During the process of SR, the use of and access to memory structures is enhanced by a prompt aids the recall of information. SR is a technique that intended to access cognitive processes during an event by asking participants

to reflect on that event.

According to Gass and Mackey (2017), SR is a useful tool to uncover cognitive processes which might not be evident through simple observation. There are at least four reasons. SR can help to isolate particular events from the stream of consciousness. It identifies the type of knowledge a learner uses when trying to solve particular communicative problems, when making linguistic choices or judgements, or when generally involved in comprehension and/or production. It happens the same as a teacher has to make judgement on the language he uses in classroom. Next, SR can help to determine if this knowledge is being organized in specific ways. Cognitive psychologists have pointed out that people employ different types of “cognitive structures” or “mental representations” to organize the huge amount of information encountered daily. Some of the structures are fairly long-lasting. Others are more dynamic and short-lived. It is true for teachers to use their PCK in classroom teaching. Through SR, teachers know how their pedagogical thoughts are organized in specific ways. Besides, SR helps to determine when and if particular cognitive processes, such as search, retrieval, or decision making are being employed and what strategies learners might be using at a particular point of time. Teachers constantly do search, retrieval, or decision making when they are teaching in classroom. SR helps teachers to retrospect the strategies they used in teaching. SR is also useful in teacher education programmes. Teachers can understand why they employ certain pedagogical strategies over others in the classroom. In other words, SR uncovers teacher cognition. Teacher cognition is “the unobservable cognitive dimension of teaching – what teachers know, believe, and think” (Borg, 2003, as cited in Gass & Mackey, 2017). Borg further lists the main questions addressed in this area of research as the following: (1) What do teachers have cognitions about? (2) How do these cognitions develop? (3) How do they interact with teacher learning? and (4) How do they interact with classroom practice? These four questions echo the research areas in this study. Question (1), question (2) and question (4) share the

similar area of investigation as in research question 1. Whereas question (3) takes the similar area of investigation as in research question 2.

3.3 The Research Method and Design

3.3.1 Site

In this study, three experienced English teachers and their principals were invited to participate in this research. Their names, name of kindergartens they are working and their principals are in pseudonym. They are Teacher A, Teacher B and Teacher C working in Kindergarten A (KG A), Kindergarten B (KG B) and Kindergarten C (KG C) respectively. The three kindergartens join the Kindergarten Education Scheme. KG A is a nursery school in eastern part of the New Territories. KG B is a kindergarten in eastern part of Kowloon. KG C is a kindergarten in western part of the New Territories.

3.3.2 Participants

In this study, three experienced English teachers and their principals were invited to participate in this research. They are Teacher A, Teacher B and Teacher C working in Kindergarten A (KG A), Kindergarten B (KG B) and Kindergarten C (KG C) respectively. Principal A1 and Principal A2 are the principals of KG A. Principal A1 retired and Principal A2 is now the principal. Principal B and Principal C are from KG B and KG C respectively.

Teacher A

Teacher A was awarded Grade E in English Language (Syllabus B) in the HKCEE. She has taught in kindergarten for 28 years with 27-year experience in teaching English. Even though she and her colleagues are not given any title like ‘English teachers’ or ‘non-English teachers’, she was the English coordinator for six years and the English team leader in the English

Teaching Team of the school sponsoring organization.

Teacher B

Teacher B has been a kindergarten teacher and an English teacher for 11 years. She was awarded Grade E in English Language (Syllabus B) in HKCEE. She obtained Grade D in the oral section in HKCEE and A-level Examination. She has been the English curriculum coordinator for nine years. She took up the position from an experienced teacher.

Teacher C

Teacher C has been a kindergarten teacher for 34 years and began teaching English since the beginning of her teaching career. She was awarded Grade D in English Language (Syllabus B) in HKCEE. She is currently the English Curriculum Coordinator in school. She has been working in the current school for 28 years. She has been coordinating English related activities for at least 25 years.

Summary of The Information of the Participating Teachers

In Table 6, for easy reference, it is a summary of the information of the participating teachers.

Table 6*Information of the Participating Teachers*

Teachers Information	Teacher A	Teacher B	Teacher C
Education background	- Secondary 5 - HKCEE English (Syllable B): E	- Secondary 7 - HKCEE English (Syllable B): E HKAL Oral Paper in the UE: D	Secondary 5 HKCEE English (Syllable B): D
Qualifications	- Registered Kindergarten Teacher	- Registered Kindergarten Teacher	Registered Kindergarten Teacher
Teaching experiences	- 28 years - 27 years in teaching English	- 11 years with 11 years in teaching English	- 34 years - 34 years in teaching English
Training for teaching English	- In the SCOLAR project since 2008 until now	- In the SCOLAR project in 2007-2009	- A mentor from the school to guide her to teach English - In the SCOLAR project in 2019-2021

Principal A1 in Kindergarten A

Principal A1 retired in August 2019 and Principal A2 took up the position while she was transferred from a school where she has led the teaching team for long under the same school sponsoring organization. The English teaching in KG A was largely the decision of Principal A1. Her leadership and decision played a significant role in guiding and supporting the school team in English curriculum innovation.

Principal A2 in Kindergarten A

It is the second year of service of Principal A2 in KG A. She is an experienced principal. She supports children in learning English. English is commonly spoken in Hong Kong. Children are likely to use the language in their everyday life, especially if they have a domestic helper at home. She believes that they are helping children to prepare in that perspective. Besides, parents also see the urgency in learning English.

Principal B in Kindergarten B

Principal B is a principal of action and commitment. Once she has made decision she will not give up. Promoting English learning is the focus of the school curriculum. She was commented as putting too much lesson time for children to learn English when the school during central inspection exercise. She did self-reflection. The belief was further reinforced. Learning English is of vital importance to her school children.

Principal C of Teacher C

Principal C is the founding principal of KG C with rich experience. She is very proactive and is brave enough to take challenges in curriculum innovation. Under her leadership, she introduced new initiatives in English teaching. All local teachers were assigned to teach English. Two classroom teachers were appointed to co-teach in English lessons.

Class Level of Students

A set of three video clips from a K2 class and the other set of two video clips from K3 class were collected from Teacher A with around one and a half hour recorded. The five video clips of Teacher B's teaching were from K3 with around an hour and a quarter shot. The four video clips of K3 from Teacher C filmed nearly an hour in record. Table 6 shows the details.

3.3.3 Teaching Activities

Teachers chose the teaching activities. Most of the activities were about reading. They are shared reading, story-telling and language activities. The details are collected in Table 7.

Table 7*Video Clips Collected from the Three Teachers*

Teacher A		
Video Clips	Teaching Activities	Time
K2 Off to School: Clip 1	Shared reading a big book	00:20:54
Off to School: Clip 2	Shared reading a big book	00:23:42
Off to School: Clip 3	Shared reading a big book with extended activity conducted outdoor	00:07:59
	Total	00:52:35
K3 Old Lady: Clip 1	Story-telling with paper cutouts and small tasks	00:09:37
Old Lady: Clip 2	Story-telling with paper cutouts and extended activity	00:23:50
	Total	00:33:27
	Total time of the 5 clips:	01:26:02 / 5162 seconds
Teacher B		
Video Clips	Teaching Activities	Time
K3 Myself: Clip 1	Shared reading a coursebook from publisher	00:17:49
Myself: Clip 2	Shared reading a coursebook from publisher	00:18:43
	Total	00:36:32
K3 My Home: Clip 1	Shared reading a coursebook from publisher	00:17:54
	Total	00:17:54
K3 Where's Spot: Clip 1	Shared reading a small book recommended by SCOLAR	00:16:48
Where's Spot: Clip 2	Extended activity	00:00:30
	Total	00:17:18
	Total time of the 5 clips:	01:11:44 / 4304 seconds
Teacher C		
Video Clips	Teaching Activities	Time
K3 Hello Song: Clip 1	Sing and read aloud 'Hello Hello' with a poster showing lyrics	00:16:25
	Total:	00:16:25
K3 Floppy Floppy: Clip 1	Shared reading a big book, start from singing 'Hello Hello' song	00:12:19
	Total:	00:12:19
K3 The Moon Festival: Clip 1	Shared reading a big book from SCOLAR series	00:19:03
The Moon Festival: Clip 2	Shared reading a big book from SCOLAR series followed with food tasting (moon cake)	00:02:43
	Total:	00:21:46
	Total time of the 4 clips:	00:50:30 / 3030 seconds

3.3.4 Research Questions

The research questions that led this study were:

1. Which pedagogical thoughts are most active in leading the teachers' classroom practices?
What are the factors constituting to the development of their pedagogical content knowledge (PCK)?
2. What is the framework for pedagogical content knowledge (PCK) of teaching kindergarten English?

In this study, the term 'categories' is used to refer to the aspects in teacher knowledge. The term 'components' is used to refer to the elements in PCK. The term 'domains' is used to refer to the features categorized from the pedagogical thoughts as to follow Gatbonton Model and Mullock Model. PK in the studies of Gatbonton and Mullock refer to PCK as stated in the research questions.

3.3.5 Data Collection Methods

In this study, three experienced kindergarten English teachers and four principals participating in this study. The data for this study consists of 17 transcribed interviews as in table 3, 14 classroom video tape recordings as in table 5 and eight units of lesson plans.

Data collection covered a period of 17 months from the last two months of the 2018-2019 academic year to the first three months of 2020-2021 academic year. The three teachers were specially invited by the researcher. The researcher was the supporting officer of Teacher A and Teacher C when they were in the first cohort of the SCOLAR project. During the period, Teacher A and Teacher C demonstrated their strong competency in teaching English. The researcher met Teacher B in an experience sharing session about using show-and-tell in

teaching kindergarten English. The content Teacher B shared reflected her rich professional knowledge in teaching English. The researcher chatted with Teacher B and Principal B about the learning journey of Teacher B. By the time the researcher invited Teacher B to be the participating teacher for the study, it was just perfect that Principal B recommended Teacher B and two other school teachers to join the SCOLAR project. Then the three teachers are project teachers in the SCOLAR project in different cohorts. The main reason for the teachers to join the SCOLAR project was from the principal determination to promote English language education. The principals of the three teachers played an important role in giving time and space for English curriculum innovation. Four principals of the three kindergartens were invited for an interview. They shared their views of English language education and their role in promoting children learning, supporting teachers in teaching and professional development, and safeguarding the best interest of their school children from the perspective of sociocultural politics. In KG A, two principals were interviewed. Principal A1 retired after the completion of 2018-2019 academic year and Principal A2 took up the position. Principal A1 made her determination to develop school-based English curriculum since 2007, the year they joined the first cohort of the SCOLAR project. It was so kind of Principal A1 to accept the invitation for the interview, though she retired from her position. The number of interviewees is seven with three English teachers and four principals.

In the period for data collection, it was planned to meet the teachers after they had filmed their lessons within two weeks. Out of planning and expectation, the period for data collection met with two very particular issues, the social unrest in Hong Kong in late 2019 and the spread of the COVID-19 pandemic. There were postponement of the interviews and the change of the meeting mode with the participants. The two issues were of sudden outburst. No president cases could be found as reference. The researcher sought the consent from the three teachers to do preparation. They watched the video clips and read their lesson plans before the interviews. All

participants felt comfortable with the change of meeting mode from face-to-face mode to online synchronized or asynchronized mode. It was finally agreed that the meetings were replaced by Zoom meeting or voice messages via WhatsApp. For data conducted through voice messages via WhatsApp, questions had been provided in advance before the researcher sent voice message.

The data collection was divided into three phases.

In Phase 1, it was using stimulated recall methodology to collect data from the teachers in semi-structured interviews. As shown in Table 4, there were ten interviews: two interviews conducted with Teacher A, and four individual interviews conducted with Teacher B and Teachers C. The interviews with Teacher B and Teacher C lasted from 16 to 34 minutes. However, due to the social unrest and the pandemic in 2019-2020 academic year, the video recordings and interviews of Teacher A were affected. She could not arrange video shootings in one class. As a result, the recordings were taken from a unit in K2 November 2019 and a unit in K3 in October 2019. The interviews were postponed several times until April 2020. It was arranged five months after the lessons. Finally, the interviews were conducted via Zoom, one interview in the morning and the other interview in the afternoon. To ensure if Teacher A could have a fresh memory of her lessons, she viewed the video before the Zoom interviews. The interviews with Teacher A lasted for around three hours in the morning and around two hours in the afternoon. The other two teachers were affected too. Basically, their lessons were video-taped in September and October in 2019-2020 academic year. Most of the interviews with Teacher B could follow the planned schedule which means the interviews were conducted within two weeks after the lessons. The interviews for the last two video clips, that is the unit ‘Where’s Spot’ was affected. The interview was conducted after four months. Like Teacher A, Teacher B watched the video clips before the interview. As for the interviews with Teacher C, the interviews had been postponed as she was too much engaged with school administration

on school suspension. The interviews were successfully arranged on one day, two interviews in the morning and in the afternoon respectively. Teacher C, like Teacher A and Teacher B, had viewed all the video clips before the interview. The details of the stimulated recall interviews with the participating teachers and the dates of lessons taught and the interviews for each teacher are included in Table 8 and Table 9 for checking the time lag respectively.

Interview questions focused on teachers' conceptions of teaching acts related to the subject-matter, how they structured the lesson and keep students motivated and engaged throughout the lesson, and their attempts at transforming their knowledge of the subject-matter into the teaching frame, PCK. The analysis was based on the coded features categorized the new table of pedagogical thoughts as modified from Gatbonton Model and Mullock Model.

Table 8

Stimulated Recall Interviews with the Participating Teachers

Stimulated Recall Interview with the Participating Teachers			
Teachers	Time	No. of recorded clips	Remarks
A	343 min 30 sec	2	Zoom interview: Zoom video clips
B	248 min 55 sec	9	Face-to-face interview: audio clips
C	105 min 58 sec	5	Face-to-face interview: audio clips
Sub-total time:	698 min 23 sec		

Table 9*Interview Records*

Teacher A					
Theme	Clips of Classroom recordings (dates)	Duration (hr: min: sec)	Total Lesson Time Recorded (hr: min: sec)	Interview Duration (hr: min: sec) (dates)	Total Time Interviewed: (hr: min: sec)
Off to School	1 (05/11/2019)	00:20:54	01:26:02/ 5162 seconds	03:17:46 (31/03/2020)	05:43:30
Off to School	2 (12/11/2019)	00:23:42			
Off to School	3 (12/11/2019)	00:07:59			
Old Lady	1 (09/10/2019)	00:09:37		02:25:44 (31/03/2020)	
Old Lady	2 (16/10/2019)	00:23:50			
Total PTUs reported: 301 units					
Per PTU in second: 17 sec. (5162/301=17)					
Teacher B					
Theme	Classroom recordings (clip)	Duration (hr: min: sec)	Total Lesson Time Recorded (hr: min: sec)	Interview Duration (hr: min: sec)	Total Time Interviewed: (hr: min: sec)
My Home	1 (10/09/2019)	00:17:54	01:11:44/ 4304 sec	00:34:23 (11/09/2019)	00:92:52 / 01:32:52
Myself	1 (17/09/2019)	00:17:49		00:22:47 (18/09/2019)	
Myself	2 (19/09/2019)	00:18:43		00:16:08 (25/09/2019)	
Where's Spot	1 (08/10/2019)	00:16:48		00:19:34 (23/10/2019)	
Where's Spot	2 (15/10/2019)	00:00:30			
Total PTUs reported: 510 units					
Per PTU in seconds: 8 sec. (4304/510=8)					
Teacher C					
Theme	Classroom recordings (clip)	Duration (hr: min: sec)	Sub-total Time (hr: min: sec)	Interview Duration (hr: min: sec)	Total Time Interviewed: (hr: min: sec)
Hello	1 (06/09/2019)	00:16:25	00:50:30/ 3030 seconds	00:16:02 (09/09/2019)	00:101:59 / 01:41:59
Floppy Floppy	1 (10/09/2019)	00:12:19		00:22:23 (11/09/2019)	
The Moon Festival	1 (12/09/2019)	00:19:03		00:32:05 (10/10/2019)	
The Moon Festival	2 (13/09/2019)	00:02:43		00:31:29 (10/10/2019)	
Total number of classroom recordings: 14					
Total PTUs reported: 214					
Per PTU in seconds: 14 sec. (3030/214=14)					

In phase 2, the researcher met the four principals. The interview with Principal B and Principal C were conducted in face-to-face meeting. The interview time lasted around half an hour as stated in Table 10. The interviews with Principal A1 and Principal A2 were specially arranged. As mentioned above, the interviews were affected by the spread of the COVID-19 pandemic, the interviews were conducted in the form of structured interviews and recorded by WhatsApp audio recordings. As shown in Table 9, the recordings lasted from 12 to 26 minutes.

Table 10

Interviews with the Principals

Principals	Time	No. of recorded clips	Remarks
A1	26 min 37 sec	13	WhatsApp Voice Message
A2	12 min 01 sec	7	WhatsApp Voice Message
B	38 min 54 sec	1	Face-to-face interview: audio clips
C	28 min 35 sec	1	Face-to-face interview: audio clips
Total time:	106 min 07 sec		

In Phase 3, the researcher conducted a structured interview through sending the questions to the teachers followed by WhatsApp message as explanation. The recordings lasted from seven to 20 minutes as stated in Table 11. The interview was to collect information on teachers' professional development.

Table 11

Interview with the Participating Teachers for Professional Development

Teachers	Time	No. of recorded clips	Remarks
A	7 min 42 sec	14	WhatsApp Voice Message
B	20 min 22 sec	8	WhatsApp Voice Message
C	14 min 10 sec	4	WhatsApp Voice Message
Sub-total time:	42 min 14 sec		
Total time:	740 min 37 sec		

Phase 1: Using Stimulated Recall to Collect Data from the Teachers in Semi-structured Interviews

To tap the pedagogical thoughts of teachers, the three teachers were given the right to choose the class level and the number of lessons and units video-taped. To do so, teachers were requested to follow the criteria by choosing two or three lessons from two units of the same class. Due to the special situation during the time for data collection, the social unrest and the spread of the COVID-19 pandemic, the video clips finally collected varies in terms of number of video clips, the total lesson time, and class level.

In Table 9, five video clips were collected from two classes, K2 and K3. The total time of the video clips for Teacher A is 5162 seconds (86 minutes and 2 minutes). As for Teacher B, five video clips were collected from one K3 class. The total time recorded is 4304 seconds (71 minutes and 44 minutes). Teacher C had a relatively shorter period recorded. Four video clips were collected from one K3 class with 3030 seconds (50 minutes and 30 seconds) as the total time recorded. In Table 7, it shows the teaching activities chosen by the teachers. They were mainly about using shared reading, the SCOLAR approach, to teach children reading a story book, either in big book or small book, self-made cutouts to show story's characters, or poster to show lyrics.

The semi-structure interviews with the teachers were guided by the following questions: (1) What were you doing and why? (2) What were you noticing about the students? (3) How were the students responding? (4) Were you thinking of any alternative actions or strategies at that time? (5) Did any students' reactions cause you to act differently than you had planned? The discussion content was further extended from the responses of the teachers. The interviews with Teacher B and Teacher C were audio-recorded but the interview with Teacher A was recorded in Zoom recording. While teachers were viewing the video clips of their lessons, the clips were stopped in segments by the researcher to ask the teachers questions. All the

recordings were firstly transcribed into Chinese and then further transcribed into English. Reading through the transcript of the interview records, the researcher used the modified tables named (1) Domains of Pedagogical Content and Pedagogical Thought Units modified from Gatbonton Model and Mullock Model (Table 6), and (2) Reported Pedagogical Thought Units (PTUs) for Language Management modified from Mullock Model (Table 12).

In Table 12, Domain Buttressing Communication was added to form eight domains of pedagogical thoughts. It was added as to the special classroom interactions between teachers and children. Children need support of different ways of communication and supports. PTUs added like body language and eye level are important thoughts kindergarten teachers need to take into consideration. The total number of PTU was added to 50 while decoding the responses from the teachers.

Table 12*Domains of Pedagogical Knowledge and Pedagogical Thought Units*

Domains of Pedagogical Knowledge /Pedagogical Thought Units	
A.	Handling language items
1.	Beliefs
2.	Comprehensibility
3.	Aid comprehension
4.	Decision
5.	Language management
6.	Check / probe prior knowledge
7.	Plan the lesson
8.	Reflection
B.	Factoring in student contribution
9.	Affective beliefs
10.	Level check
11.	Note students' behaviour and reactions
12.	Material comments
13.	Creating learning context
C.	Determining the contents of teaching
14.	Content check
15.	Curriculum fit
16.	Knowledge of students
D.	Facilitating the instructional flow
17.	Beliefs
18.	Decisions
19.	Group / pair work / small group / individual student
20.	Past experiences
21.	Procedure check
22.	Time check
23.	Planned acts
24.	Physical setup
25.	Classroom routines
26.	Make activities connected
E.	Building rapport in the classroom
27.	Affective beliefs
28.	Decisions
29.	Past experiences
30.	Self-reflection
31.	Self-critique
32.	Praising students
F.	Monitoring student progress
33.	Comprehensibility
34.	Progress review / fine-tuning
35.	Problem check
36.	Name check
37.	Post Active
G.	Institutional factors
38.	Institution comment
39.	Curriculum fit
40.	Classroom size
41.	Seating arrangement: for students
42.	Seating arrangement: for teacher
H.	Buttressing communication
43.	Modelling
44.	Repetition
45.	Body language
46.	Running commentary
47.	Expanding and extending
48.	Knowledge of students
49.	Support from teacher assistant / other teaching staff, e.g. senior staff, principal
50.	Eye level (e.g. keep eye level similar to students)

The transcribed scripts of the first two interviews of Teacher B were firstly coded according to Mullock Model. The transcribed scripts with the first Chinese version and the later version in English, the two video clips and the first draft of the coded pedagogical thought records (recorded in the forms Domains of Pedagogical Content and Pedagogical Thought Units and Reported Pedagogical Thoughts Units for Language Management) were sent to Teacher B for comment. Since 48 pedagogical thoughts in Language Management were recorded out of 182 total thoughts. The researcher followed Mullock Model to record the thoughts in a separate table. The thoughts on the first version of Reported Pedagogical Thoughts Units for Language Management were kept unchanged as Mullock's table. After reading the two tables, Teacher B found some thoughts in Domains of Pedagogical Content and Pedagogical Thought Units, like (1) 'Putting my hands to my ear to tell my children I can't hear them', (2) 'I stay in the same place to avoid moving around. I don't want to distract children.' and (3) 'We don't have much time but we need to cover a lot of learning points.' were not appropriately categorized. Thought (1) was moved from Aid Comprehension to a new pedagogical thought Body Language in the newly added domain of Buttressing Communication. Thought (2) was firstly put into Affective Beliefs under the domain of Factoring in Students' Contribution and moved to a new thought, Seating Arrangement under the domain of Institutional Factors. Thought (3) was firstly put into Decisions under the domain of Facilitating the Instructional Flow and was recorded into Curriculum Fits under the domain of Institutional Factors. In the form 'Reported Pedagogical Thoughts Units for Language Management', she found that thought (4) 'I invited children to come out to do tasks. I learned that from SCOLAR.' was not appropriate in Call Student Attention to Language. Thought (5) 'This lesson was well structured. Starting from singing nursery rhymes and reporting weather. I speak all English.' and thought (6) 'I modified the strategy in teaching Chinese to English.' were not good to be considered as Promote Learning Strategy. Thought (4) and thought (6) were moved to a new thought 'Teaching Strategy'.

Thought (5) was recoded to Compare English to the Mother Tongue. Considering the concerns from Teacher B, the two tables, Domains of Pedagogical Content and Pedagogical Thought Units and Reported Pedagogical Thoughts Units for Language Management were revised. The revised Domains of Pedagogical Content and Pedagogical Thought Units and Reported Pedagogical Thoughts Units for Language Management of the first two video clips of Teacher B were sent to Teacher B for further comment. Teacher B agreed the labeling of her reported thoughts.

The revised parts in Domains of Pedagogical Content and Pedagogical Thought Units and Reported Pedagogical Thoughts Units for Language Management with the video clips and transcripts in Chinese and English versions were sent to a consultant, Jenny (in pseudonym), who is currently a principal in an international kindergarten and was an EDB project officer in SCOLAR project for eight years, for comment. The researcher had a two-hour discussion with her to explain the two forms used to record the pedagogical thoughts before she started working on the analysis. The checking is for interrater reliability and revealed 90% agreement between the consultant and the researcher in the segmentation and labeling of the teachers' thought processes. The researcher continued the segmentation and labeling of the video clips of Teacher B and the other two teachers.

After receiving the comments from Teacher B, the researcher had a meeting with Teacher B. The two tables, Domains of Pedagogical Content and Pedagogical Thought Units and Reported Pedagogical Thoughts Units for Language Management, were modified. The thoughts in Domains of Pedagogical Content and PTUs were added from 29 to 50. The thoughts in the form Reported Pedagogical Thoughts Units for Language Management were extended from 20 to 28. About the form, Domains of Pedagogical Content and Pedagogical Thoughts Units, there were 20 and 21 in Gatbonton's studies (1999, 2008) and 24 in Mullock's study (2006). The researcher combined the thoughts from the three studies, it was 29 in the total number of

thoughts. The researcher added 21 thoughts to make the total thoughts into 50. In order to tap the pedagogical thoughts of English kindergarten teachers, a new domain Buttreasing Communication with eight pedagogical thoughts was added. Considering the needs of young children, it is important for teachers to maintain a high level of teacher-student interaction. It is especially true in second language lessons. Mullock (2006) criticized Gatbonton for the broad meaning in the thought Language Management. Mullock found it difficult to label teacher's thoughts on teaching of language skills and interactions. The domain Buttreasing Communication was added to correct these shortcomings. The thoughts in this domain are Modeling, Repetition, Body Language, Running Commentary, Expanding and Extending, Knowledge of Students, Support from Teacher Assistant / Other Teaching Staff and Eye Level. When working out the thoughts, reference was made to the book "One Child, Two Languages" by Tabors (2008). Teacher B emphasized the importance of keeping the same eye level with children when teaching. She understood that communication could be of different forms which should not be confined in the utterance in classroom. The researcher advised to add Running Commentary. As observed in Chinese lessons, the researcher noticed that teachers played the role as a narrator to give rich description of what children were doing or about what was happening in the classroom. A few pedagogical thoughts were added in the other domains, except Determining the Contents of Teaching and Monitoring Student Progress. Three thoughts were added in the domain Handling Language Items. They are Check / Probe Prior Knowledge, and Plan the Lesson and Reflection. Teacher B reminded the researcher they had thoughts on these areas frequently. The researcher suggested adding Creating Learning Context to the domain of Factoring in Student Contribution. In Teacher B's lessons, she insisted on singing nursery rhymes and making weather reports as the first part of her English lesson. She must speak all English in lessons. Children had never mixed up her role when she was an English teacher or Chinese teacher when teaching other learning areas. It was successful. Teacher B

and the researcher both agreed that all these are about creating a favourable learning context. This thought was added. Four thoughts were added in Facilitating the Instructional Flow. They are Planned Acts, Physical Setup, Classroom Routines and Make Activities Connected. Teacher B pointed out the function of classroom routines in her classroom. Children were like putting into conditioned in response. The researcher suggested adding Make Activities Connected. It was observed that teachers incorporated small tasks or extended activities in English lessons. The activities and tasks were the efforts to put activities connected. Teacher B agreed. Teacher B was a classroom teacher. There were word cards or cutouts displaced on the wall and especially the things stick on the white board. She would check carefully before English lessons. The irrelevant materials must have been removed before English lessons. It helped children to concentrate while she was teaching English. She would sometimes try to create a scenario to ask children for help. Teacher B and the researcher finally reached a consent that Planned Acts and Classroom Routines should be included. The researcher recalled the lessons observed. Local teachers usually praised students by saying ‘good job’ and invited the class to clap hands and gave the students a big thumb while saying ‘well done’ or ‘good try’. The researcher suggested adding Praising Students to the domain of Building Rapport in the Classroom. Teacher B supported. In the domain Institutional Factors, Teacher B shared her experiences about the support of the school senior management to promote English education and the efforts she had done in the English curriculum innovation. She pointed out the importance of designing the curriculum to prepare children for the primary education and the best use of school facilities. Hence, Teacher B and the researcher agreed to add four thoughts in this domain. They are Curriculum Fit which refers to meet the needs of children and school mission, Seating Arrangement for Students and Seating Arrangement for Teacher. With the 50 pedagogical thoughts, the table Domains of Pedagogical Content and Pedagogical Thought Units was revised. The revised version is shown in Table 6.

In the table Reported Pedagogical Thought Units for Language Management, in Table 7, the total number of Pedagogical Thought Units for Language Management is extended from 20 to 28 units. However, in Mullock Model, it listed the 20 units of the highest frequency. This study listed all the PTUs in a total number of 28. To meet the classroom practice in kindergarten, eight items, item 21 to item 28, are added. The additional items are Comparing English to the Mother Tongue, Reminder: Teacher reminds herself not to go distracted, Modeling, Talk about Here and There, Repetition, Body Movement/Body Language, Structure the Lesson and Teaching Strategies. During the discussion with Teacher B about her comments on the first coded forms, she suggested adding Teaching Strategies. She pointed out that she learnt teaching strategies from the SCOLAR. She had tried out and found that her lessons were effective. She would check how students learned in Chinese lessons when children showed difficulties in English lessons. She also made such reference when she planned English lessons. Teacher B and the researcher finally worked out eight additional thoughts to facilitate better examination on the pedagogical thoughts in Language Management. Table 12 shows a revised version of the table Reported Pedagogical Thought Units for Language Management.

Table 13*Reported Pedagogical Thought Units (PTUs) for Language Management*

Pedagogical Thought Units
1. Promote learning strategy
2. Conduct classroom activity
3. Elicit possible answer
4. Prompt students
5. Revise language (vocabulary / grammar / song)
6. Push specific language (vocabulary / grammar)
7. Compare students' answer with correct answers
8. Correct answers (grammar / vocabulary)
9. Note student difficulty with finding correct language
10. Know curriculum
11. Get students to read / speak / listen / engage / describe / sing / spell / write
12. Recycle vocabulary
13. Teach / explain vocabulary
14. Elicit language (vocabulary / tense)
15. Note errors
16. See if students are using the language correctly
17. Concept check
18. Write up answers / response on whiteboard / blackboard
19. Get students to paraphrase
20. Call student attention to language (grammar / vocabulary / change of voice)
21. Compare English with the mother tongue (here, i.e. Chinese)
22. Reminder: teacher reminds herself not to go distracted
23. Modeling
24. Talk about the here and now (i.e. think aloud)
25. Repetition
26. Body movement / body language
27. Structure the lesson
28. Teaching strategies, e.g. how to do story-telling, Q&A, clapping hands

From the transcribed transcripts of the stimulated recall interviews, all teachers' thoughts related to English teaching were coded with description in the form Domains of Pedagogical Knowledge and Pedagogical Thought Units. The total number of frequencies was counted with a calculation of the percentage shared. The PTUs with the top six highest frequency of each teacher and the top three all teachers were identified and compared with Gatbonton's studies (1999, 2008) and Mullock's study (2006). As for the coded thoughts in the form Reported

Pedagogical Thought Units (PTUs) for Language Management, the top four highest frequency of the teachers were identified and compared with Mullock's study (2006). It is to investigate if the teachers shared similar focuses and strategies.

Phase 2: Interviews with the Principals

Without the support from principals, it is unlikely for teachers to make changes in curriculum or curriculum innovation and attending training courses for professional development. The principals of the three teachers were supportive, encouraging, and proactive. To explore the reasons which help the teachers to grow, it is essential to examine the role of the principals in supporting the teachers to learn and their views on English teaching and learning.

It was planned to conduct semi-structure interviews with the four principals to collect their views on English teaching and the roles in supporting teachers to teach English. In Table 4, it shows the arrangement and the details of the interviews. The interviews with Principal B and Principal C were conducted in semi-structure interviews. The discussion content was audio-recorded. However, due to the spread of the pandemic, the interviews with Principal A1 and Principal A2 were changed to structured interviews. Two sets of questions were sent to the principals. They replied to the questions through WhatsApp recordings. All recordings were firstly transcribed into Chinese and further transcribed into English. The following is the sets of questions for the four principals. For Principal B and Principal C, the interviews were started with the four questions: (1) What's your view in English teaching? (2) What are the qualities of a good English teachers? (3) What's the role of the principal to promote English learning? (4) How do you comment the performance of your teachers? The discussion was basically followed the four questions and other topics were included in response to the principals. As for the structured interviews, Principal A1 was invited to answer the following nine questions which were sent in bilingual, English and Chinese and the English version is listed here. They

are: (1) Why support English learning and teaching? (2) How did you support the teacher to teach English? (3) How did you create learning opportunities? For example, join workshop, project, seminar, sharing within school, sharing within school sponsoring organization. (4) How did you create time and space? Please give examples. (5) How did you provide resources? For example, IT support, teaching aids, school-made, purchased teaching aids, from publishers. (6) What are the important qualities of being a good English teacher? E.g. English proficiency, personal qualities, teaching strategies, know children well ... (7) What are the changes Teacher A as from the beginning to now? (8) What did you expect how the teacher can benefit the school in terms of having the support from the principal? Is it successful? (9) Please comment the following in the school: the development of English curriculum, teaching strategies of other teachers, English learning of students, school culture, teacher professionalism and others.

The following list of questions were sent to Principal A2 in bilingual, English and Chinese. Same as Principal A1, the following list shows the questions in English version. They are: (1) Do you support English learning and teaching? (2) In your position as the principal, how do you support the teacher to teach English? (3) How do you create learning opportunities? For example, join workshop, project, seminar, sharing within school, sharing within school sponsoring organization. (4) How to you create time and space? Please give examples. (5) How do you provide resources? For example, IT support, teaching aids, school-made, purchased teaching aids, from publishers. (6) What are the important qualities of being a good English teacher? For example, English proficiency, personal qualities, teaching strategies, know children well. (7) Please comment the following in the school: the development of English curriculum, teaching strategies of other teachers, English learning of students, school culture, teacher professionalism and others.

The data collected from the interviews with the four principals were examined to investigate how the school management contributed to the English curriculum innovation through

promoting teachers' growth in PCK and hence their professional growth. The strategies and rationale were compared to check if they had similarities.

Phase 3: Structured Interviews with the Teachers in Structured to Collect Information on Their Teacher Professional Development

To collect teacher professional development, discussion about their professional development was included in the interviews in Phase 1. In order to have a comprehensive understanding, a set of questions or points derived and summarized from the interviews in Phase 1 was sent to the teachers. The list named 'How do the teachers develop their PCK (pedagogical content knowledge) of teaching English?' was sent to the teachers. The teachers replied through WhatsApp recording as social distancing was their concern. The following lists the questions and views teachers believed: (1) Beliefs in the role of kindergarten teachers in helping children to learn English: (a) Learning English is of particular importance to the school children as far as their SES (social economic status) is concerned. (b) Support the view of the Principal: The school should teach children English; (c) Prepare children well in English for the primary education; (d) Singing nursery rhymes is very effective; (e) Use teaching tools to engage children during lesson; (f) Make a few sets of learning tools (teaching tools). Place them in the learning corner for practice and consolidation; (g) Check children response during lesson if immediate amendment in lesson plan is necessary; (h) The teacher enjoys teaching English. (2) Training on teacher professional development in teaching English: (a) the SCOLAR English project: quality kindergarten English project; (b) Seminars or workshops organized by the EDB, universities or publishers; (c) Seminars or workshops by (name of the sponsoring organization) and (d) School-based teacher training, (3) Lesson reflection: (a) Reflection during teaching; Reflection after teaching; (b) Follow-up after reflection in the lesson planning; (c) Follow-up after reflection in unit planning, (4) Unit planning and evaluation: (a) Using lesson reflection

for unit evaluation: co-planning? (b) And Using the unit evaluation for unit planning in next school term / year, (5) Professional sharing with teacher friends working in other kindergarten: (a) How? (b) What gained? (6) Mentor (The School specially employed a person to teach you how to teach English.) (7) Peer lesson observation: Any peer lesson observation, (8) Advice from School Principal: Any special feedback from the school principal? (9) Reading: Any reading about teaching kindergarten English? E.g. Journals or books, videos from YouTube? (10) Understanding of “Kindergarten Education Curriculum Guide, 2017” (1. Know very well, 2. Know it, 3. Have a general idea) (11) Others, (12) Teacher information: Experience in teaching in kindergarten; Experience in teaching English; English language result: e.g. C in HKCEE Syllabus B, C in Use of English in HKAL, IELTS: 7; (13) English Curriculum Coordinator: Yes or No. If yes, year of experience; (14) Sharing in the school sponsoring organization: Yes or No.

When adding up the total time used in the interviews with the three teachers and four principals, it comes to nearly 11 and half an hour (11 hours, 30 minutes, and 37 seconds). The interviews provided rich data for data analysis.

3.4 Data Analysis

Investigating the Frequency of Pedagogical Thoughts

All data collected from Phase 1, Phase 2 and Phase 3 were categorized, studied, and explored the implication. The data collected in Phase 1 were the PTUs of the three teachers in their lessons. The thoughts were coded in the forms Domains of Pedagogical Knowledge and Pedagogical Thought Units and Reported Pedagogical Thought Units (PTUs) for Language Management. The total number of frequencies, appearance of per PTU in seconds and the particularity of individual were compared to fill in the gap of finding out the PCK of English kindergarten teachers and further explore the nature of PCK related to the discipline. Part of the data collected during interviews and recorded in the transcripts were used for investigating

how teachers developed their PCK. The data collected in Phase 2 and Phase 3 were studied to investigate how some factors, organization or important persons other than the teacher herself could promote teacher PCK and finally bring about professional growth. As a multiple-case study, the study explored if any propositions could be made to benefit teaching and teacher education.

3.5 Validity and Trustworthiness

To ensure the validity, the lessons of the three teachers were video shot. The teachers selected the best lessons for stimulated record interviews. The class level, the students, the teaching contents, the teaching strategies, and the time were selected by the three teachers. The control of variables was on the teachers are of over ten-year experience in teaching English and joined any training in teaching kindergarten English and the lesson plans were written by the teachers. In response to the criticism of Gathbonton's study (1999) by Mullock (2006), the researcher did not select any teaching content for the three teachers. Teachers chose their lessons because they thought the lessons were effective. There was no control on the teaching contents.

To avoid giving influence to the three teachers while they taught in class, the researcher mentioned the two forms, Domains of Pedagogical Knowledge and Pedagogical Thought Units and Reported Pedagogical Thought Units (PTUs) for Language Management, to be used to code their pedagogical thoughts. They did not know the details on the forms. Not until the completion of video shooting and the trail coding of Teacher B's lesson, the forms were released to the teachers. Teacher B was the first teacher to get the forms. With her inputs, the forms were revised. Then the revised forms were sent to all teachers.

This study is to collect the mental activities of the three teachers. As practitioners, teachers would sometimes find it difficult to explain why they did in class or how they could conclude the performance of students. They would simply describe this as intuition. This is tacit

knowledge. The questions and decision in the interviews in Phase 1 were to prompt teachers to look back, review and recall why they did in classroom practice. The researcher posed questions and gave sufficient time to the teachers to describe and explain. Silence was interpreted as time for thinking and recall. Interruption was kept to be the minimal only when there were points unclear. The interviews serve as tools to prompt teachers to reflect and provide opportunities for the teachers to restudy their teaching acts. The three teachers were voluntary to give replies to the questions made by researcher.

At the beginning of coding the pedagogical thoughts, Teacher B was given the first version of the coded records and her comments were considered and discussed. The two forms, Domains of Pedagogical Knowledge and Pedagogical Thought Units and Reported Pedagogical Thought Units (PTUs) for Language Management, were revised to minimize the subjectivity from the researcher. A consultant checked the transcripts in English and Chinese version and the coded records of Teacher B's two video clips in the sample of 14% of the total clips (14 clips) collected. The result revealed that 90% agreement between the consultant and the researcher in the segmentation and the labeling of the teachers' thought processes. In addition, when all pedagogical thoughts were coded, the three teachers were given the coded records of their pedagogical thoughts as recorded in the two forms for comment. They asked some questions as clarification but no further comments on the records. As a second thought, it would be too demanding for the three teachers to read all the transcripts and the coded records. While analysing the data, the researcher referred to curriculum documents, such as lesson plan and reviewed the video clips frequently to check if the recorded stated in the transcripts reflected the facts.

3.6 Ethics

In order to respect and protect the privacy of the participants, pseudo names are used to present

them. Letter A, B and C were used to make the discussion easily connected to the kindergarten and the principals. For example, Teacher A, Principal A1 and Principal A2 are from Kindergarten A. Since Principal A1 had recently retired, Principal A2 took up the position of principal. It is necessary to mark '1' to refer to the retired principal and '2' to refer to the new principal. The participants and schools were well informed of the use of data, such as video clips of teaching sessions, audio and visual recordings of the interviews, were used solely for the analysis of this study. The parents of the children in the video clips had signed a consent form for giving rights to schools to take video clips for any school records. The schools granted the right to the researcher to use the clips for in this study. The researcher had no information of the children appeared in the video clips. The privacy of the children is protected. There is private personal information collected from the three teachers and the four principals. The researcher will keep all the information collected confidential and used it solely for this study. A copy of this study will be sent to teachers and principals when the final version is confirmed.

3.7 Summary

This study collected rich data through interviews. It is necessary to discuss some issues or explain some reasons by using thick description. Findings would be presented mostly in description supplemented by tables. A few tables showing the summary of the analysis of the data were used.

Chapter 4: Data Analysis and Findings

4.1 Introduction

This chapter analyses the findings. From the highly consulted pedagogical thoughts and domains of pedagogical thought, there are patterns identified. The three teachers have similarity and differences as from the coded pedagogical thoughts. They were all engaged actively in their mental acts while they were in classroom practice.

4.2 Understanding of the Summary of the Decoded PTUs

4.2.1. Per PTU in Seconds

In Table 9 it is a summary of the reported pedagogical thought units. There was a total of 1025 PTUs identified from the teachers. Some patterns singled out. In Table 9, teacher A has 301 PTUs with making one PTU in every 17 seconds. Teacher B has 510 PTUs with making one PTU in every eight seconds. Teacher C has 214 PTUs with making one PTU every 14 seconds. Teacher A and Teacher C have similar value in the thinking time for each PTU. Teacher B, having relatively less experience with Teacher A and Teacher C, thinks extensively when she is teaching. Teaching experience can be one of the reasons.

From the interviews with Teacher B and Principal B, Teacher B was very eager to and enjoyed teaching English. She kept observing, checking, reflecting, assessing children learning, making connection to children performance in other learning areas while she is teaching. Her third dominant PTU is Curriculum Fit in Institutional Factors. Refer to the interview with Teacher B in Phase 3, Teacher B thought she was obliged to follow school policy to teach good English to children. Her high frequency cognitive activities during teaching truly echoes her belief. The three teachers prepared their lesson plans. Comparatively, the lesson plans of Teacher B were written with more details in terms of meeting the personal style of the teacher. The lesson plans

were prepared a month or more in advance. She and two teachers are in the SCOLAR project. They are required to release from teaching duties to attend the SCOLAR workshops. After the workshops, they need to try out what they learned in the workshop. To release time for trying out the SCOLAR approach and catching up with the planned schedule of the school, they frequently revise the lesson plans. Teacher B worked out the revised plan mentally because she has tight work schedule. The strategies include speeding up the teaching procedure, cutting short the time for some learning tasks or restructuring the lesson plans by cutting the number of lessons from four lessons to three lessons or rearranging the time for extended activity. Teacher B is the class teacher. She knows the children so well and is committed to provide a supporting environment to them. She is highly involved with checking if all children are engaged, for example, interacting with her or the peers, listening to her or immediate seating rearrangement is needed.

Whereas Teacher A and Teacher C are relatively less occupied with making pedagogical thoughts. The lesson plans of Teacher A list the teaching and learning tasks in a just-right manner for an experienced teacher. Everything is clear in the teacher's mind. She has accurate prediction of children's difficulties and the time for the completion of tasks. She can put herself in a relatively relaxing manner, less engaged with making pedagogical thoughts when she is teaching. Her third dominant PTU is Self-critique under the PK domain Building Rapport in the Classroom. Being not a class teacher, Teacher A engages her mind to remind herself of providing appropriate support to children in class. Given the needs, she will take adjustment to the lesson plan or follow-up in the next lesson.

Teacher C is the teacher with the most teaching experience. She is relatively busy with making pedagogical thoughts as compared to Teacher A. She is neither the class teacher. She is the English Curriculum Coordinator. She sometimes teaches in class for lesson demonstration to new teachers or promoting new strategies to class teachers. With her rich experience, Teacher

C could be in a relaxing mode while her mind is still thinking if the lesson plans are well written. She is checking children performance and the progress if it is on the right track. Her third dominant PTU was Plan the Lesson in the PK domain of Handling Language Items. To play her role as a Curriculum Coordinator, checking and evaluating the quality of lesson plan are well received by Teacher C as in evidence with her per PTU time interval.

The key factors play a crucial role in keeping teachers engaged with making pedagogical thoughts are English teaching experience, attitude towards teaching English, and the low affective filter of children. Krashen's affective filter for second language learners was found in Teacher B's children. Teacher B is the class teacher. Children were in a comfortable zone with the class teacher, Teacher B, when they learnt English. The affective filter was low and brought positive effects. Children were confident of themselves in responding to Teacher B's questions or engaging in tasks or activities.

Table 14

Frequency and Percentage of Teachers' Reported Pedagogical Thought Units (PTUs) (in the order: frequency, percentage, rank from 1 to 50 for PTUs)

Domains of Pedagogical Knowledge /Pedagogical Thought Units	Teacher A (N=301)	Teacher B (N=510)	Teacher C (N=214)	All Teachers (N=1025)
A. Handling language items	106 (35%) Rank: 1/8	166 (33%) Rank: 1/8	95 (44%) Rank: 1/8	367 (36%) Rank: 1/8
1. Beliefs	6 (2%), 13	4 (<1%), 24	1 (<1%), 28	15 (1%), 19
2. Comprehensibility	0 (0%), 50	0 (0%), 50	0 (0%), 50	0 (0%), 50
3. Aid comprehension	1 (<1%), 34	1 (<1%), 42	0 (0%), 50	2 (<1%), 44
4. Decision	4 (1%), 21	16 (3%), 11	3 (<1%), 13	23 (2%), 13
5. Language management	83 (28%), 1	116 (23%), 1	75 (35%), 1	274 (27%), 1
6. Check / probe prior knowledge	4 (1%), 21	6 (1%), 21	3 (<1%), 13	13 (1%), 22
7. Plan the lesson	5 (2%), 18	20 (4%), 4	11 (5%), 3	36 (4%), 5
8. Reflection	2 (<1%), 27	3 (<1%), 27	2 (<1%), 22	7 (<1%), 32
B. Factoring in student contribution	60 (20%), Rank: 2/8	85 (17%) Rank: 2/8	39 (18%) Rank: 2/8	184 (18%) Rank: 2/8
9. Affective beliefs	8 (3%), 7	1 (<1%), 42	3 (<1%), 13	12 (1%), 23
10. Level check	1 (<1%), 34	1 (<1%), 42	3 (<1%), 13	5 (<1%), 36
11. Note students' behaviour and reactions	17 (6%), 4	5 (<1%), 22	7 (3%), 7	29 (3%), 8
12. Material comments	27 (9 %), 2	59 (12%), 2	20 (9%), 2	106 (10%), 2
13. Creating learning context	7 (2%), 11	19 (4%), 8	6 (3%), 8	32 (3%), 6
C. Determining the contents of teaching	20 (7%) Rank: 5/8	34 (7%) Rank: 7/8	5 (2%) Rank: 7/8	59 (6%) Rank: 7/8
14. Content check	5 (2 %), 18	4 (<1%), 24	1 (<1%), 28	10 (<1%), 27
15. Curriculum fit	7 (2%), 11	10 (2 %), 15	3 (<1%), 13	20 (2%), 15
16. Knowledge of students	8 (3%), 7	20 (4%), 4	1 (<1%), 28	29 (3%), 8
D. Facilitating the instructional flow	29 (10%) Rank: 4/8	58 (11%) Rank: 4/8	13 (6%) Rank: 5/8	70 (7%) Rank: 6/8
17. Beliefs	5 (2%), 18	3 (<1%), 27	2 (<1%), 22	10 (<1%), 27
18. Decisions	2 (<1%), 27	3 (<1%), 27	0 (0%), 50	5 (<1%), 36
19. Group / pair work / small group / individual student	6 (2%), 13	3 (<1%), 27	3 (<1%), 13	12 (1%), 23
20. Past experiences	2 (<1%), 27	2 (<1%), 36	3 (<1%), 13	7 (<1%), 32
21. Procedure check	1 (<1%), 34	3 (<1%), 27	1 (<1%), 28	5 (<1%), 36
22. Time check	3 (<1%), 24	11 (2%), 14	2 (<1%), 22	16 (2%), 18
23. Planned acts	2 (<1%), 27	10 (2 %), 15	0 (0%), 50	12 (1%), 23
24. Physical setup	1 (<1%), 34	2 (<1%), 36	0 (0%), 50	3 (<1%), 40
25. Classroom routines	6 (2%), 13	20 (4%), 4	2 (<1%), 22	28 (3%), 10
26. Make activities connected	1 (<1%), 34	1 (<1%), 42	0 (0%), 50	2 (<1%), 44
E. Building rapport in the classroom	40 (13%) Rank: 3/8	38 (7%) Rank: 6/8	8 (4%) Rank: 6/8	86 (8%) Rank: 4/8
27. Affective beliefs	9 (3%), 5	18 (4%), 9	4 (2%), 12	31 (3%), 7
28. Decisions	1 (<1%), 34	2 (<1%), 36	0 (0%), 50	3 (<1%), 40
29. Past experiences	0 (0%), 50	3 (<1%), 27	0 (0%), 50	3 (<1%), 40
30. Self-reflection	8 (3%), 7	8 (2%), 17	1 (<1%), 28	17 (2%), 36
31. Self-critique	18 (6%), 3	7 (1%), 19	1 (<1%), 28	26 (3%), 12
32. Praising students	4 (1%), 21	0 (0%), 50	2 (<1%), 22	6 (<1%), 34
F. Monitoring student progress	17 (6%) Rank: 7/8	47 (9%) Rank: 5/8	20 (9%) Rank: 4/8	84 (8%) Rank: 5/8
33. Comprehensibility	2 (<1%), 27	3 (<1%), 27	1 (<1%), 28	6 (<1%), 34
34. Progress review / fine-tuning	9 (3%), 5	20 (4%), 4	10 (5%), 4	39 (4%), 3
35. Progress check	3 (<1%), 24	3 (<1%), 27	3 (<1%), 13	9 (<1%), 29
36. Name check	1 (<1%), 34	7 (1%), 19	1 (<1%), 28	9 (<1%), 29
37. Post Active	2 (<1%), 27	14 (3%), 12	5 (2%), 11	21 (2%), 14
G. Institutional factors	20 (7%) Rank: 5/8	59 (12%) Rank: 3/8	31 (14%) Rank: 3/8	110 (11%) Rank: 3/8
38. Institution comment	8 (3%), 7	17 (3%), 10	3 (<1%), 13	28 (3%), 10
39. Curriculum fit	6 (2%), 13	25 (5%), 3	8 (4%), 5	39 (4%), 3
40. Classroom size	3 (<1%), 24	5 (<1%), 22	6 (3%), 8	14 (1%), 20
41. Seating arrangement: for students	1 (<1%), 34	8 (2%), 17	8 (4%), 5	17 (2%), 16
42. Seating arrangement: for teacher	2 (<1%), 27	4 (<1%), 24	6 (3%), 8	12 (1%), 23
H. Buttressing communication	9 (3%) Rank: 8/8	23 (5%) Rank: 8/8	3 (1%) Rank: 8/8	35 (3%) Rank: 8/8
43. Modelling	0 (0%), 50	2 (<1%), 36	0 (0%), 50	2 (<1%), 44
44. Repetition	0 (0%), 50	0 (0%), 50	0 (0%), 50	0 (0%), 50
45. Body language	1 (<1%), 34	2 (<1%), 36	0 (0%), 50	3 (<1%), 40
46. Running commentary	0 (0%), 50	0 (0%), 50	0 (0%), 50	0 (0%), 50
47. Expanding and extending	1 (<1%), 34	1 (<1%), 42	0 (0%), 50	2 (<1%), 44
48. Knowledge of students	1 (<1%), 34	13 (3%), 13	0 (0%), 50	14 (1%), 20
49. Support from teacher assistant / other teaching staff, e.g. senior staff, principal	6 (2%), 13	2 (<1%), 36	1 (<1%), 28	9 (<1%), 29
50. Eye level (e.g. keep eye level similar to students)	0 (0%), 50	3 (<1%), 27	2 (<1%), 22	5 (<1%), 36

4.2.2 The First Dominant Pedagogical Thought (PTU) of the Teachers

In Table 14, the first two dominant PTUs are the same for the three teachers. The first PTU is Language Management under the domain of Handling Language Items and the second PTU is Material Comments under the domain of Factoring in Student Contribution. The third dominant PTU is different of the three teachers. The three teachers share a common quality as demonstrated in the first two dominant PTUs. They know their role well. However, they are working in different schools where the students are different. The difference in their third dominant PT reflects their personal consideration. It may be the awareness of their role to fit the school policy, their non-teaching role, or the belief of self-accomplishment. The top ten dominant PTUs will be discussed in the later section.

The percentages shared in the first dominant PTU of Teacher A, Teacher B and Teacher C are 28%, 23% and 35% respectively. Teacher C has the highest, follows her is Teacher A and Teacher B is the lowest. Teacher C as the most experienced teacher, she keeps herself highly engaged with the pedagogical thought of ‘language management’. With her rich experience in the position as Curriculum Coordinator for years, she is in a high position to see and check how children can be taught. Teacher A has also a high percentage. In her experience in leading school English curriculum innovation and sharing with the sister schools, the high percentage reflects that she has expectation of effective teaching as evidence from the interview with Principal A1. Teacher A is a fast learner. She cares the learning outcomes of her children. Language Management is the dominant pedagogical thought in the 50 PTUs. Teacher B has a relatively less percentage than the other two teachers. The percentage is still a big share. It takes over one-fifth of the total share in PTUs. The relatively small percentage can be explained by the PTU per second. She has a pedagogical thought in every eight seconds. Her mental acts cover 47 out of 50 pedagogical thoughts. Three pedagogical thoughts show no record. She is actively engaging with making pedagogical thoughts throughout the lessons.

English as a second language to young children, teachers need to understand their students including the difficulties of them to learn a new language, they may have little or no English exposure at home and their previous knowledge. Children need stimulation to motivate and support them to learn. Teachers used plentiful teaching materials to support their learning. The materials include teaching media like using big books, posters or smart TV, any IT devices; and others like teaching props, realia, posters, word cards, picture cards, puppets which allow children to see, to touch or to help to engage them in the learning process and the learning tools set in English learning corner.

4.2.3 The Second Dominant Pedagogical Thought of the Three Teachers

In Table 14, in the total percentage shared in the 50 PTUs, Teacher B has 12% in Material Comments whilst Teacher A and Teacher C both have 9%. A description of Teacher B's lessons is evident to support why Teacher B has Material Comments as her second dominant pedagogical thought. Teacher B's lessons are well structured with three stages: pre-task stage, while-task stage, and post-task stage. There are several tasks embedded in her lessons. Greeting everyone in the class, asking about the well-being of everyone like how children feel on that day and singing nursery rhymes with body movement are the activities in the pre-task stage. After warming up, Teacher B takes out the weather chart to ask children to help to prepare the weather report. Children look at the window outside to check the weather. They are given word cards and picture cards to choose from. They are invited to pick up the cards to insert them to the plastic bag on the weather chart. Teacher B reports the weather with the class by reading aloud. Or she sometimes uses paper cutout of the story character as a pointer to point at the weather chart. It is to get children ready and motivated to listen to the story in the while-task stage. In while-task stage, Teacher A incorporates the SCOLAR approach with her model. She sometimes uses story book or short story from the integrated English course book. She may

not follow the three stages of shared reading as promoted by the SCOLAR. She will inform children about what they are going to learn or read. She evaluates and predicts the difficulties of children before they learn something new. If she finds children may not have the language to understand the story, like some new vocabulary items, she firstly picks out the vocabulary items by chatting with children about their past experiences or simply tells a story and showing picture cards showing the meaning of the vocabulary items to children in advance. Children are put in a relaxing classroom. Their affective filter of children is tuned to be low. They are happy and eager to share their experience or views during chat. Teacher B naturally introduces the new vocabulary items to children. She then starts telling the story. While reading the story, she asks children questions about the illustrations and sometimes relates to the learning content learned in the previous lessons. Teacher B and the children are interacting in a meaningful context. Unlike the SCOLAR approach, children are not required to keep silent while the teacher is reading aloud the text. In Teacher B's lesson, frequent teacher-children interaction is evident. To keep children's motivation, she sometimes tells story without showing the book. She prepares cutouts of the characters in the story and cutouts to show places or objects in the story. The cutouts are the enlarged version as found in the book. Some cutouts are interactive in design. For example, a door paper cutout, the door can be opened. Children can see the things, objects or any characters in the room or house after opening the door. Teacher B sticks the paper cutouts on white-board to tell story. She invites children to come out to help to move the cutouts on the board. After the story telling, she shows children the book and reads with the children. She focuses on the pages she has discussed with children but not the whole book. Children are regularly refreshed about what they have just listened or spoken. Teacher B smoothly consolidates children the language they learned. In the post-task stage, she designs various language activities as giving children opportunities to practise the language they learned in meaningful context. She adapts the SCOLAR approach but enriches it into her model.

For the teaching tools she used during the while-task stage, she makes additional sets, like four to five sets, the ‘teaching tools’ are changed into ‘learning tools’. Children are given the sets in groups for group work or pair work. Teacher B walks around and checks. After lessons, the ‘learning tools’ are then placed in English learning corner. Children can ‘play’ the learning tools during their learning corner time. Or, she arranges food tasting. Children are excited with the extended activities, especially food tasting. Teacher B does not mind buying children snacks for food tasting if they enjoy learning. She agrees that she has used much time to prepare teaching props including learning and teaching tools. She finds it necessary for the teacher to make the tools but not by others. She has an experience asking student teachers to help her to make the tools. The final products are acceptable but she finds the tools made by her are much better and child-friendly. Some points about making the props are difficult to tell. When she is making the props, she can rethink about how the props can be best used in classroom teaching or if she needs to remake them. She can turn available resources into supporting materials to support her English teaching. Examples are using smart television to sing nursery rhymes with children, demonstrate how to write vocabulary items for developing children’s spelling skills; any resources provided by publishers, like picture cards, word cards or smart pen for correct pronunciation of the text in the coursebook; careful selection of reading materials and self-made teaching props.

Teacher A and Teacher C have the same percent as in 9%. Teacher A, like Teacher B, has her model in English teaching. Her lessons are in three stages: pre-task stage, while-task stage, and post-task stage. Like Teacher B, Teacher A has tasks for children to engage in. In the recorded lessons, singing good morning song and greeting everyone in the classroom are the tasks to begin the lesson. Following that, Teacher A asks children to help her to tell the weather by using her body language and paper cutouts, for example, sun, cloud, to tell the weather. Then, the lesson leads in from pre-task stage to while-task stage. From the recorded lessons of ‘Off to

School', Teacher A uses the SCOLAR approach to teach shared reading. They are prediction, three stages of shared reading and extended activity. Children are asked to make prediction of the story. The teacher takes record of the prediction on a small board. In the lessons, she asked many questions based on the book cover and children experience. The character in the story had a school bag. She found it necessary to use "school bag" to connect to children's experience. Children were encouraged to give response though the response might not be the correct answer. She used her soft voice and smiles to respond to the good try of children. During the first reading, children show eagerness to interact with the text and the teacher but they are reminded of keeping silence and careful listening. When it comes to new vocabulary items, Teacher A shows realia and pictures to children to help them to decode the meaning. For example, when she reads a rhyme with children, there are 'candy sticks', she brings candy sticks and shows them to children. She reads the rhyme with stronger tune when it comes to the rhyming words and following that she stumps. Children can feel and enjoy the rhythms. In the post-task stage, she makes use of the outdoor area of the school. She takes children outside to play in pairs to sing and act out the nursery rhyme. The learning area 'physical fitness' is incorporated in the activity. From the two recorded lessons of the unit 'Old Lady', Teacher A uses paper cutouts to guide children to retell the story together. A set of character cutouts are prepared. When it comes to different episodes of the story, she invites children to come out and help to move the cutouts on the white board. She keeps asking children questions about the story while pointing at and moving the character cutouts. Both the teacher and the children are the story-teller. Not only telling the story, Teacher A has the story extended to real-life experience. She spots the word 'lady' from the story 'Old Lady' to introduce children to a real-life situation. We all have experience going to toilet. 'Lady' and 'gentleman' are commonly seen outside toilets. She prepares word cards and picture cards to extend children to learn 'lady' and 'gentleman' in a meaningful context. In another lesson of 'Old Lady', she gives out children head bands

showing the story character in the while-task stage. Children put the head bands on and come out to tell and act out the story with the teacher. Teacher A with a head band on her head is playing with them in the activity. She is a playmate in the activity. As KG A is a nursery school, children learn English in an area especially separated from other children while other children are busy with their learning activities. It is difficult for the teacher to check children correct pronunciation. Teacher A makes use of the opportunity to come close to children. That means Teacher A is in a good position to listen to and check children's pronunciation while they are playing and practising the language. She gives correction if necessary. In the post-task stage, children use the head band to the right character to 'swallow' or 'tickle' according to the story content. The materials used in the two units include big books, pointers, head bands, cutouts of story characters, a poster showing a nursery rhyme, a handy white board, a normal-size white board and facilities in the outdoor playground. According to Teacher A, she does not devote too much time to preparing handmade teaching props. She uses available resources in an optimal manner. This echoes to the interview record with Principal A1. She supports teaching English but she asks teachers to focus on using more time for lesson preparation. Preparing handmade teaching props should be just right. KG A is a nursery school, unlike kindergarten, they do not physically have classrooms but they have a big hall. Children are used to learn at corners. As seen from the video clips, the use of teaching materials is much affected by the physical setting. The materials used are carefully selected by the teacher. With the support and understanding of the principal, Teacher A finds it necessary for her to prepare handmade props as no available resources can be identified. She agrees it is worth investing time on making handmade props. She puts the focus on the functions as the first consideration but not for her own convenience.

Teacher C has 9% in Material Comments as shared in the 50 PTUs. From the recorded units, Teacher C uses the SCOLAR approach but she makes some changes to give flexibility for

curriculum innovation. Her lessons comprise of three stages, like Teacher A and Teacher B. The pre-task stage is marked with making prediction to the story content. The while-task stage is organized in conducting the three stages of shared reading. In the post-task stage, there is an extended activity which allows children to practise the language. Like the unit ‘The Moon Festival’, the classroom is decorated with lanterns. Children are much prepared to listen to a story about the Mid-Autumn Festival by settling them in context. In the lesson of singing ‘Hello Hello’ song, Teacher C uses her voice as a “teaching material”. She has rich music knowledge. She prefers to teach without using IT device even though there is a smart television in the class. As a variety and a return to the real world of human, she does not want children to expose to only IT materials. She sings with children and encourages them to move around and say hello to friends. While she is creating the learning context, she is lowering the effect of affective filter. The filter is tuned to be low. She sings the song in the whole lesson without showing any text. This lesson is to prepare for the next lesson, the unit ‘Floppy Floppy’. She makes the learning context connect to the next lesson. The singing of the hello song is to prepare students. Teacher C and Teacher B share a common strategy. They put learning content connect and one purpose is to prepare children for the next stage of learning. It is like a lesson in Teacher B’s class. She identifies difficult words and helps children to learn the words before reading the story. Teacher C prepares children the mode and the emotion before listening to the story ‘Floppy Floppy’. She removes the negative affective filter from children. One activity viewed as an activity in post-task stage, it is food tasting. Children try snowy paste moon cake. Teacher C considers good English lessons should be supported with appropriate teaching materials. Teacher C considers materials supporting English teaching in a broader sense. She considers decorating the classroom as a way to create a meaningful learning context, like decorating the classroom with lanterns during the Mid-Autumn Festival. Teaching materials include a moveable chair to allow the teacher to move around, careful selection of story books for

children to have a comprehensive exposure to reading materials, the stand is to allow all children to see the book clearly and the special quality of the teacher, like Teacher C, she uses her voice to sing.

The three teachers have their understanding and interpretation of materials supporting young children English learning. They share two common goals: interaction with children and create a warm and relaxing classroom.

4.2.4 The Third Dominant Pedagogical Thought of the Teachers

Unlike the first two dominant pedagogical thoughts, the three teachers have a completely different third dominant thought. Teacher A has Self-critique as the third one. Teacher B has Curriculum Fit while Teacher C has Plan the Lesson.

Principal A1 describes Teacher A as a keen learner and committed to English teaching. Her performance in English teaching is higher than the principal's expectation. Teacher A is committed to English teaching and articulate to share good experience and point out problems and make suggestion. Self-critique is a level higher than self-reflection. It falls in the PK domain Building Rapport in the Classroom. During lesson, Teacher A is engaged not only in reflection but she has a step forward. She criticizes her teaching in the classroom for building rapport to children. This implies she will make immediate adjustment in classroom teaching and will take immediate action to follow her critics. As a former supporting officer of Teacher A, the researcher confirms that Teacher A has displayed this special quality as observed during lesson observation and follow-up meeting with her. She is quick to make adjustment or changes in response to any comments.

Teacher B has Curriculum Fit as in the domain of Institutional Factors as the third pedagogical thought. From the interviews with Teacher B, she frequently shared her views on the importance of teaching the school children good English. Most of the children are of lower

socio-economic status. Their family cannot support them to have sufficient exposure to English. Their parents have set high expectation to the school. In response, the school is very committed to this mission. Evidence is found both from the interviews with Teacher B and Principal B. They explicitly and passionately explained the reasons why they put English education as the first on the priority list of school curriculum development. Principal B has close relationship with the teaching team. Teacher B is one of the teachers working very close with the principal. As identified and marked by the former principal, Teacher B was given training on teaching English when Principal B took up the position as the head of KG B. Principal arranged a consultant, or Teacher B called her as expert mentor, to guide Teacher B how to teach English and give her lesson demonstration. The mentorship was conducted on-site in school. Teacher B is grateful to the school support and training. She is very committed to follow the school policy. Their school children should be given good English education. Teacher B, as one of the teachers, should support and contribute.

Teacher C has Plan the Lesson as the third dominant pedagogical thought. She is very much affected by her position in school. She has been the English Curriculum Coordinator since she joined the SCOLAR project in 2008. She knows her position very well. Like Teacher A, she is in a position of making criticism. During classroom teaching, she is busy with checking if the lesson plans are well written and helpful in classroom practice. Teachers can scaffold children learning. In KG C, the school has the policy in curriculum management. English lesson plans are written by a few teachers who are specially assigned. The lesson plans are approved by Teacher C before they are given to other teachers. Teacher C is very sensitive and on high alert in checking if the lesson plan is appropriately written to achieve the expected learning outcomes.

The experiences, personality and position are the factors influencing teachers' mental acts during their classroom teaching. However, the top two dominant pedagogical thoughts of the

three teachers draw us attention to teachers' subject matter knowledge and the importance of defining the provision of materials to factor in student engagement in classroom learning.

4.2.5 The Top Three Dominant Domains of Pedagogical Thoughts of the Teachers

Modified from Gatbonton Model and Mullock Model, eight domains are categorized from 50 PTUs: (1) Handling Language Items, (2) Factoring in Student Contribution, (3) Determining the Contents of Teaching, (4) Facilitating the Instructional Flow, (5) Building Rapport in the Classroom, (6) Monitoring Student Progress, (7) Institutional Factors, and (8) Buttressing communication. Institutional Factors is added by Mullock in her study (2006). She argues that Gatbonton's study (1999) was not conducted in intact classrooms. Two classes of adult ESL learners were specially formed for her study. It is good to have some variables under control. It is not immune to criticism (Mullock, 2006). Mullock conducted a partial replication of Gatbonton's study with correcting the absence of conducting the study in intact classroom in 2006. She then added Institutional Factors as to a consideration of the influence of the schools or any institutions which provide education. The researcher added the domain Buttressing Communication as a response to the concern of Teacher B and the consideration of the medium of instruction. English lessons in the three kindergartens are using English immersion as the teaching mode. Children are immersed in the English environment. Considering the limited English of children, teachers need to adopt some ways to avoid communication block.

In this study, Teacher B and Teacher C have Institutional Factors as the third dominant domain out of the eight domains. Teacher A has this domain as the fifth rank. In the overall rank for all teachers, Institutional Factors is in third rank. Mullock added Institutional Factors as one of the domains. Her study, like Gatbonton's study (1999), is about adult ESL learners. The concept of this domain is valid to kindergarten English education. Principals, school management and the school sponsoring organizations are exerting great influence on school development. They all

play crucial roles. Pertinent to Mulluck study, it is necessary to include ‘institutional factors’ as one of the domains.

Handling Language Items is the most influential domain because the three teachers have this domain as the predominant domain. It is a significant sign after checking the percentage shared. They are 35%, 33%, 44% and 36% for Teacher A, Teacher B, Teacher C and for all teachers respectively. The percentage for the three teachers is over 30%. The teachers have put strong effort to think of how to handle language items when they are teaching. With the well written lesson plans, the teachers are still fully engaged with thinking how to teach the language features as planned. This reflects that the teachers have strong commitment to play their role well as an English teacher. There is one point highlighted. Commitment is a reason. Is there any other reason to make teachers fully occupied with thinking how to teach the target language features? Are they not confident of themselves? Does it reflect that the lesson is not well planned? Or, they have problem to prompt children. The truth is teachers are confident and they are quite satisfied with the progress of their children. The problem should be something lied unconsciously in their mind due to the incomprehensive understanding of subject matter knowledge. It is English language and knowledge of language English as a second language. They may have problems in putting learning points connected. Like Teacher A, in the lesson ‘Old Lady’, she taught children the toilet signs and words, ‘lady and gentleman’, as an extension of the learning content. Her reason is to give children something related to their real-life experience. It can be better explained through the linguistic feature, pragmatics. If a teacher has no or little knowledge in linguistic, it may be a barrier for her to plan and teach the lesson. It creates trouble to her how to make sense of the planned activity or the selected learning content. Teachers are busy with the mental acts. They are busy with observing and checking children learning and simultaneously trying to find reason to make sense of their teaching in classroom. For Teacher B, she has her lesson well-structured by beginning with singing nursery

rhymes and making weather report. She describes this as to get children ready for her lesson and enjoyment. She cannot give more reasons to justify her plan. This strategy can be better explained by the Behaviourist Model and Innatist Model in SLA. Teacher A demonstrates how to sing the nursery rhymes with body movement and how to use appropriate words to tell weather and date. Children can imitate her how to sing and read aloud the words. This is the element in the Behaviourist Model. The ‘must’ step to begin the lesson removes children the anxiety or bad feelings as they are going to use an unfamiliar language to learn. Teacher B is tuning down the affective filter. The affective filter is the element in the Innatist Model. A lesson in Teacher C exhibits an element in Interactionist Model. Teacher C uses her voice to sing the ‘Hello Hello’ song with children. Children are encouraged to walk around to greet each other. She describes using her voice as a natural way to sing the song rather than playing video clip from the Internet. She literally creates opportunities for children to interact with each other. The language feature ‘hello’ is used in real context. She cannot tell the strategy belongs to the element in Interactionist Model. The domain of Handling Language Items comprises eight pedagogical thoughts: Beliefs, Comprehensibility, Aid Comprehension, Decision, Language Management, Check / Probe Prior Knowledge, Plan the Lesson and Reflection. The frequency percentage of Beliefs ranges from less than 1% to 1%. This reflects that the teachers rarely connect the teaching acts to beliefs. Beliefs are mostly about putting theories into practice. As for their classroom, the theories are about second language acquisition and terms about teaching strategies. The most mentioned strategy recorded is the SCOLAR approach. Some theories or hypotheses, the three models of SLA, Critical Age Hypothesis (CAH), Affective Filter Hypothesis or Communicative Language Teaching Approach (CLTA), frequently mentioned by trained English teachers are absent. In their daily teaching or lesson planning, they demonstrated their knowledge of the theories or hypothesis. For example, Teacher A would refer to children learning in Chinese lessons. She had concepts in SLA. The teachers

arrange opportunities for children to practise the language features they learned through interactive activities. They demonstrated their understanding in the Innatist Model. Although teachers did not name the terms, theories, or hypothesis, they demonstrated that they have some understanding of SLA and some hypothesis. The understanding is fragmented as they did not receive training on SLA and using linguistic knowledge in teaching young children English. There is no pedagogical thought recorded in Comprehensibility for the three teachers. It is a good sign to see that teachers do not struggle with getting students to understand what they are teaching. Appropriate learning objectives, appropriate learning contents and appropriate use of teaching materials are the reasons. Unlike adult language learners, young children learn English through reading, singing nursery rhymes and playing games. There is no heavy load of information processing. The percentage of Aid Comprehension ranges from 0% to less than 1%. This is the second in the bottom list of this domain. This number in percentage echoes the result in Comprehensibility. Teachers have no struggle with Comprehensibility. They then have no struggle with Aid Comprehension. Language Management shares the big proportion. It is 28%, 23%, 35% and 27% for Teacher A, Teacher B, Teacher C and All Teachers respectively. This big share in percentage implies that teachers know clearly the role is to transfer their understanding of the content knowledge in a particular context to students. In doing so, they keep close inspection of children response in lesson and check if they need to adjust the teaching acts as planned. Normally, it is expected that English teachers should have Language Management as the priority. However, it is not always true. As shown in Table 15, from Gatboton's study (2008), Language Management is ranked as the second, 11% as opposed to 12% of the first rank Note Students' Behaviour and Reactions. In Mullock's study (2006), Language Management is ranked as the first but the percentage of the thought Knowledge of Students in the second rank is close, 21% as opposed to 25%. The participants of the three studies are all trained ESL teachers, they are either experienced or novice teachers. In the

Gatboton's study (1999) and Mullock's study (2006), Language Management is in the first rank. It implies that Language Management is a very important pedagogical thought teachers engage in their mental acts when they are in classroom teaching.

Table 15

Comparison of Top 6 Dominant Pedagogical Thoughts in the Studies (Gatbonton, 1999; Mullock, 2004; Gatbonton, 2008; current study, 2021)

Listed in the order of rank, pedagogical thoughts, and frequency percentage

No.	Gatbonton 1999, group 1 (n = 3)	Gatbonton 1999, group 2 (n = 4)	Mullock 2006 (n = 4)	Gatbonton 2008 (n = 4)	Current Study 2021 (n = 3)
1	1. Language Management, 18%	1. Language Management, 22%	1. Language Management, 25%	1. Note Students' Behaviour & reactions, 13%	1. Language Management, 27%
2	2. Knowledge of Students, 14%	2. Procedure Check, 11%	2. Knowledge of Students, 21%	2. Language Management, 12%	2. Materials Comment, 10%
3	3. Note Behaviours, 10%	3. Progress Review, 10%	3. Procedure Check, 10%	3. Procedure Check, 11%	3. Progress Review / Fine-tuning, 4%
4	4. Decisions, 7%	4. Beliefs, 8%	4. Progress Review, 7%	4. Know Students, 10%	3. Curriculum Fits in Institutional Factors, 4%
5	5. Progress Review, 6%	5. Knowledge of Students, 7%	4. Note Behaviour, 7%	5. Affective, 8%	5. Plan the Lesson, 4%
6	5. Procedure Check, 6%	6. Decisions, 6%	6. Affective, 5%	6. Progress Review, 7%	6. Creating Learning Context, 3%
	5. Beliefs, 6%	6. Affective, 6%		6. Beliefs, 7%	
	5. Affective, 6%				
	Total Sum of No. 1 to No. 6				
	61%	60%	75%	61%	51%

4.2.6 The Least Consulted Pedagogical Thought Units

As shown in Table 15, The frequency percentage of the thought Check / Probe Prior Knowledge is from less than 1% to 1%. This is likely caused by the short duration of the English lesson. The English lessons last for 20 minutes. Teachers prefer to use the time for teaching as to achieve the learning objectives. Checking or probing prior knowledge consumes the lesson time. Plan the Lesson has a relatively high share in the frequency percentage. It is 2%, 4%, 5% and 4% for Teacher A, Teacher B, Teacher C and All Teachers respectively. Teacher C has 5%. It is her third dominant thought. Teacher B has this thought in the fourth rank whilst Teacher A has the thought in the eighteenth rank. As mentioned before, Teacher C is English Curriculum Coordinator. She is in position to check the quality of lesson plans. Teacher B is having relatively less experience. She believes that good lessons are supported by good lesson planning. Teacher A is very confident of herself. She has her lesson plan written in appropriate content for her use. It is in the fifth rank for all teachers. This highlights that teachers are committed to evaluate and check during lessons if the lesson plans are well tailored to meet the needs of children. The three teachers learnt how to write lesson plans for teaching English from the SCOLAR. The training in the SCOLAR gives great influences on the teachers. The last thought Reflection has less than 1% in the percentage. It reflects a less active mental act of the teachers. However, teachers do reflection for building rapport in the classroom. Reflection on handing language items is done after lesson as less reflection. It is a routine of the teachers.

From the above snap shots of the lessons of the three teachers, I argue that linguistics knowledge and knowledge of SLA are important features in the subject content knowledge. Having foundational knowledge in linguistics and second language acquisition (SLA) is central for to English teachers to teach effectively for English learners (Bunch, 2013). Fillmore and Snow (2002) point out that all teachers need a foundation in “education linguistics”. It is

essential for the teachers have knowledge about the basic units of language, regular and irregular forms and they relate to each other, sociolinguistic variation in language use, historical linguistics to understand why English spelling is so complicated, and the linguistic proficiencies needed for subject-matter learning (Fillmore & Snow, 2002, as cited in Bunch, 2013). With linguistic knowledge and SLA as foundation, teachers can support the content and language development of their students.

The domain Factoring in Student Contribution is the common domain shared by the three teachers as the second dominant domain. The number of frequency percentage of this domain is 20%, 17%, 18% and 18% for Teacher A, Teacher B, Teacher C and all teachers. Teacher A has the highest percentage. The difference in the percentage of the three teachers is small. The high percentage reflects that the teachers know a good language lesson should be full of opportunities for interaction. Teachers must provide sufficient opportunities for students to have active engagement in lesson. This can be well explained by Vygotsky (1978). Children learn through social interaction. The teachers have a strong hold of how young children learn. According to the Zone of Proximal Development (Vygotsky, 1978), teachers act as the more knowledgeable others to help children move from the zone of proximal development by constructing new knowledge for them. There are five pedagogical thoughts in the domain Factoring in Student Contribution: Affective Beliefs, Level Check, Note Students' Behaviour and Reactions, Material Comments, and Creating Learning Context. The highlighted thought is Material Comments. It is the second dominant thought of all teachers. Agbayahoun & Supérieure de Porto-Novo (2018) quote Brown (1997, p. 139) to explain teaching materials. They are "any systematic description of the techniques and activities to be used in classroom teaching" and through the materials that learning happens. Teaching young children requires teachers to incorporate different strategies to keep children engaged and motivated as their attention span is short. They need support, like sensory stimulation, interesting interactive

games, high-frequency teacher-student interactions, interesting learning contents and so on. It is unlikely for a teacher to keep young children engaged by simple talk and chalk. Teachers used teaching tools as audio or visual aids or showing realia to teach. They use learning tools for students to manipulate or play while doing small tasks or place the learning tools in English learning corner. The percentage in Affective Beliefs and Level Check ranges from less than 1% to 3% and less than 1% respectively. The teachers engage themselves in teaching and interacting with children. They do not create much time for students to contribute. There is no prescribed curriculum in the class level in kindergarten. Teachers do not have the stress to check the level. Besides, their lessons are well planned. Such concern has been handled when writing lesson plans. The percentage in Note Students' Behaviour and Reactions is from less than 1% to 6%. Except Teacher A, she has a higher percentage, the relatively low number is likely related to the learning contents. Most of the lessons recorded are shared reading. In a lesson of Teacher B, she uses paper cutouts to show the story characters. Children are invited to come out to stick the cutouts and help to retell the story. There is a good opportunity for students to contribute. The last thought Creating Learning Context as a newly added thought, the percentage number ranges from 2% to 4%. It can be explained by the timetable. English lessons are planned in the timetable. It is suspected that the teachers unconsciously put this in a less important position. When they come into the classroom greeting children in English, it is a way to create the learning context. Another possible reason is they are too engaged with thinking how to handle language items. The total frequency percentage shared of all teachers in Handling Language Items and Factoring in Student Contribution is 54%. It is over 50%. This gives insight to the training course for English kindergarten teachers. In addition to the above suggestion, in addition to creating a knowledge base, practical skills should be included, especially about making teaching tools and learning tools.

The third rank of the PK domain is different of the three teachers. Teacher A has Building

Rapport in Classroom. Teacher B and Teacher C both have Institutional Factors with 12% and 14% in the percentage shared. The third rank for all teacher is also Institutional Factors. For KG B and KG C, they place English education as the distinct feature in their school curriculum. In KG B, the teachers are working hard to provide good English learning to children. They want their graduates to have smooth transition to primary education particularly in English. They have received good comments from the parents of the graduates. In KG C, as mentioned by Principal C, they have been facing the problem of large teacher mobility. They are busy with training new teachers to teach English. The pedagogical thoughts of Teacher B and Teacher C reflect the school policy and the direction of school development. In other words, the two teachers know the school mission and are taking actions to achieve the mission. Teacher A has Institutional Factors as the fifth rank. Her third dominant domain is Building Rapport in the Classroom with 13%. According to Principal A1, the school mission is to help children to love English. The purpose of English education in KG A is not the same as in KG B and KG C. Children are guided to learn English because teachers are helping them to love English. The focus of the teaching switches to interaction and how to build rapport in classroom. The mental acts of Teacher A supports that she is helping children to love English. The variation supports that individual teacher has their concerns when they are teaching. The reasons to guide them to their teaching acts are very personal or private in nature but they are strongly related to the students and the school.

4.2.7 Buttressing Communication as a New Domain of Pedagogical Thought

This domain is added as modified from Mullock Model. The PTUs under this domain are: modeling, repetition, body language, running commentary, expanding and extending, knowledge of students, support from teacher assistant/other teaching staff, e.g. senior staff, principal, eye level (e.g. keep eye level similar to students). After discussion with Teacher B,

the domain is added as to check if teachers can use English to keep communication with children in an authentic way while they are teaching in a whole English classroom. However, the PTUs collected are relatively low. None record is coded in ‘running commentary’. Teachers seldom expand and extend a topic for discussion. It may be due to the tight schedule. Though teachers are busy with tracking children’s learning progress, they have no plan to make running commentary. No repetition of words or phrases is recorded for communication. In Kindergarten A, Teacher A will sometimes have an assistant teacher to help her to take care of, especially SEN, children. Teacher B and Teacher C have less than 1% in ‘eye level’ and Teacher A has no record. This domain is ranked as the bottom one out of the eight domains. The number of percentages in frequencies is 3%, 5%, 1% and 3% for Teacher A, Teacher B, Teacher C and all teachers. The low percentage frequency recorded reflects that teachers spend most of the time to teach and not enough time to have genuine communication with children. Teacher B shows using a significant different model as she has 5% in this domain. As observed, she included opportunities to chat with children, like asking children how they feel. She engaged children with using English for genuine communication. Using Buttreasing Communication can be an indicator to check if children are engaged in using English to communicate their true feeling and thinking.

4.2.8 The Top Four Dominant Pedagogical Thought in Language Management

Language Management is the dominant pedagogical thought of the 50 thoughts. It is important to examine the details of the reported thought units to check which pedagogical thoughts are dominant in order to inform English teaching. In Table 16, it is the summary of the reported thought units for language management. There are 274 PTUs recorded from the three teachers. In which, 83 PTUs are for Teacher A. Teacher B has 116 PTUs and Teacher C has 75 PTUs.

Table 16*A Summary of the Reported Thought Units for Language Management*

		Teacher A	% N=83	Rank	Teacher B	% N=116	Rank	Teacher C	% N=75	Rank	All Teachers: Total Frequency	%	Rank fo All
1	Promote learning strategy	7	8	4	5	4	10	0	0	28	12	4	8
2	Conduct classroom activity	2	2	11	9	8	4	3	4	5	14	5	7
3	Elicit possible answers	0	0	28	2	2	15	2	3	7	4	1	16
4	Prompt students	0	0	28	0	0	28	2	3	7	2	<1	23
5	Revise language (vocabulary / grammar / song)	1	2	15	4	3	12	1	1	15	6	2	12
6	Push specific language / skills (vocabulary / grammar / handwriting skills)	1	2	15	6	5	7	1	1	15	8	3	11
7	Compare students' answers with correct answers	2	2	11	0	0	28	0	0	28	2	<1	23
8	Correct answers (grammar / vocabulary)	1	2	15	0	0	28	0	0	28	1	<1	28
9	Note student difficulty with finding correct language/handwriting/understand the vocabulary	5	6	6	6	5	7	4	5	4	15	5	6
10	Know curriculum	1	1	15	2	2	15	0	0	28	3	1	20
11	Get students to read / speak / listen / engage / describe / sing / spell	7	8	4	11	9	3	14	19	2	32	12	2
12	Recycle vocabulary	1	1	15	2	2	15	1	1	15	4	1	16
13	Teach / explain vocabulary	3	4	8	5	4	10	2	3	7	10	4	9
14	Elicit language (vocabulary / tense)	1	1	15	3	3	13	2	3	7	6	2	12
15	Note errors	2	2	11	1	<1	19	1	1	15	4	1	16
16	See if students are using the language correctly	2	2	11	1	<1	19	3	4	5	6	2	12
17	Concept check	3	4	8	1	<1	19	0	0	28	4	1	16
18	Write up answers / response on WB / BB	1	1	15	0	0	28	1	1	15	2	<1	23
19	Get students to paraphrase	0	0	28	3	3	13	0	0	28	3	1	20
20	Call student attention to language (grammar / vocabulary / change of voice)	4	5	7	14	12	2	0	0	28	18	7	5
21	Compare English with the mother tongue (here, i.e. Cantonese)	11	13	2	9	8	4	2	3	7	22	8	4
22	Reminder: teacher reminds herself not to go distracted	1	1	15	0	0	28	0	0	28	1	<1	28
23	Modelling	9	11	3	9	8	4	5	7	3	23	8	3
24	Talk about the here and now (i.e. think aloud)	0	0	28	2	2	15	0	0	28	2	<1	23
25	Repetition	1	1	15	6	5	7	2	3	7	9	3	10
26	Body movement / body language	3	4	8	1	<1	19	2	3	7	6	2	12
27	Structure the lesson	0	0	28	1	<1	19	2	3	7	3	1	20
28	Teaching strategy (e.g. storytelling, Q&A, clap hands)	14	17	1	18	16	1	25	33	1	57	21	1
Total in PTU:		83			116			75					274

Rank 1 to Rank 4=49% Rank 1 to Rank 4=53% Rank 1 to Rank 4 = 64% Rank 1 to Rank 6= 61%

Table 17*A Summary of the Dominant Pedagogical Thoughts for Language Management*

Teacher A	Teacher B	Teacher C	All Teachers
R1: Teaching strategies, e.g. how to do story-telling, Q&A, clapping hands	R1: Teaching strategies, e.g. how to do story-telling, Q&A, clapping hands	R1: Teaching strategies, e.g. how to do story-telling, Q&A, clapping hands	R1: Teaching strategies, e.g. how to do story-telling, Q&A, clapping hands
R2: Compare English with the mother tongue (here, i.e. Chinese)	R2: Call student attention to language (grammar / vocabulary / change of voice)	R2: Get students to read / speak / listen / engage / describe / sing / spell / write	R2: Get students to read / speak / listen / engage / describe / sing / spell / write
R3: Modelling	R3: Get students to read / speak / listen / engage / describe / sing / spell / write	R3: Modelling	R3: Modelling
R4: Get students to read / speak / listen / engage / describe / sing / spell / write	R4: Modelling	R4: Note student difficulty with finding correct language	R4: Compare English with the mother tongue (here, i.e. Chinese)
	R4: Compare English with the mother tongue (here, i.e. Chinese)		
			R5: Call student attention to language (grammar / vocabulary / change of voice)
			R6: Note student difficulty with finding correct language

Of the 28 PTUs, all teachers have ‘teaching strategies’ as the first dominant thought as summarized in Table 11. Teachers are all trained in the SCOLAR. They tried out the strategies learned from workshops. They have positive experiences on using strategies to teaching English. From children’s response and their engagement in lessons, teachers find using appropriate teaching strategies is a good way to maximize children learning. They are eager to learn and try out ‘effective’ strategies. The ‘strategies’ they used refer to the broader sense, which include teaching methods and the use of teaching materials, such as shared reading from the SCOLAR, structure the lessons, show-and-tell, singing nursery rhymes and songs, dramatic games, language games and exposing children to different text types. This reflects that teachers have tried to use what they learned from the SCOLAR. The training from the SCOLAR is

largely strategy-based. Teachers are given, such as, steps of teaching shared reading, steps to do story-telling, steps to do show-and-tell and so on. Using appropriate strategies can bring about effective and efficient lessons. Teachers are eager to explore and practise strategies in classroom teaching. What in the teachers' mind is if there is any child-friendly pedagogy?

The thought “Compare English with Mother Tongue” is the thought shared by Teacher A and Teacher B. The thought is of the second and fourth rank of Teacher A and Teacher B respectively. The two teachers find that if something children can do in their mother tongue, they are able to do it in English. The two teachers are applying the model of learning English as a second language. It is the Behaviourist Model.

“Modeling” is the thought shared by the three teachers. Teacher A and Teacher C have it as the third rank. Teacher B has it as the fourth rank. There are two thoughts for Teacher B fall into the fourth rank. Modeling may be from the teacher or the more able children. Other children then imitate. This strategy meets the above-mentioned Behaviourist Model.

Get “Students to Read/Speak/Listen/Engage/Describe/Sing/Spell/Write” is shared by the teachers. The ranking is fourth for Teacher A. Teacher B has it as of the third rank. Teacher C has it as of the second rank. Teachers know engaging children in English lesson is the core action in classroom teaching. Teachers motivate children to engage in language activities or tasks. It is to expose children to English. This strategy meets the Innatist Model. Children are encouraged to actively participate. It is to move away the effect of any negative affective filter, or high affective filter according to Krashen, but to give children encouragement. The affective filter is turned to be low to bring about a positive result. They then start their interaction. This meets the Interactionist Model in learning English as a second language.

The teachers have no formal training in teaching young children English as a second language. It is promising to find that the teachers are practising strategies related to second language teaching. In the interviews, no teachers explicitly mentioned about the strategies they have in

teaching English as a second language. They simply described their work is to teach students a language named English. They are not able to term what they are doing as the strategy in second language teaching. In fact, they are using the three models (Behaviourist Model, Innatist Model and Interactionist Model) in a non-systematic way. It is common among kindergarten teachers. They use some strategies but they are unable to tell or term the strategy. This is a good example of tacit knowledge. In addition, the teachers learn from their classroom teaching through daily observation, lesson reflection and professional exchanges with teaching partners or teacher friends. This is a way that their PCK is enriched and their lessons are turning to be more effective and efficient.

4.3 Teacher A in Kindergarten A

Teacher A was awarded Grade E in English Language (Syllabus B) in the HKCEE. She has taught in kindergarten for 28 years with 27 years teaching English. Even though she and her colleagues are not given any title like ‘English teachers’ or ‘non-English teachers’, she was the English coordinator for six years and the English team leader in the English Teaching Team of the school sponsoring organization. She holds her beliefs in the role of kindergarten teachers in helping children to learn English. She puts her beliefs into lesson preparation, classroom practice and lesson reflection: (1) encourage all children to speak English, (2) encourage all children to join in English tasks or games, (3) use teaching tools, such as paper cutouts, head bands, (4) check the progress of children, such as children’s performance at the beginning or end of school term are of great importance, (5) check children previous knowledge, (6) check the learning content which should be of children’s real-life experience, and (7) be interactive: teacher-student, student-student and student-story character.

For training on teacher professional development in teaching English, she joined the SCOLAR project twice. She was a project teacher in the first cohort of the SCOLAR project during 2007-

2009. She joined a train-the-trainer programme after the first cohort. During the period, she learned about using shared reading as the main strategy to teach children English. In the train-the-trainer programme, she especially mentioned about an activity organized by the SCOLAR which she found particularly helpful. There were school visits in the schools of project participants. After the visits, participating teachers discussed the changes had been made to their school after joining the programme. Inspired by the SCOLAR project, the school sponsoring organization organized English workshops. The learning content focuses on practical issues. It covers the design of English worksheet and the important points which teachers should think over when designing games. At school level, there were some school-based English training workshops before joining the SCOLAR project. The focus was more on games. The school advocated parents to contribute to the children's learning progress by playing some language games at home. Although it was not as comprehensive as the training in the EDB, it promoted English learning.

She has lesson reflection. Lesson reflection is not only done after lesson. Her lesson reflection covers different areas and is done at different time. It might be: (1) reflection during teaching, (2) reflection after teaching, (3) follow-up after reflection in lesson planning, and (4) follow-up reflection in unit planning. When she did unit planning and evaluation, she (1) used lesson reflection for unit evaluation, co-planning and (2) used unit evaluation for unit planning for next school term/year. She collaborated with colleagues who were teachers of other learning areas such as Chinese language. She tried not to overlap with their topics, for example, she put Visual Arts integrated into a Chinese lesson. She also put other learning areas integrated into English lesson, for example, music activities and food tasting. In the circle among buddy schools, she and her colleagues participated in workshops curated by these schools.

Three years after she completed the SCOLAR project, the school sponsoring organization curated its own exchange project. Teachers from different sister schools visited the school of

each other. In her school, 20 teachers were invited to visit their school for lesson observation. In addition to the exchange project, she visited two other sister schools located in the New Territories that year. She observed some classes and did sharing with colleagues afterwards. Before she joined the school, the school sponsoring organization arranged a workshop for teacher training in teaching English. It was more than two decades ago. The workshop, taught by a mentor who was the author of a story book series, was a two-day workshop with English teaching demonstration.

Peer lesson observation was promoted in school starting from the second year after joining the SCOLAR project. The principal observed her lesson twice and gave feedback afterwards. For about every six months, the principal would ask her if there were any materials or support for the English Team, or to check how the school management could help to coordinate. For personal professional development, she watched videos from the Internet to learn how teachers from across the world conducted their lessons, especially the way they play games with children. Some of the words they used might be different from the words teachers used in Hong Kong. Her range of vocabulary and classroom language were enhanced. She also read some articles from Canada or Finland about preschool teaching as reference if there was any idea she could borrow and bring into her lessons. She believes that she has good understanding of the Kindergarten Education Curriculum Guide. In addition to the SCOLAR project, she attended evening classes organized by a teacher institution about English storytelling. The course was taught by a Chinese-Canadian teacher. Passing tests and examinations were prerequisite to complete the course. She completed the course with flying colours.

With her experiences and training in teaching English, Teacher A demonstrates her enthusiasm to build up her repertoire and shares with peers.

4.4 Teacher B in Kindergarten B

Teacher B has been a kindergarten teacher and an English teacher for 11 years. She was awarded Grade E in English Language (Syllabus B) in the HKCEE. She obtained Grade D in the oral paper in HKCEE and A-level Examination. She has been the English curriculum coordinator for nine years. She took up the position from an experienced teacher.

Her beliefs in teaching English were heavily guided by the school. Her English activities were all carried out following the school's direction. The children in the district where the school is located are mostly from underprivileged families. Their parents have great concern about their children's English learning progress. They want their children to be well equipped for attending primary school after graduation. Addressing parent expectation has been one of their focuses. In their curriculum, they had two main goals, one of them was English learning. To reassure parents, they emphasized that they had strong English curriculum. The school keeps regular contact with graduates to check if they have smooth transition from kindergarten to primary education and happy school life. The feedback they received is positive, promising, and inspiring. Their students do not need to spend extra time on catching up in English after entering primary school. Teacher B enjoys incorporating songs into her lessons. She believes singing is the best way for children to learn how to pronounce words correctly in an authentic context. She makes adjustment to her teaching based on the children's needs and ability, as each age group and each class has different learning needs. The most important thing for her is to let the children become interested in learning the language. If the children are willing to speak the language in the absence of teacher, for example after class, then she thinks it is a success. Her children are doing that!

For teacher professional training, in the past two years, three of them had been attending the SCOLAR courses. They learned a variety of skills especially storytelling skills. The children's reaction is also very positive. The principal arranged their teachers to attend workshops

organized by book publishers, if suitable they would add new teaching strategies to school curriculum. The school sponsoring organization organized two workshops for the teachers from their schools. The three teachers in the SCOLAR project, including Teacher B, were invited to conduct a sharing session in a workshop. Furthermore, the principal offered support in different forms as much as she could, for example, purchasing storybooks, approving special funding, and providing online learning materials.

For lesson reflection, they rarely organized a debriefing session after every class. A reflection session was called after finishing a unit. The aim was to examine if the content, strategies, or activities could be kept or adjusted next year. The principal wanted them to really help the children to fall in love with English, therefore they would continue an activity if it was a success. She is adventurous. She enjoys trying new things, sometimes she suggests adding new ideas into the English curriculum. The principal welcomes to these new ideas.

About professional sharing, she has friends who are teachers from different schools. She always asks them for opinions and new ideas. Most of them are English teachers. They once suggested her to try switching the games played in Chinese lessons to English lessons. Their suggestions and opinions were very important as their ideas had been tried out in different schools, hence she spent less lesson time on experimenting the ideas or games. More time could relatively be used for giving instruction or playing games with children. She could modify her ideas which were inspired by her friends' suggestion as to offer children better learning experience.

About sharing with fellow teachers, she did some sharing with the colleagues in the school. The sharing was mostly based on the SCOLAR approach. Addition to teaching English in her class, teacher B taught English in the other two classes. She had special interpretation of the advantages of the class teachers of the two classes. They played the role as an assistant teacher when Teacher B was teaching English. She thought that the two class teachers were observing her lessons as well. It could be categorized as another kind of professional sharing in teaching

English. She was trained how to teach English before joining the SCOLAR project. She had an expert mentor taught and guided her how to teach English. The mentor exerted great influence on her. When she first started her career as a teacher, she had no idea of how to teach English. She was not sure if the things she learned from school or through internship were practical. The mentor had a variety of experiences. She was the principal of an international school, a flight attendant, and an experienced English kindergarten teacher. The mentor did not simply tell her but demonstrate how to teach. The mentor taught her to integrate mathematics or science into English class or playing games and having rich interactions with children. Children could “seamlessly” learn English without presenting the time for learning English as an English lesson like primary or secondary students. Gradually she has developed her own teaching style instead of copying the mentor. The mentor also taught her how to play musical instruments such as ukulele and African drum. She appreciated using simple instruments like those could already catch children’s attention. Having her as an expert mentor allowed Teacher A to do her job confidently and developed a teaching style that was unique to her. For self-study in professional development, she seldom read books about teaching a foreign language. She learned from experience and from the mentor. Sometimes she did research on songs or storybooks for teaching purposes, but rarely read reference books about teaching a foreign language. After attending workshop in the SCOLAR project, she has begun spending time on discovering more about storytelling. About Kindergarten Education Curriculum Guide (2017), she read the Guide but she thinks the content was rather general. She commented that the general guidance in teaching English would push kindergartens to hire NETs for English education. She believed that she understood the general concepts in KECG (2017).

A monthly meeting was held for the promotion and evaluation of English teaching. They discuss about which activities are to continue in the curriculum, as well as some topic giving suggestions for K1 to K3 classes. Since joining the SCOLAR project (2019-2021), a SCOLAR

officer paid monthly school visit. She gave feedback and suggestions on English teaching. Teachers, the principal, and the SCOLAR officer all contributed to making English teaching better. Teacher B was confident of the quality of their English teaching even though they were not native-English speakers. The feedback of the principal on her teaching was positive. She graded the English lessons as effective. She especially appreciated singing nursery rhymes and songs in class. She noticed Teacher B was eager to bring new materials and ideas to class. It was very encouraging that the principal shared the same belief with her. Singing songs with children was an effective way of teaching. Teacher B would extend the strategy of singing songs with children in other lessons.

Teacher B has set high concern of children interest. English is important to them as their family support is very limited. She demonstrates knowledge of sociocultural politics.

4.5 Teacher C in Kindergarten C

Teacher C has been a kindergarten teacher for 34 years and began teaching English since she started her teaching career. She was awarded Grade D in English Language (Syllabus B) in the HKCEE. She is currently the English Curriculum Coordinator in school. She has been working in the current school for 28 years. She has been coordinating English related activities for more than 25 years.

Like Teacher A, Teacher C shares the same beliefs in the role of teachers in supporting children to learn English. For training on teacher professional development in teaching English, the school has been attending the SCOLAR projects since 2008. The year before the school joined the “train-the-trainer” programme of the SCOLAR, she attended some English workshops from the EDB. The school also organized some English workshops some years ago. The topics cover many topics, such as IPA. Teachers from other schools were also invited to join. Last year and the year before, the school invited a specialist to help train all teachers.

For teaching reflection, teachers did their reflection after lesson. The areas for reflection covered the teaching quality and the consideration of how children could perform better in class. They tried to make improvement based on the children's reaction. She asked the class teachers to share with her how children reacted to her teaching when she demonstrated new strategies in class. The feedback received was mostly positive. Her priority was to check if children enjoyed learning and were willing to learn. Teachers did co-planning for lesson preparation. In the meeting, they had discussion on the content and language features of the storybooks. They explored the possible ways, for example, using games or applying different teaching strategies, to check if children could learn English with fun. If they found any teaching materials or strategies that work very well, the strategies would be carried on in the following year.

They had professional sharing with the teachers from other schools through visiting buddy schools. The school teachers shared their experience with the guest teachers. This process bushed up their confidence. It encouraged all participating teachers to try new things and became more assured in the efforts to put on improving their English teaching. Before joining the SCOLAR project in 2008, they had no mentor to lead them. Starting from 2008, the EDB supporting officer gave them a lot of guidance along the way, for example leading some of the school-based English training. The school promoted peer lesson observation. In this process they were given the opportunity to learn and reflect, such as revising the learning content learned in workshops before, sharing good ideas and successful experiences. They also observed classes in buddy schools and the experience was rewarding. The principal encouraged teachers to be adventurous enough to try new things. She was the person who had the most updated information about training workshops and seminars. She encouraged Teacher C to enrol the workshops and seminars. The principal shared information about teaching English regularly and gave teachers the right to select course books and story books. For instance, upon

receiving new version of storybooks or coursebooks from publishers, the principal would give the books to teachers. Teacher C led the teachers to make comparisons of books from different publishers. They shared their views on the suitability of using the books for the children. The meeting was more than book selection. It created a platform for professional exchange. All participants in the meeting have the benefits.

For self-learning, Teacher C received a lot of information about English teaching from a friend. She enjoys attending workshops and courses about English teaching. She attended a show-and-tell workshop organized by a local publisher. She mostly attended workshops organized by overseas publishers. She wanted to check if she could keep herself abreast of the development of English teaching. She thought that she might not have full knowledge of Kindergarten Education Curriculum Guide (2017) but she read through the section of teaching English as a second language. She did a seminar organized by local publishers to share the strategies she learnt from the SCOLAR, such as games, extended activities, songs which were connected to children's everyday life. All the activities would help them to learn better.

Teacher C is a teacher with rich experience with teaching English and English curriculum development. Like Teacher B, she cares treating children in fairness. A teacher should provide children equal opportunities to learn and engage in learning activities. She has the knowledge of sociocultural politics.

The three teachers all possess special qualities in the experience in teaching English, such as English classroom practice, professional development by joining the SCOLAR programme/project or attending workshop/seminar and experience sharing of their good practices. The pedagogical thoughts collected through stimulated record gave rich information about their PCK.

4.6 Comparison of Teachers' Adoption to the SCOLAR Approach

Benefited from their lesson reflection and hence exercising their PCK, the three teachers adopted the SCOLAR approach with changes. The following tables show the adoption of the teachers. Teacher B made most of the changes in the SCOLAR approach.

In Table 18, teachers did not completely follow the steps. Teachers made many changes in the prediction, first reading, reading materials and structure of the lesson. They followed strictly the approach during second reading and third reading. This reflected that they preferred using lesson time for teaching and the tight daily schedule in kindergarten could not allow them to follow strictly the SCOLAR approach. This is also valid when referring to the result of pedagogical thoughts in the domain “Buttressing Communication”.

Table 18

A Summary of the Three Teachers in Using the SCOLAR Approach through Adaptation

☺: follow ☺: sometimes follow ☺: barely follow ✕: do not follow

Prediction of the Story

Teachers Steps & Lesson Structure	The SCOLAR Approach	Teacher A	Teacher B	Teacher C
Prediction of the Story (To prepare children for reading, help children to familiarize with reading information from a story book, the concept of print and the directionality of text)	1. Show the story book as book cover talk 2. Ask children to tell what they can see from the book cover 3. Write down all answers from children on the white board for checking	1. ☺ : If the reading material is a book. Teacher may use paper cutouts of the story characters to replace showing the story book. 2. ☺: Ask children in the first lesson and ask them to recall what they learned in the previous lesson 3. ☺: If time allows	1. ☺: Sing nursery rhymes to start the lesson. 2. ☺: Ask children to tell weather as the second step to warm up children. 3. ✕: No prediction. No record is written down.	1. ☺: When share read a big book 2. ☺: Use nursery rhymes and body movement to as pre-prediction before reading a story 3. ☺: Sometimes record prediction
Summary:		☺: 1 ☺: 2	☺: 2 ✕: 1	☺: 1 ☺: 2

First Reading

Teachers Steps & Lesson Structure	The SCOLAR Approach	Teacher A	Teacher B	Teacher C
First Reading (Teacher demonstrates how to read aloud a text)	1. Read aloud the story starting from the book cover 2. Read the title of book and the author 3. Use a pointer to slide on the words to show direction of the print. Using a pointer bouncing on the text is not encouraged. 4. Read from the book cover, page 1 to the last page of the book 5. Children listen and must keep silent. They are not allowed to read after the teacher. 6. Check the answers for prediction after reading the whole story. Praise children for the correct answer by giving a few smiling faces or ticks. For wrong answer, one tick or one smiling face is given as encouragement.	1. ☺: For K1 children. ✖: Skip this part for K3 children. 2. ☺: If time allows 3. ☺: Sometimes will not use a pointer. Use the finger to point to the text. 4. ☺: If time allows. 5. ✖: Accept children to read with the teacher. 6. ☺: If prediction is done	1. ☹: Read a few pages but not the whole book. 2. ☹: When teaching big books 3. ☺: Sometimes use a finger to point to the text. 4. ☹: Keep time for activities and interaction. 5. ✖: Children are free to read with the teacher 6. ✖: No checking as no prediction done at the beginning	1. ☺: When read a big book. 2. ☺: When reading aloud nursery rhymes or poems 3. ☺: When reading a big book 4. ☺: When reading a big book 5. ☺: and remind children of listening with patience. 6. ☺: When reading big book
		☺: 2 ☺: 3 ✖: 2	☺: 1 ☹: 3 ✖: 2	☺: 5 ☺: 1

Second Reading

Teachers Steps & Lesson Structure	The SCOLAR Approach	Teacher A	Teacher B	Teacher C
Second Reading (To help children learn language features)	1. Focus on a few pages, usually two pages for teaching target language features 2. The target features are highlighted in some ways, e.g. use a frame to find out the word / words. 3. Give simple tasks to children to create opportunities for practising the language features	1. ☺ 2. ☺ 3. ☺	1. ☺ 2. ☺ 3. ☺	1. ☺ 2. ☺ 3. ☺
Summary		☺: 3	☺: 3	☺: 3

Third Reading

Teachers Steps & Lesson Structure	The SCOLAR Approach	Teacher A	Teacher B	Teacher C
Third Reading (Give opportunities to children to read with the teacher)	1. Read the whole story. 2. Children are allowed to read with the teacher, like chanting.	1. ☺ 2. ☺	1. ☺ 2. ☺	1. ☺ 2. ☺
Summary		☺: 1 ☺: 1	☺: 1 ☺: 1	☺: 1 ☺: 1

Extended Activity

Teachers Steps & Lesson Structure	The SCOLAR Approach	Teacher A	Teacher B	Teacher C
Extended Activity (Provide a context for children to practise the language features learnt)	1. Children play language games, role-play for practising the language features learned in the previous lesson or that lesson.	1. ☺	1. ☺	1. ☺
Summary		☺: 1	☺: 1	☺: 1

Reading Materials

Teachers Steps & Lesson Structure	The SCOLAR Approach	Teacher A	Teacher B	Teacher C
Reading Materials (Promote reading real books)	1. “Real books”: story books written for children. They are not the books specially written for teaching some language features. 2. Use big books 3. Nursery rhymes can be used to tell story. 4. Story in integrated coursebooks by local publisher is not recommended.	1. ☺ 2. ☺ 3. ☺ 4. ☺: no integrated coursebooks	1. ☹: Use integrated coursebook in most lessons 2. ☺ 3. ✖: Sing nursery rhymes to enjoy the sound and rhythm 4. ✖: School assigns to use integrated coursebooks	1. ☺ 2. ☺ 3. ☺ 4. ☺: Use integrated coursebooks, big books, nursery rhymes, any text types which are interesting topic for children
Summary		☺: 1 ☺: 3	☺: 1 ☹: 1 ✖: 2	☺: 1 ☺: 3

Structure of the Lesson

Teachers Steps & Lesson Structure	The SCOLAR Approach	Teacher A	Teacher B	Teacher C
Structure of the Lesson (Provide structure for teachers and children to follow)	- Follow five steps: (1) prediction, (2) First Reading, (3) Second Reading, (4) Third Reading, (5) Extended Activity	☹	☹	☹
Summary		☹: 1	☹:1	☹: 1

4.7 Principal A1 in Kindergarten A

Principal A1 retired in August 2019 and Principal A2 has taken the position while she was transferred from a school where she has led the teaching team for long years in the sponsoring organization. The English teaching in KG A was largely the decision of Principal A1.

Due to the widespread of the pandemic, a structured interview was finally conducted with the two principals. Two different sets of question were sent through WhatsApp and they gave responses via WhatsApp voice recordings.

Principal A1 supported English teaching. She has her beliefs. English is a lingua franca. As a cosmopolitan city, the children in Hong Kong are exposed to the language. For example, they will use the language with their domestic helpers, or they will hear it on television. The younger they are when they start exposing the language, the easier they will learn. If they are to learn the language at an older age, the learning progress will be much slower. They will have low incentive to learn and prefer asking for other's help to translate English into their mother language. If children learn English at a younger age, they will find English is full of rhythms. They must enjoy the sound and will fall in love with English. Seeing the importance of learning

English, the school will not force the children to learn the language. Apparently, Principal A1 supports Critical Period Hypothesis. In her position as a principal, she was responsible for helping her teachers. It was important that the principal and her teachers should have worked as a team. When she decided to boost the English curriculum, she checked if all teaching staff knew thoroughly the goal, and asked the teachers to participate into the discussion of the whole plan. She would ask the teachers do sharing after they had attended workshops, seminars, and courses. Teachers were encouraged to try out new ideas or strategies, observe how other teachers did and most importantly explored the possible solution. Those teachers who received the training were responsible for checking if their colleagues learned the approaches correctly. Teachers learned a great deal in the SCOLAR courses or workshops. They learned lesson planning and using games to motivate children to learn. These were all very helpful to students and could boost teachers' confidence. They were very eager to participate in projects curated by different universities and colleges. They had support from different stakeholders, like parents and particularly the school sponsoring organization which was so big that it consisted of 11 different schools. All the teachers in the organization were invited to share knowledge with all schools. She believed that giving sufficient resources and trust to teachers and rich learning opportunities for teachers were the sources of their motivation of the teaching team in promoting English teaching and learning. Expanding time and space for teaching was indeed challenging for them. Their schedule was already very tight to begin with since they had to make sure their children were educated under whole person development. They tried to arrange a room especially for English activities, inside was everything English. When the children entered that room, they were mentally prepared to speak the language. In terms of time arrangement, they used the SCOLAR approach when teaching, children repeatedly read a book with a focus on a few pages each time. It could be quite time consuming. They made adjustment on the learning content and the timetable. They used the same approach but within a short

period of time, for example a two-week unit was shortened to one week. They could spare time to do other activities with the children, such as, story appreciation or games related to the target words.

She did not feel pressure when it came to adding teaching materials. They worked very well as a team. They shared a very clear goal and strategies. All teachers were willing to prepare the appropriate teaching materials by themselves. Nowadays, information on websites could help teachers to refresh their mind and update their knowledge. There were websites for nursery rhymes and stories. Besides, the school did not mind spending money on purchasing additional teaching materials, for example, if they were well-known books written by famous writers, they would buy them. Purchasing resources had never been a problem. The only problem was when to use them. Sometimes there were samples from book publishers. In terms of teaching props, teachers had rich experience in making them. But they did not make a lot of them due to effectiveness. They did have a lot of English activities. They spoke English in activities such as food tasting, games, etc., to let children have the opportunities for using the language here and there. It has been commonly believed that as a language teacher, the teacher must be very proficient in that language. She could not disagree. She thought that some school teachers who did not have good language skill but they were the most motivated group to improve. Principal A1 was aware of the rich resources in websites. Teachers could benefit from surfing the websites to enhance and refresh their teacher knowledge. She thought having high learning motivation and determination to experience professional growth were far more important than the language proficiency. A good English teacher was the one who was willing to learn, share, brave enough of facing criticism and always seek opportunities to improve and grow. In terms of strategies, they must have known very well the learning needs of the children, to provide all-round education for the children. Teacher A is exactly the teacher she was describing earlier. Principal A1 admired her. Teacher A might not have the best English proficiency but she was

hardworking and eager to learn. She was also very honest. She voiced out her opinion or criticism if it was constructive. She was also very helpful towards her working peers. She would reach out to whoever in need. When she received feedback, she was willing to improve. She rightfully won the hearts of children and parents. After years of training, she was evolved into very confident and professional. She developed a strong critical thinking ability and could form judgement objectively. She believed Teacher A was competent to plan an entire English curriculum for children. She could play the leader role for English curriculum innovation. She knew very well how to make use of the available teaching materials and make changes to lesson plans when needed. She knew how to make plans for post-class activities, and influence other teachers to be as committed as she did. Teacher A achieved much higher than Principal A1 expected. She believed they were on the right track. As a team, the teachers shared the teaching strategies. When there was new initiative in teaching English, teachers would find it difficult to follow in first response. Fortunately, the teaching team was formed by experienced teachers like Teacher A who was willing to offer help. The children liked learning English language. They could communicate in English. They enjoyed the games and teaching props prepared for them. From the perspective of the school culture and teacher profession, the teachers are a team of professional early childhood frontline workers who were willing to learn and try new things. The goal was to enhance their teaching skills and confidence. Children benefited from the professional growth of teacher. They were taught by a team of passionate teachers. To ensure home-school collaboration, parents were informed of the new strategies of teaching English. Parents witnessed the change of their child. Children fell in love with learning English. The learning journey was full of fun.

Principal A1 played her role well as the leader of the school. She offered support ranging from creating time and space, giving clear guidelines, and enforcing them, giving teachers autonomy to try new strategies, understanding the teachers well and most important of all creating the

culture of a learning community not only within the school but also beyond the school, this included the sister schools under the same school sponsoring organization.

4.8 Principal A2 of Kindergarten A

The interview was conducted in the second year of service of Principal A2 in KG A . She is an experienced principal. She supports children in learning English. English is commonly spoken in Hong Kong. Children are likely to use the language in their everyday life, especially if they have a domestic helper at home. She believes that they are helping children to prepare in that perspective. Besides, parents also see the urgency in learning English. As principal, she was responsible for allocation of duties, providing training courses and resources for teachers, all of which help them teach children English. Every year, the teachers participated into different English courses, for example, courses organised by colleges and universities. Afterwards, they invited participated teachers to share with other teaching staff. They would also share their findings with parents. They could keep up with their children's learning progress and do follow-up. The level leaders attended monthly meeting to discuss the curriculum. There was also time reserved for lesson preparation and reflection. The principal was responsible for setting the time for meeting. The school provided different resources such as props and computers for the teachers. Since the school participated in the SCOLAR projects, they had access to a lot of story books. In addition to that, they purchased a collection of story books and had materials prepared for the teachers for props making. If needed, teachers were also free to implement materials provided by book publishers into their lessons. It was essential for the teachers to have good listening, writing, and speaking skills. The teachers were able to design class activities to address the children's learning needs. The activities should have been interesting and interactive. Children could pick up the language naturally through interaction with others. It was also important that teachers could speak good pronunciation. In their school they paid

extra attention to the English curriculum. They reviewed the curriculum plans and activities annually. They set up a special training team to promote English teaching strategies. Teachers reviewed and discussed with the training team when they encounter problems in teaching English. They valued English as a second language. They arranged different English activities for the children and spared time in the timetable. The activities include story-telling time, and English Day. On the day, parents were invited to join. To make sure they could help their children adequately, they regularly arrange class observations, as well as class preparation sessions, and implementing spiral curriculum in English teaching. Curriculum development, teaching strategies, children's learning progress, school culture and teachers' profession were all very important. The aim was to provide an all-round education to the students, rich teaching resources for the teachers, as well as introducing many ways to learn English to the parents.

Principal A2 extends the support to teachers in teaching English. Her full support covers promoting the well-set school culture by Principal A1, keeping the school learning community moving on, providing sufficient resources, and giving free hands to teachers to design their lesson, for instance, the selection of story books can be from various sources: the SCOLAR, self-written stories, readers from local publishers or any text types.

4.9 Principal B in Kindergarten B

Principal B is a principal of action and commitment. Once she has made decision she will not give up. English learning is the focus of the school curriculum. She has been commented as having too much time for English learning to children. She believes learning English is of vital importance to her school children.

The main goal of teaching English was to help children to remove the fear of the language. They could carry simple conversations, and learnt the alphabet and some simple words. At this stage they wanted children to listen more. There were quite a lot immigrant families in the

neighbourhood, therefore the need for learning English was high. The inspector told them that other schools usually dedicated more resources on Chinese. There was no need for using 20 to 30 minutes in teaching English. She replied that every school was different. They noticed a need for English and they just went for it. Besides, the other learning areas were not negatively affected in any way. For about eight to ten years ago, they hired an English consultant who was named as 'expert mentor' by Teacher B. The consultant was recommended by a friend of the former principal. She had lots of different experience. She worked in an international school before. She was a flight attendant. The consultant helped to check the lesson plans and gave advice to teachers. The method she introduced was very different and innovative. Even some science elements were included as the content. She worked in the school for about two to three years. She left because of personal reasons. They then continued the English curriculum innovation on our own. In the past two years, the school had sent teachers to the SCOLAR. Using what learned in the SCOLAR, it was like a kind of self-assessment if they were still on the right track in English teaching. The results were quite good. Teachers performed in teaching English better than she initially expected. The goal was to help the children to learn happily, and could continue using English in primary school without problems. Teacher B played a very important role in school. She was the most experienced teacher. The school began training her ever since she started working in school. When she first joined them, she only had one job. It was teaching English. Later she became the English curriculum coordinator. She had great contribution in the development of English curriculum. She helped to train two new teachers. Teacher B taught English in three classes in that academic year. It was a tough job to do. She prepared all the teaching materials and did appraisal with the new teachers. She was the last one to go home every day. Because of her teaching experience, and she had a lot of friends in the kindergarten field, she could gather updated information. She was also a mother. She was willing to share with teachers what she found interesting after she had tried out teaching her

daughter. About the advantages of hiring an English consultant, the teachers learned a great deal from her. They incorporated her method to school curriculum. Principal B identified Teacher B had potential in teaching English. She offered training to develop Teacher B. As for the important factor supporting a good English curriculum, she thought that it could be achieved by a good team of teachers with abundant appropriate resources. She did not expect teachers to have exceptional academic achievements. They needed teachers who really knew how to teach. The resources for kindergartens in Hong Kong were very limited. The school board played an important role to adequately distribute the resources. She appreciated Teacher A's efforts to share new ideas in strategies and making teaching props. She set budget for appropriate allocation of resources. If additional resources were in need, like in English teaching, she would grant special approval. There was a smart television, which was very supportive in English teaching, in each classroom. In return, teachers were willing to learn how to use new resources. She also supported teachers to buy story books or create self-made story cards. Balancing work and rest were to keep teacher energetic to move on. She also encouraged teachers to attend workshops and seminars to keep themselves updated of new resources and strategies. Teacher B was leading a team of English teachers as she was one of the three English teachers in school. Principal B thought that English teachers should have had high English proficiency, and could deliver simple conversations. The attitude of the teacher was also important. Some teachers might have very high academic achievements in related disciplines but they were not willing to make changes or listen to others' suggestions when it came to teaching in classroom. Good attitude was very important. Some NETs were found simply speaking English in English class without giving children opportunities to learn English by engaging in activities. About teacher training, she supported teacher training but she pointed out the importance to form an agreement with the teachers about their workload, commitment, making a balance between their teaching duties and attending workshops like the SCOLAR

workshops, and willingness to take up additional duties. Teacher B as the coordinator, her English academic results were not necessarily remarkable, but she was willing to put her heart into teaching English. Teacher B was very confident of teaching English. There was room for improvement for all the English teachers, but what she admired them, especially Teacher A, was that they were willing to work and committed of finding new ways to make lessons better. They demonstrated their professionalism.

4.10 Principal C in Kindergarten C

Principal C is the founding principal of KG C. She is very proactive and is brave enough to take challenges in curriculum innovation. Her school joined the second cohort of the SCOLAR project in 2008. Since then, her school had sent teachers to join the SCOLAR projects. English curriculum was one of the distinct features in KG C. She considered English teaching was gradually improving as it had not met the school standard. It was due to the mobility of teachers. Some trained teachers left the school. They needed to constantly train new teachers. Their teaching team composed of experienced teachers and new teachers. They offered training to new teachers. The new teachers would know the teaching strategies the school was adopting. The school hired a NET who taught phonics. Local teachers were responsible for teaching story telling. All local teachers were English teachers. They trained new teachers to use the SCOLAR approach before the school term started. The school started investigating more time in teaching English in the last three to four years. It started later than the time the school joined the SCOLAR project. In the first stage, they targeted to train teachers like in a seed project. With teacher mobility, the school had been busy with training new teachers every year. Principal C had strategies to select new teachers. Applicants were asked to read aloud an English story to check their English proficiency. If they had the job offer, the new teachers would have training on using the SCOLAR approach to teach English. To provide good English teaching, the school

must have provided support in any sorts. The teachers must have shared the same view with the school in teaching English. The provision of good English teaching was the school goal. The school set up a working task group and appointed a curriculum coordinator. The coordinator had a clear understanding of the school expectation to teachers. Hence, she knew how to train the teachers accordingly. Teacher C was the curriculum coordinator. The coordinator was responsible for making a systematic plan for English curriculum innovation and clear guidelines to teachers on high-quality English teaching. The coordinator played the role as the trainer. She evaluated their teaching performance, gave them feedback, and keeping them well informed of ways for improvement. To local teachers, teaching English with confidence was very important. Having confidence allowed them to perform better. The school encouraged teachers to learn through micro-teaching. Teachers' lessons were video-taped for peer learning. Those who were filmed were well informed of the motive of the school. It was to prepare all teachers that their lessons were probably viewed and commented as for professional development training. It was to avoid any ill feeling of being criticised. They had built up a data bank which included a good number of lesson plans which were well written and were of access to teachers for their reference. The teachers were encouraged to share their views on teaching English. They had two teachers in classroom. The class teacher worked with the teaching assistants. It was like a quality-checking circle. They worked in the same classroom and watched how their partner taught. They learned through observation, discussion, and reflection. The discussion content would be shared in meeting across class level. They had sufficient resources for English teaching. They had many big books which provided teachers many stories for storytelling. They had a series of online big books from an overseas publisher. With smart television, students could read the text clearly. Some of the books include smart pen function for checking pronunciation. Principal C had her views about using big story books from local publishers. There were not many big books published and written by Hong Kong

publishers and authors. Local publishers were in a better position to provide teaching materials related to children real-life experiences. Teachers were good at using audio and visual resources, like using smart television. She named some of the good qualities of local teachers which made them to be competent English teachers. Accurate pronunciation was the most important. Teachers must have been confident in speaking the language. They were able to use appropriate classroom language. The school implemented the SCOLAR approach. They must have known the steps in shared reading, the teaching strategies, extended activity after teaching, awareness of creating fun and interesting learning atmosphere, and appropriate use of body language and facial expression. They had a mentorship program. New teachers were guided by experienced teachers. The school allowed some class-based changes to address the individual needs of children.

4.11 Summary

In this study, 50 PTUs in pedagogical knowledge are used as expanded from Gatbonton Model and Mullock Model. They are further categorised into eight domains. The term ‘domain’ is used in the discussion according to Gatbonton and Mullock. The coded PTUs highlight teachers to have the awareness of handling language items and factoring in student contribution. As English is defined as a second language, teachers need to have knowledge in English language including knowledge in linguistics and the models of teaching English as a second language. The rich data collected from the teachers and the principals provide insights on identifying the PCK of English kindergarten teachers and exploring their PCK development.

Chapter 5 Discussion

5.1 Introduction

This chapter discusses the findings of this study. The first section is the discussion that is derived from the literature of review and the findings of this study. The framework of the PCK of English teachers in kindergarten is generated from the investigation of the dominant pedagogical thoughts and the PCK journey of the English teachers. The first section is the discussion on the insights of the ten dominant pedagogical thoughts as derived from 50 PTUs. The next part is to generate the framework of the PCK of English kindergarten teachers. The last section is to review how the three teachers have developed their PCK with reference to the PCK components.

5.2 Insights from the Findings

This study is a partial replication of Gatbonton Model and Mullock Model. Modified from the two models, the PTUs of teachers were coded into (1) 50 PTUs were categorised into eight domains of pedagogical thoughts and (2) the PTU Language Management was further studied and further coded into 28. The dominant PTU in PK is Language Management and the domain it falls on is Handling Language Items. The dominant PTU in Language Management is Teaching Strategies. Handling Language Items as the dominant domain is equal to the findings of Gatbonton's study (1999) and Mullock's study (2006) whereas it is second in Gatbonton's Study (2008). The informants of the three studies were experienced and novice ESL teachers. Regardless their professional background as trained teachers, they were busy with thinking how to handle language items. It is justifiable for the three English teachers to engage themselves so much with thinking of the best possible way to handle language items. They are not trained ESL teachers. However, Gatbonton (2008) points out the reason for Handling

Language Items in the second rank is mainly caused by the teacher training. The participants are novice ESL teachers who are fresh graduates of the teacher training programme. They have greater concerns for Note Students' Behaviour and Reactions. It reflects that teacher training is crucial for teachers to be confident of handling language items. The participants are confident of their subject content knowledge and teaching strategies. They care more about students' behaviour and reactions. In the three studies (Gatbonton, 1999, 2008; Mullock, 2006) and this study, they impact the importance of continuous professional development. Experienced teachers are rich in classroom teaching and they might be too engaged with the completion of planned teaching schedule at the expense of adding new elements into their lessons or they are too tired of thinking new elements in their lessons. They need refreshment to enrich or update their knowledge base.

In the further decoding of Language Management of the three teachers, Teaching Strategies is the dominant pedagogical thought. It is different from Mullock's study (2006). Promote Learning Strategies is dominant. However, Teaching Strategies is added by the researcher while considering young children are unlikely to have self-learning in English. It is also in response to the concerns from Teacher B. The PTU Teaching Strategies was added. Teaching Strategies is finally the dominant PTU of the three teachers. This indicates that a good lesson should be accompanied with effective teaching strategies. If other resources or aspects are not favourable, teachers believe that teaching strategies can make the lessons different. From the findings, English teachers have urgent needs to have the knowledge compared to ESL teachers. For example, in a lesson of Teacher A, she tried to extend the vocabulary range by introducing the sign for going to toilet. The two words, gentleman and lady, were always seen at the toilet door. This is the concept of pragmatic. If teachers have linguistic knowledge, they will easily justify if the learning contents are appropriate. Another example is about the knowledge of phonology. If teachers have the knowledge, they can play games in making silly words with children. The

learning contents will be richer rather than relying on shared reading. By doing so, they enhance their subject knowledge in teaching English which includes the English proficiency and basic knowledge of linguistic features about English language learning; and knowledge of learning English as a second language.

Of the four dominant thoughts in Language Management, three thoughts were newly added: Teaching Strategies, Compare English with the Mother Tongue and Modeling. Get Students to Read / Speak / Listen / Engage / Describe / Sing / Spell / Write is the thought expanded from Mullock by adding speak, listen, engage, sing, spell, and write. The high frequency in Teaching Strategies is 21% for all teachers. This result may appear to be skewed by Teacher C's data (33%). It is to be noted that even when Teacher C's data is removed, this thought is the same as the second dominant thought, Get Students to Read / Speak / Listen / Engage / Describe / Sing / Spell / Write. Both are in 32 thoughts. The importance of focusing of teaching strategies is probably due to the perception of teachers to see the practical use of Teaching Strategies. Another new thought as added in this study is Compare English with the Mother Tongue. The English lessons of the three lessons are conducted in whole English. Teachers try to refer to what have happened in Chinese lessons when children learn the language. It appears that they share the element in Behaviourist Model in SLA. For example, teachers use the classroom routine in Chinese lessons when they play games with children. Children know how to form groups or pair work. Or the teacher asks children to say about the teacher to practise pronunciation. Teachers refer to the practices they do in Chinese lessons. Children can repeat the same procedure or behaviour in English lessons. Habits formed in learning the mother tongue can interfere with learning a second language (Goh & Silver, 2004). The experience of the learner in learning one's mother tongue is helpful to that learner to learn a second language. The thought of the three teachers recorded is ranked as the second of Teacher A and the fourth of Teacher B and All Teachers while Teacher C who is not a class teacher, has this in the seventh.

It is worth noting that if a second language teacher knows the first language of the learners should be in a favourable position to teach the learner, especially the learner is a young child. A further finding is about Modelling which is ranked as the third for Teacher A, Teacher C and All Teachers, and the fourth for Teacher B. Teachers think high of the importance of imitation. Not only the teacher demonstrates but also the more able children are invited to be a model in class. It is not surprising to note that teachers are applying Bandura's Cognitive Social Theory. In Behavioural Model of SLA, the teachers or the more able children invite by the teacher to model the use of the language in classroom. The teacher plays the role as a role model or she will praise the more able children for their good job. Other children observe. "Seeing others gain desired outcomes by their actions can create outcome expectancies that function as positive incentives" (Bandura, 2001, p. 276). This creates motivational effects. The observers, who are the children, will make judgement of their ability to accomplish the modeled behaviour. The three teachers frequently used modeling as the strategy. In social cognitive theory, modeling influences bring strong motivational effects. The observers have the perception of the modelled actions as producing favourable or adverse consequences. In the classroom of the three teachers, they gave positive feedback, such as verbal praising, giving a big thumb, as favourable consequences. Children were willing to engage in similar activities as the one who did the modeling. Modeling is one of the common strategies of the three teachers. As trained kindergarten teachers, they have no problem in putting theories into practice. It is apparent that teachers are strong in applying theories into classroom teaching. This is the reason why they frequently mentioned the SCOLAR approach. The more professional teachers are more able to make explicit their implicit theories and beliefs about learners, curriculum subject matter, and the teacher's role (Clark & Peterson, 1986; cited from Mullock, 2006). Given the opportunities, teachers will incorporate new ideas into English lessons.

In the pedagogical thoughts recorded in Language Management, 28 units were categorized in

this study but there are 98 different units in Mullock's Study (2006). Mullock describes 98 is a big number caused by different learning focus. In this study, the pedagogical thoughts can be completely recorded under 28 units. The big difference is primarily due to the level of students. The students in Mullock's Study are adult ESL learners while the students in this study are kindergarten children. The learning contents are not so broad. The central curriculum, KECG (2017), is likely supportive in providing flexibility for kindergartens to plan their English curriculum. Teachers would benefit if they are offered a structured training programme, which covers SLA, English enhancement, child-friendly pedagogy, understanding of the central curriculum and supervised teaching session, to teach kindergarten English.

5.3 The Framework of the PCK of English Kindergarten Teachers (PCK-EKT)

This study studied the complexity of teacher thinking during classroom interaction. The consulted pedagogical thoughts of the three teachers were coded into two tables: Frequency and Percentage of Teachers' Reported Pedagogical Thought Units and Reported Thought Units for Language Management. Although the current study is limited in sampling as far as the number of teachers and classes are concerned. The two tables suggest that teachers' pedagogical thoughts could be recalled and recorded given using a suitable way to collect data. Like this study, stimulated recall methodology was used. The rich data collected can be further studied and categorized into different components of PCK and form the framework. Although no teacher consulted two pedagogical thoughts, Repetition and Running Commentary, the 50 PTUs can be considered as providing an effective way to tap teachers' thinking during teaching. The none result of the two pedagogical thoughts were probably caused by the teaching focus and personal reasons of the teachers. Teacher B was consulted about if it would be appropriate to keep these two pedagogical thoughts. She agreed to leave two thoughts in the table.

The table Reported Thought Units for Language Management used for examining the

pedagogical thoughts of Language Management was expanded to 28 thoughts. Not all thoughts were consulted by teachers but no thought was recorded zero. This study supports using the forms that the eight domains of pedagogical thoughts constitute over all reported pedagogical thoughts and these thoughts can be categorized into 48 categories. The relative ranking of these thoughts for the teacher in her lesson appeared to depend on some variables, covering: class level, lesson contents, materials, teacher personality, commitment, qualifications, experience, classroom and institutional context, and training on teaching English. In this study, the variables are different from Gatboton's studies (1999, 2008) and Mullock's study (2006). Based on their models, two forms were modified. The pedagogical thoughts of the three teachers were recorded. It is apparent that their models can be adapted and modified to study English teaching and learning of learners of different levels. On deeper inspection, Language Management was recorded a big number of units in Gatbonton's studies (1999, 2008), Mullock's study (2006) and the current study. There is no argument against the result. The 'language' in Language Management is both the content and the medium of instruction in ESL classes. In addition, the domain Buttressing Communication was added as the eighth domain in this study. I argued that teachers used all English in classroom practice and children had very limited experience with English exposure, the ways how teachers communicate with children should have been taken note of. The children were placed in immersion to learn English as a second language. The thought units collected are the least when compared with the other seven domains. This domain was the least frequently consulted domain. It indicates that the teaching focus is on teaching the language items. From the data recorded on Creating Learning Context, the number of frequency percentage is 6% for All Teachers. It is probably the right time for teachers to a switch of teaching focus can be moved to increase more opportunities for genuine communication. Genuine communication happens in meaningful learning context.

Table 19*Pedagogical Thought Units and PCK Components*

Domains and Pedagogical Thoughts	PCK Components						
	SCK	KCu	KS	KEC	KEE	GPk	CfP
A. Handling language items							
1. Beliefs	✓						
2. Comprehensibility							✓
3. Aid comprehension							✓
4. Decision							✓
5. Language management	✓						✓
6. Check / probe prior knowledge						✓	
7. Plan the lesson		✓					
8. Reflection		✓					
B. Factoring in student contribution							
9. Affective beliefs			✓				
10. Level check			✓				
11. Note students' behaviour and reaction			✓				
12. Material comments		✓					
13. Creating learning context						✓	
C. Determining the contents of teaching							
14. Content check	✓	✓					
15. Curriculum fit		✓					
16. Knowledge of students			✓				
D. Facilitating the instructional flow							
17. Beliefs	✓						
18. Decisions						✓	
19. Group/pair work/ small group / individual student						✓	
20. Past experiences			✓				
21. Procedure check						✓	
22. Time check						✓	
23. Planned acts						✓	
24. Physical setup						✓	
25. Classroom routines						✓	
26. Make activities connected							✓
E. Building rapport in the classroom							
27. Affective beliefs			✓				
28. Decisions			✓				
29. Past experiences			✓				
30. Self-reflection		✓					
31. Self-critique		✓					
32. Praising students						✓	
F. Monitoring student progress							
33. Comprehensibility		✓					
34. Progress review / fine-tuning		✓					
35. Problem check		✓					
36. Name check						✓	
37. Post Active		✓					
G. Institutional factors							
38. Institution comment				✓	✓		
39. Curriculum fit		✓		✓	✓		
40. Classroom size				✓			
41. Seating arrangement: for students				✓			
42. Seating arrangement: for teacher				✓			
H. Buttressing communication							
43. Modeling	✓					✓	
44. Repetition	✓					✓	✓
45. Body language	✓					✓	✓
46. Running commentary	✓					✓	✓
47. Expanding and extending	✓					✓	✓
48. Knowledge of students			✓			✓	
49. Support from teacher assistant / other teaching staff, e.g. senior staff, principal						✓	
50. Eye level (e.g. keep eye level similar to students)			✓			✓	

SCK: Subject Content Knowledge

KCu: Knowledge of Curriculum

KS: Knowledge of Students

KEC: Knowledge of Educational Context

KEE: Knowledge of Educational Ends

GPk: General Pedagogical Knowledge

CfP: Child-friendly Pedagogy



In Table 19, the pedagogical thoughts are marked to one or more PCK components. From the discussion in the previous chapters, seven components of PCK of English kindergarten teachers are derived. There are seven components: (1) PCK-SCK: Subject Content Knowledge; (2) PCK-KCu: Knowledge of Curriculum; (3) PCK-KS: Knowledge of Students; (4) PCK-KEC: Knowledge of Educational Context; (5) PCK-KEE: Knowledge of Educational Ends; (6) PCK-GPK: General Pedagogical Knowledge; and (7) PCK-CfP: Child-friendly Pedagogy.

When deriving the PCK components from the rich data in this study, it is interesting to note that the components correspond to the seven categories of teacher knowledge of Shulman (1987). However, it is interpreted from the perspective of teaching kindergarten English but not the teacher knowledge in a broad sense. Shulman's PCK conception is commented as compartmentalised and static. Scholars like Cochran et al. (1993) argued that PCK of teachers are dynamic, developing and growing continuously (Shing, Saat & Loke, 2015). They renamed PCK as pedagogical content knowing (PCKg) which indicates the nature of teaching expertise of teaching is dynamic. PCKg is an integration of subject matter knowledge, knowledge of pedagogy, knowledge of students, and knowledge of environmental contexts. When teachers' experience grows, their PCKg grows too. The nature of PCK is fluid and developmental (Veal and MaKinster, 1999; cited from Shing, Saat & Loke, 2015). The components of PCK are interwoven. I argue putting the components of PCK of English kindergarten teachers into the abbreviation like, for example, PCK-SCK. PCK is put in front of the component connected by a hyphen. It means subject content knowledge in PCK to mark the difference between subject content knowledge of teacher knowledge.

In Table 13, it shows the PCK components of English kindergarten teachers and hierarchy of the components. It shows that teachers' PCK is evolving and continues to add value from lesson reflection after teaching a lesson. For easy reference, the seven components are marked to the pedagogical thoughts for easy reference in Table 12. The number of frequencies does not

correspond to the importance of any component.

At the beginning of the first lesson, the English teacher develops her PCK in the first cycle. The PCK development in the second cycle continues after the second lesson. The PCK development continues in the N^{th} cycle after the N lesson. In Table 20, it shows the development of PCK from the first cycle to the n^{th} cycle. Subject Content Knowledge (PCK-SCK) is the content knowledge of teaching kindergarten English. It includes knowledge of English, linguistic knowledge, knowledge of first language acquisition and knowledge of second language acquisition and knowledge. It forms the foundation knowledge of English kindergarten teachers. In Table 20, PCK-SCK is placed at the bottom. As from the high frequency coded in Handling Language Items, handling language items is a must as far as teaching content is considered. Kindergarten children learn English as a second language. English kindergarten teachers, like English teachers in primary and secondary schools, are required to possess knowledge not only in the subject, that is English knowledge, but also linguistic knowledge and knowledge of second language acquisition which are included in the programme of teacher education for the primary and secondary English teachers. Young children learn in an integrated curriculum. Class teachers are in a good position to teach English as they can recall and refer to the language acquisition of the class in first language. It can be argued that local teachers are more supportive to teach English provided that the teachers have good English proficiency, linguistic knowledge, and knowledge of SLA. Moving upward from PCK-CK, it is Knowledge of Curriculum (PCK-KCu). With Content Knowledge, teachers interpret and transform the content knowledge to the extent which meets and addresses the needs of students while considering the school context, for example, school mission, and the educational ends, for example, the sociocultural politics. It is the base of the PCK of English kindergarten teachers. To the left of PCK-KCu, there are three components, starting from bottom to move upwards, they are Knowledge of Students (PCK-KS), Knowledge of

Educational Context (PCK-KEC) and Knowledge of Educational Ends (PCK-KEE). Teachers know students. It includes the learning progress, their previous knowledge, expected learning difficulties, learner diversities, and emotional state. Teachers need the information for English curriculum innovation. The school context and the educational ends play important role in guiding teachers to plan and set direction for English education for the school children. PCK-KS, PCK-KEC and PCK-KEE inform teachers to plan the curriculum. In PCK-KCu, it refers to the concept of the monitoring of curriculum. It means that curriculum planning, curriculum implantation, lesson planning, lesson reflection, unit planning, unit evaluation, and student assessment. From the record of the consulted pedagogical thoughts, there is no thought named as student assessment. There are thoughts, like Procedure Check, Note Students' Behaviour and Reactions, Level Check, Problem Check and Progress Review, which are related to student assessment. While teachers are planning the actual teaching in classroom, they use pedagogy. The pedagogy is child-friendly in nature. Child-friendly refers to adaption a way which the knowledge presentation can keep student motivated and engaged and are comprehensible to. Moving upward from PCK-KCu, it is Child-friendly Pedagogy (PCK-CfP). To the left of PCK-CfP, it is General Pedagogical Knowledge (PCK-GPK). GPK is about how teachers make use of the school routine, classroom context and timetable to facilitate smooth and effective classroom teaching. GPK is in a high frequency related to the pedagogical thoughts as shown in Table 17.

When the first lesson completed, the English teacher does lesson reflection. The reflection informed the seven components. The four components, PCK-CK, PCK-KC, PCK-KEC and PCK-KCC inform PCK-KCu. In response, PCK-KCu informs the four components in return. The direction shows two arrows at two ends. It implies the components are mutually affected and lead to changes. It is the same as PCK-GPK. Lesson reflection informs PCK-GPK. PCK-GPK informs PCK-CfP. In return, PCK-CfP informs PCK-GPK. The change in PCK-CfP, for

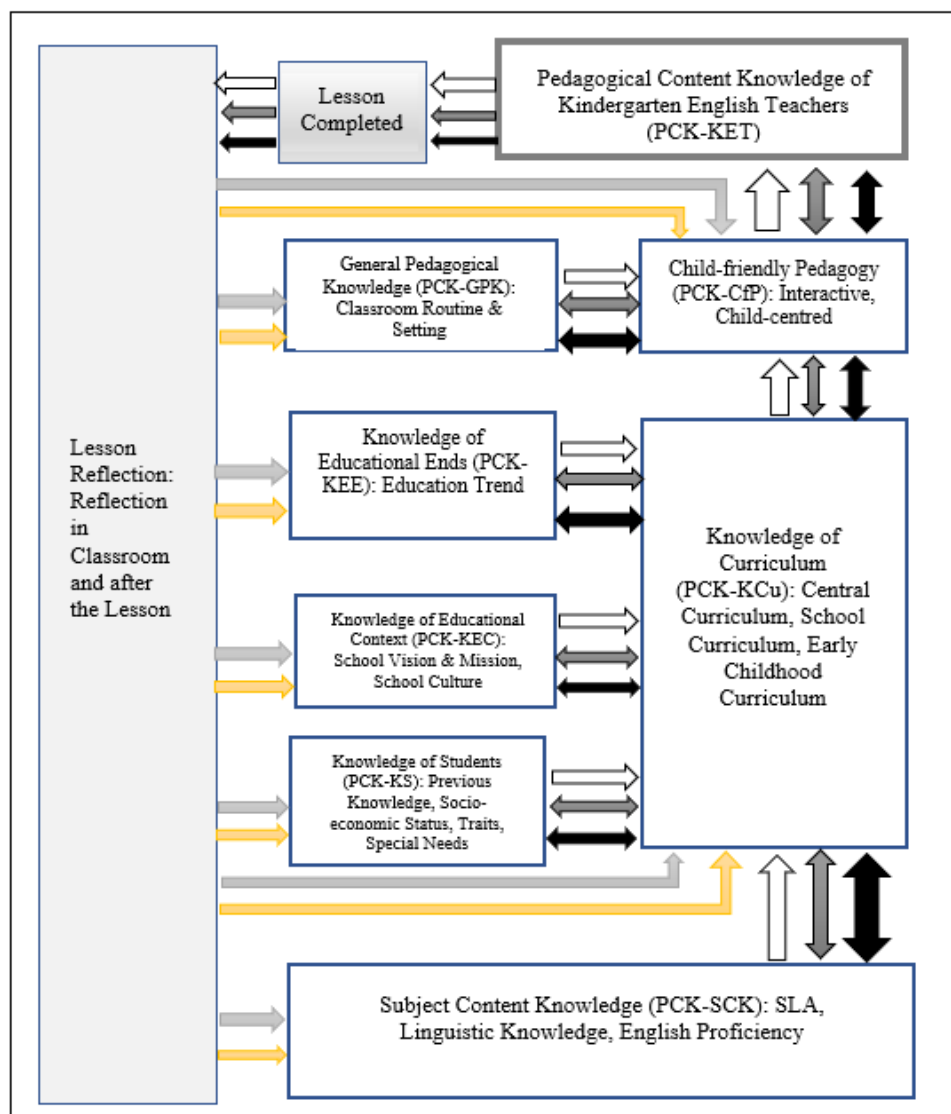
example, singing “Who stole the cookies from the cookie jar?”, children will sit in a big circle. The classroom setting needs to be arranged. The changes of the seven PCK components form new elements in PCK-KET.

The framework of PCK shows the hierarchy of the PCK components. It does not mean that PCK is static. It is dynamic and fluid. If any component changes, it will lead to the change of PCK. It indicates that PCK is developmental.

Table 20

PCK Framework for Kindergarten English Teachers

PCK Framework of Kindergarten English Teachers



First Cycle:		Lesson Reflection in First Cycle:	
Second Cycle:		Lesson Reflection in Second to N th Cycle:	
Third to N th Cycle:			

5.4 PCK Development of the Three Teachers

The learning journey of the three teachers give rich information on how non-native English speakers have transformed themselves to competent English teachers. Fernandez (2014) argues that developing PCK can assist experienced teachers to develop more reflective practices and thereby promote further development of PCK (Fernandez, 2014; cited from Gomez, 2020). To analyse their development, the following discussion will be based on the teachers' development on each PCK component.

In Subject Content Knowledge (PCK-SCK), three teachers were awarded of grade D or grade E in English Language (Syllabus B) in HKCEE. One teacher was awarded grade D in the oral paper of HKCEE and A-Level Examination. Their English proficiency support them to conduct the English lessons in using English as the medium of instruction. When they write lesson plans, they identify language features and termed them as target language features which they learned from the SCOLAR. They did not have lessons for linguistic knowledge. The training courses in the SCOLAR expose them to some linguistic features. They do not know the representation. They can identify linguistic features from a story and any text but they name them as target language features. For the knowledge of SLA, they unconsciously incorporated the elements related to the three SLA models: Behaviourist Model, Innatist Model and Interactionist Model. It indicates that they learned and improved from daily classroom teaching. In addition, they frequently referred to how children learned in Chinese lessons. They believed what work in Chinese lessons should be highly feasible in English lessons. The application of the knowledge of SLA and first language was unconscious. It is intuition. Experienced teachers do not correspond to competent teachers or proficient teachers. To the three teachers, they are in the group of experienced teachers who are competent teachers and working to achieve to be proficient teachers. They are exhibiting their commitment to the teaching profession.

The three teachers have worked in the school from over ten to nearly thirty years. They have

built up close bonding with children. Teachers are required to check student information, for example, health issues, special learning needs, family background and care-taker of the children. As reflected from this study, teachers heavily consulted different pedagogical thoughts during lesson. Observing children's behaviour and reactions is one of the routines teachers do in classroom. If the teacher is a class teacher, she is in the upper hand to know more about the children, including reading their body language or gesture. The teachers describe their children as vocal, adventurous, passive, energetic or outgoing. Their Knowledge of Students (PCK-KS) informs their Knowledge of Curriculum (PCK-Cu).

The three teachers have long service in the kindergarten they are working. Teachers find some factors which encourage them to stay working in the school or execute their career plan. They must share the same values as stated in the school missions and visions. As local kindergartens, their schools have placed English education in an important position. They find it tough to teaching English but they enjoy witnessing children learn and grow. It is particularly true when they receive positive feedback from parents. Teaching English is important. It is about preparing children for smooth transition to primary education and laying a foundation for children to learn English. Teachers know the importance of the practical needs of children to know the language and to address parent expectation. In turn, the provision of good English learning is like a marketing issue. Effective English education can bring to good number of student admission. The Knowledge of Educational Context (PCK-KEC) exerts great influences on the promotion of English education. The teachers take the school mission and parent expectation into great consideration when they plan curriculum.

The three teachers frequently mentioned that they had a mission to expose children to English world as much as possible. Some children could only have the chance to listen or try speaking English at school. Their family was monolingual Cantonese or Putonghua. Some children came from lower socio-economic status. To parents, working parents or housewives, they all see

English is a tool for future success in school or even in life. The teachers also consider laying a foundation for children English learning is important and most probably will help to change their social status. With the well-received message, learning English is important. Teachers are committed to plan the English curriculum. The Knowledge of Educational Ends (PCK-KEE) puts tension or concerns to teachers when the teachers plan their English curriculum.

The three teachers have rich Knowledge in Curriculum (PCK-KCu). They have accumulated long-year experience in English curriculum innovation as they are English curriculum coordinators. They have the trust from their principals because they are selected as the English curriculum coordinator. In this position, they oversee the English curriculum development of the school. They coordinate the curriculum content of all class levels. When they plan the English curriculum, they refer to the central curriculum (KECG, 2017) and the available school resources, ranging from school curriculum documents, teaching materials from publishers or other organizations. They play their role as a curriculum leader. They lead curriculum meetings, do lesson demonstration, and share views after peer lesson observation. The role as English curriculum coordinator gives them opportunities to learn from their job. They gain from professional growth. With PCK-KS, PCK-KEC and PCK-KEE, the teachers have built up their repertoire in curriculum planning and innovation. It is their Knowledge in Curriculum (PCK-KCu).

The General Pedagogical Knowledge (PCK-GPK) may give an impression that the knowledge is very general as in its literal meaning. The literal meaning has covered the function of GPK. The three teachers are strong in the management of class flow and keep children fully engaged through careful consideration of seating arrangement for children and teachers, placement of teaching tools or making use of the parallel eye-level with children. The teachers learn this through daily classroom teaching. When the teachers plan their lesson, they incorporate their PCK-KCu and PCK-GPK with Child-friendly Pedagogy.

The above PCK components, teachers acquired them through building on from their previous knowledge, like their language proficiency, and their daily encounters. They learn and develop through practice and confrontation.

Teaching Strategies is the highest consulted frequency in the study of Language Management. As mentioned above, it is probably that teachers have struggles with teaching language management because of the subject content knowledge. They believe that if identifying the target language features, they can transform knowledge successfully and effectively through using appropriate teaching strategies. Strategies are interpreted in a broad sense. That means some ways, steps, tricks, using teaching tools or learning tools are considered as strategies. In this regard, I argue to rephrase or tune down strategies, unlike Grammar Description Approach or Communicative Language Teaching, into Child-friendly Pedagogy. Zein (2017) mentions child-friendly pedagogy is of vital importance in the EYL (English for Young Learners) classroom. There are many features in child-friendly pedagogy, for example, one prominent feature is the use of games and songs. Teachers work on children's developmental stage to include the kinds of activities and tasks that are appropriate for them. Appropriate activities should possess qualities include: (1) the activities children love which can keep them engaged and motivated in learning, (2) the activities provide high opportunities for teacher-student and student-student interactions which teachers can assess and scaffold children learning. To name the activities, they are listening to story, playing language games, singing songs or nursery rhymes with body movement, food tasting, role play, show-and-tell, story-telling, dramatic activities, activities connected to other learning areas, such as doing experiment, activities related to festivals or activities about utilizing school environment, such as using the outdoor area, like enjoy listening to story by sitting under a tree, play in sand pits, do physical exercise in the playground. The three teachers commonly share their learning experience in developing their Child-friendly Pedagogy. They are from the SCOLAR project. They learn how to teach

English through receiving different forms of training. Attending the SCOLAR project is one of the ways. To facilitate them to learn, their principals play an important role. Starting from being identified to be the project teachers, they should be committed and determined to take the challenges. Being a project teacher implies that their work is going to be heavy and tough. From the school management, the principals rearrange manpower and timetable to release teachers to attend the SCOLAR workshops during school days. The principals need to get the understanding and support from the school management board, parents, other non-project teachers and students. After attending workshops, the teachers need to do try-out and arrange time for the SCOLAR officers to observe lesson. Joining the SCOLAR project means there are tons of follow-up work. All the three kindergartens asked the teachers to share what they learnt. The project teachers keep learning in different cycles. First, they learn from SCOLAR workshops. Second, they try out what they learned from workshops. Third, the SCOLAR officers observe lesson. The officers give comments on the lessons observed, lesson plans written by the teachers and give advice on the development of English curriculum. Fourth, the project teachers correct and improve their teaching. Fifth, schools arranged lesson observation by principals or other teachers. All school teachers are put in a learning community. The teachers keep the learning cycle. In addition to the SCOLAR project, there are some other channels teachers can receive training. Like Teacher B, she received on-site guidance from a consultant, Teacher B called her as the expert mentor. The consultant is like a private tutor to Teacher B. She learned much from the consultant in one-to-one supervision. Learning can be interpreted in many ways. Professional sharing can provide learning opportunities for professional growth. The three teachers have benefited much from attending sharing workshops. Sometimes, they are the persons to share experiences or they are the attendees to learn from the experiences of others. Learning can happen in a less formal way. Teacher B likes to converse with teacher friends about teaching English. They learn from each other. Or they

like to browse the Internet to explore possible ways in teaching English. With all these, teachers put new ideas into their lessons. They develop their Child-friendly Pedagogy (PCK-CfP).

The above is a description of how teachers have developed their PCK. Some teachers, if they have the above-stated factors, the factors cannot turn them to be competent English teachers without a passion to learn and determination to serve quality English teaching. The three teachers are committed to English education. When interacting with them, the researcher are much impressed of their confidence and the proud of what they have done for the children. Their personality as a keen learner, being strong in self-reflection and self-critic, and rich teaching experiences drive them to contribute to English curriculum innovation. Their journey of PCK development is moving and their PCK grows.

The three kinds of capital that comprise professional capital (Hargreaves & Fullan, 2013) are used to conclude the professional development of the three teachers. The three kinds of capital are human capital which refers to the talent of individual, social capital which is the collaborative power of the group and decisional capital which means the wisdom and expertise to make sound judgement about learners that are cultivated over many years. The teachers, the principals and trainers of the teachers added value of the professional capital of the teachers. In human capital, the teachers have good English proficiency, enjoy teaching English and are keen on learning how to teach good English lessons. These enrich their human capital. The three teachers were the English curriculum coordinator. They led a team of teachers for co-lesson planning and evaluation after teaching a unit. Benefited from the position and the professional dialogue with the other teachers during meeting, they have developed their wisdom and expertise to make appropriate judgement about their children. They added value on their social capital and decisional capital. Schools were found that they showed positive achievement outcomes with high social capital (Leana, 2011; cited from Hargreaves & Fullan, 2013). If schools have strong social and human capital, they did even better. It is true when

referring to the interviews with principals. The teachers and principals are making professional capital to their primary investment for school development and the best interest of children.

5.5 Proposition Arising from This Study

There are five propositions in this study. First, the new model of PCK in teaching kindergarten English is helpful to local teachers. The mobility of local teachers is relatively low when compared to NETs. It is proposed that kindergarten principals can consider appointing class teachers to teach the six learning areas including the English language if the local teachers have good English proficiency. Local teachers can refer to the special features in learning the Chinese language as the mother tongue and compare the similarities with and differences in learning the English language as a second language. An English teacher who knows the first language of the children is in a better position to scaffold children to learn English as in the Behaviourist Model of SLA.

Second, Subject Content Knowledge (PCK-SCK) comprises English knowledge, linguistic knowledge, knowledge of first language and knowledge of SLA are in the bottom layer of PCK scope. It is necessary for teacher training institutions and EDB to consider organizing long-term courses for pre-service teachers and in-service teachers. The aim is to help them to build up a firm knowledge base as English teachers.

Third, the current courses provided by the SCOLAR or other universities are in fragments. Sustainability is in doubt as far as teacher mobility is concerned. Graduates of the courses received attendance certificate but it does not give them professional recognition as qualified English teachers.

Fourth, English education forms a part in the integrated curriculum. Policy makers are advised to study and review the kindergarten teacher training programmes offered by teacher training institutions. Graduates are expected to be capable of teaching all learning areas, including the

English language. The current practice reveals that graduates are not confident of teaching English as there is no specified learning hours on teaching kindergarten English. Learning areas like second language acquisition and current practices in English learning in kindergartens should be added. With reference the framework of PCK-KET, subject content knowledge lay at the bottom. Having good English proficiency is pre-requisite for a person to be an English language teacher. There is a need to change the admission requirements of kindergarten teacher training programmes. The institutions should consider adding a higher level of language English language requirement. Only for the teachers with good language English language proficiency will have confidence and competency to teach kindergarten children English.

Fifth, with the PCK components of teaching kindergarten English from this study, schools can use it to draft English teacher handbook about the how to plan and teach a lesson and how to do lesson reflection.

5.6 Summary

Kindergarten English teachers are aware the challenges of teaching English. They have tried to use teaching strategies to make the transfer of knowledge successful. From the findings, it is evident that appropriate teaching strategies cannot support teachers to handle an English classroom. The three teachers are busy in their lessons as they are much affected by their subject content knowledge. In this study, seven components of PCK in teaching kindergarten English are derived. This new model of PCK contributes school curriculum innovation in the short run. It is hoped that relevant institutions, organizations or professionals working for teacher education will refer to this study.

Chapter 6 Conclusion

6.1 Introduction

This chapter states the limitation of this study and suggestion for future research.

6.2 Limitation of This Study

This study is a multi-case study. The data collected was mainly through different types of interviews from a small sample, three teachers. The data collected were descriptive in nature. The researcher knows the three teachers too well. It was easy for the researcher to simply follow the views of the teachers and forget the role to be a listener. The reliability of the data collected from stimulated recall interviews might be affected by the long interval between the completion of teaching and the interviews. When decoding the pedagogical thoughts, the researcher was the only person to decode the thoughts. It was difficult for the researcher to categorise some thoughts. To control if the thoughts were correctly decoded, Teacher B and a consultant commented on the coded pedagogical thought record. Adjustments were made in response to their comments and concerns. However, it is the nature of PCK which makes it a subject of theoretical and empirical studies. PCK is complex, context-responsive and evolves over time. Its nature is fluid and ever-evolving. In the formation of their PCK, teachers play their active, creative, and constructive role through formal and informal learning opportunities, professional development, and reflection (Dadvand & Behzadpoor, 2020). The PCK model here, PCK-KET, captured the teachers' knowledge within the research period. I reiterate that the proposed framework is not meant as a one-fits-all template. With the nature of PCK, it is developing and evolving. This study can deepen the understanding of PCK as a dynamic construct. With its multiple and mutually constitutive dimensions, PCK remains in an ever-evolving state of becoming.

6.3 Practical Contributions to the Field of Language Learning

Hiver, Al-Hoorie and Evans (2021, p. 1-2) highlight the contributions of doing research. “All theories, if they are to avoid becoming passing academic fads or bandwagons, must contribute something of substance that is new and worthwhile—something that pushes the field forward. From the survey of the main substantive contribution of research made to second language development by Hiever, Al-Hoorie and Evans, a list of 13 contributions is summarized. The areas are (1) pedagogical insights, (2) multidimensional understanding of the issues, (3) importance of context, (4) applying a novel perspective to topic under investigation, (5) integrating multiple complimentary data sources, (6) attention to unexplored aspects of existing phenomena, (7) learner differences / variability as source of information, (8) emergence of new insights on existing topics, (9) increased ecological validity, (10) developing new conceptual tools, (11) evidence of the limitations of existing perspectives, (12) capturing phenomenological reality, and (13) demonstrating feasibility of a transdisciplinary approach. In this study, it gives four practical contributions as from the above list. The study brings the importance of child-friendly pedagogy and using appropriate teaching materials, for example, realia, learning tools. From the PTUs collected from the teachers, the data provide rich information to understand the pedagogical thoughts of kindergarten English teachers from different perspectives, including their belief, response to the school policy, incentives to put new teaching strategies in lessons. The study also points out the importance of context. Effective lessons are supported with meaningful contexts. From the rich data collected from participating teachers and principals, it integrates multiple complimentary data sources. The teachers are professional and have strong initiatives to strive for excellence in teaching English. The principals are in the position of giving strong facilitation to teachers for professional development. With reference to the four practical contributions, the following suggestions are for future research.

6.4 Suggestions for Future Research

In this study, it is evident that if the class teacher is also the English teacher, the teacher is in a better position to provide support to children English learning. It is a particular case. There is an information gap. Children learn better if their English teacher is also the class teacher. Another study can be about the PCK of NETs in teaching kindergarten English. The study can be a partial replication of this study. The results can be compared with the result of this study. It may provide answers to the advantages of hiring NETs or local teachers to teach English. With the increasing number of teachers joined the SCOLAR project, there are two or more teachers know the SCOLAR approach. They work together for English curriculum innovation. With their efforts, curriculum innovations are being cascaded in the schools. These teachers form their community in promoting English teaching and learning at school. An in-depth study can be extended to these teachers to investigate the relationship between English teachers' development of PCK and the school culture. Their learning process of becoming knowledgeable within the school culture which means the context of Communities of Practice (CoP). From Wenger (1998), CoP can be defined in different ways. In the community, people work in a sustained fashion. They are committed towards working for a common goal in a shared area of interest. They develop and share common practice. (Wenger, 1998; cited from Herold, 2019). This is an interesting area for informing the sustainability of school culture and teacher professional growth. Another interesting area to be explore is Child-friendly Pedagogy as one component in the derived the PCK model in this study. It would be of great reference of kindergarten if a study can investigate the child-friendly English activities practiced successfully in classroom. This must inform English curriculum innovation. This study is a multiple-case study of three experienced English teachers in kindergartens. The development of the pedagogical thoughts of them was examined through the data collected from the

interviews with the teachers and the principals within the research period. If a longitudinal approach is used to investigate the development of pedagogical thoughts of teachers in a longer period, the data collected can provide a better understanding of the development of pedagogical thoughts in teachers. To contribute to the curriculum design of the teacher training programme, a study on the pedagogical thoughts of novice teachers and experienced English teachers in kindergarten will be interesting and fascinating. Last but not least, buttressing communication is the new domain of pedagogical thoughts found in this study. English kindergarten teachers are too committed to teach and unconsciously push the classroom into teacher-didactic or highly teacher-led. It is against the core value, child-centredness, of early childhood education. It is of great interest to investigate how teachers provide supports or opportunities in buttressing communication. Children are put in warm and supporting environment to learn the English language.

6.5 Summary

Despite the limitation of this study, the derived PCK of English kindergarten teachers indicates that a language teacher, like other professions, should possess rich subject content knowledge. As revealed from this study, the three teachers who are non-native-English speakers can teach good English lessons. They can do it because they have spent a decade or decades to learn how to teach English. They develop their PCK. However, it would be of the best interest to all stakeholders in kindergartens if the respective parties or authority would consider training kindergarten teachers to teach English in a structured and organized programme. While waiting and preparing for the best, local kindergarten teachers can refer to this study if they are willing to take up the challenges to be English kindergarten teachers.

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Appendix

Appendix 1: Teacher A - Domains of Pedagogical Knowledge and Pedagogical Thought

Units

A. Domain: Handling Language Items		Frequency	Theme	Video Clip	Script	Page	Language Management
1	Beliefs (e.g. use experience for teaching)						
	T believes that giving children high fives is a good way to have physical interaction with children. This can make children feel less fear of learning English.	1	Off to School	1	1	1	
	T believes that Chinese should be polite. Teachers and children need to greet each other and say good morning.	2	Off to School	1	1	3	
	T believes that telling children what's next is helpful. Children can focus on the current task/ activity. They can do better in the coming task/activity.	3	Off to School	1	1	3	
	T believes that all teachers have their ways to teach.	4	Old Lady	4	2	1	
	T wants children to apply knowledge and use it in real life. E.g. big and small	5	Old Lady	4	2	4	
	T believes that teachers should be brave enough to try new ways to teach.	6	Old Lady	5	2	9	
		6					
2	Comprehensibility (Comprehension check)						
		0					
3	Aid comprehension						
	T used adjective pairs to help children to understand the story. The pairs are fat and thin, big and small, old and young.	1	Old Lady	4	2	2	
		1					

4	Decisions						
	Ts planned teaching 'Off to School'. They had words like 'home', 'park' to pair up with 'school'. 'Home' was finally used to pair up with 'school'.	1	Off to School	1	1	10	
	T considered if she had to do demonstration before language games or tasks. If she thinks the rules of the game are simple, she won't do demonstration. As for challenging ones, she would demonstrate as to give children some confidence.	2	Off to School	1	1	11	
	T asked children to read what they learned. If there is any word they haven't learned, it will left to T.	3	Off to School	2	1	20	
	T gave adjective pairs to help children understanding the meaning, not by pictures. T thought it was important to equip children to go to K3.	4	Old Lady	4	2	2	
		4					
5	Language Management						
	T uses L by pulling her tongue out to tell children about licking ice cream. T reminds children of her surname Lam and the importance of correct tongue placement. She points out that it is not common for children to use L sound in Chinese.	1	Off to School	1	1	1	21
	T used her surname Lam to give children opportunities to practise L sound by saying Lam. This is to help children to learn how to say L sound. L as a standalone sound.	2	Off to School	1	1	1	6
	T noted the difficulties of children to raise their tongue to the upper alveolar ridge. She thought of other possible ways. Say like show students a mirror. Finally, she found it difficult to show the way to children.	3	Off to School	1	1	1	9
	T knew that children were happy to imitate her to pretend licking ice cream. It was to let children practise the L sound.	4	Off to School	1	1	1	23
	T considered children performance in Chinese lesson. Found out some sounds they might have problem.	5	Off to School	1	1	1	21

T made connection between Ms. Lam and ice cream. Children felt good to practise L sound. Ms. Lam L L L. Everyone licked ice cream.	6	Off to School	1	1	2	28
T moved the thumbs, like nodding, as to say good morning to children. They did the same in Chinese lesson.	7	Off to School	1	1	2	21
T compared children performance and learning attitudes in Chinese lesson to English lesson. Tried to see what she could do in English lesson.	8	Off to School	1	1	2	21
To include body movement, e.g. moving thumbs ups and downs in this lesson, in English lesson is helpful to keep children engaged.	9	Off to School	1	1	2	26
T told children what they were going to do next. It was done in English lessons but not in Chinese lessons.	10	Off to School	1	1	3	21
T told children what they were going to do next. It was to remind herself the objectives of the lesson and not to get distracted.	11	Off to School	1	1	3	22
T modelled how to read the story. Children listened.	12	Off to School	1	1	3	23
T demonstrated how to read aloud. While reading, T pointed to her ears and mouth, asked children to listen but not to read aloud. This was a learning attitude.	13	Off to School	1	1	3	1
T got children to follow the routine. Listen but not read aloud while T was reading aloud a story.	14	Off to School	1	1	3	11
T learned to do book cover talk when doing shared reading. This was from the SCOLAR project. T wanted children to learn some information from the book cover before they started reading the story.	15	Off to School	1	1	4	1
T did this step in English and Chinese lessons.	16	Off to School	1	1	4	21
T did book cover talk in English and Chinese lessons. It was done casually before the SCOLAR project. Now it was done seriously in English and Chinese lessons.	17	Off to School	1	1	4	21

	T believes that book cover talk is reinforced after the SCOLAR project.	18	Off to School	1	1	4	28
	T used a pointer to slide on the text. It is to allow children to have full view of the text.	19	Off to School	1	1	5	20
	T pointed to the text word by word while reading story in Chinese lessons. It was different from in English lessons.	20	Off to School	1	1	5	21
	T reflected that she should use more body language to conceptualize the meaning of vocabulary for children.	21	Off to School	1	1	5	17
	Using body language can be helpful to help children to get the meaning of new vocabulary. T should work more on that.	22	Off to School	1	1	5	26
	T considered the age of children, age 4, and the time, it was currently in September. She wanted students to be willing to try to give her response, complete sentences, phrases or words, or repeat the same answers as her. She demonstrated how to think by doing think aloud while using the pointer to point to the book cover and said “What can I see?”	23	Off to School	1	1	5	28
	T demonstrated how to think aloud. She used the pointer to point to the book cover and said “What can I see?”	24	Off to School	1	1	5	23
	T asked children to guess what the characters would do when she was doing book cover talk. T wanted children to make predictions while reading.	25	Off to School	1	1	6	1
	T wrote down the predications of children before they read the story. After reading, the class could check if their predictions worked.	26	Off to School	1	1	6	18
	When T read aloud the story, children were asked to listen but not to follow reading after her. T wanted children to listen to the pronunciation carefully.	27	Off to School	1	1	7	28
	T demonstrated how to read the text. She asked children to listen to her but not to read after her. She wanted children to listen to correct pronunciation.	28	Off to School	1	1	7	23
	After reading aloud the story, T checked the predictions with children.	29	Off to School	1	1	7	7

	Children read after T in Chinese lesson. T wanted them to. In English lesson, children liked to read after T. T wanted them not to read after her.	30	Off to School	1	1	7	21
	The input method for learning was different in Chinese and English lessons.	31	Off to School	1	1	7	21
	T considers reading sight words are important. She has to find an opportunity to teach children the sight word, like this time, taught children 'to'. She asked children to come out to point from 32 to 37. It helped children to know the meaning of 'to'.	32	Off to School	1	1	9	13
	T taught 'school' from the story book 'Off to School'.	33	Off to School	1	1	9	13
	T noted children would have difficulties in pronouncing 'school' especially 'S' sound.	34	Off to School	1	1	9	9
	T expected children to know the meaning of 'school' and 'home' but not the pronunciation. They were not asked to say the words. If so, they would be asked to differentiate the meaning between 'school' and 'home'.	35	Off to School	1	1	10	17
	T figured parents would say 'home' in Cantonese. She planned to teach children 'home' first before teaching children 'school'.	36	Off to School	1	1	10	21
	T took the flash cards rows by rows to ask children to read aloud 'home' and 'school'. They needed to say 'thank you' as a practice of courtesy.	37	Off to School	1	1	11	14
	If children were unable to read the words on flash cards, T would read aloud the words to children again.	38	Off to School	1	1	11	25
	T came up to children. It was to get them to read aloud if they were timid.	39	Off to School	1	1	11	11
	T came up to children. Such body language helped to make children face T. They needed to read aloud or say something.	40	Off to School	1	1	11	26
	T came up to children to see if they were able to say telling 'home' and 'school'. Know the meaning of 'home' and 'school'.	41	Off to School	1	1	11	16
	With reference to the curriculum, T had to bring children to the world of literacy.	42	Off to School	1	1	11	10

	Using picture cards or word cards depends on the learning objectives and the level of children. It is easy to get children familiarized with the word if the teacher shows them pictures first.	43	Off to School	1	1	11	28
	T allowed passive students to occasionally zoned out and accepted them to be relatively passive. If they were identified, T would design games for them. Let them play and build up their confidence.	44	Off to School	1	1	12	28
	T did book cover talk, identified the book title and the author, encouraged children to make predictions. The ultimate goal was to help children to learn how to read story books.	45	Off to School	1	1	13	1
	The structure (procedure) of the lesson: sang some songs at the beginning and end of the lesson. Did revision on what was taught in the lesson before.	46	Off to School	1	1	14	5
	When the grouping (the class was divided into two groups) was made, T would not change the grouping. T checked children's response. Slight changes in teaching method were done according to the ability and interest of the group of children.	47	Off to School	1	1	15	28
	The lesson started with singing. It was a warm-up activity.	48	Off to School	1	1	16	2
	Singing as the first activity gave children a good opportunity to use their brain. This activity is relatively easy.	49	Off to School	1	1	16	1
	Asked students to listen to T first. Then, they repeated after her. T considers children are too young. They need to be reminded.	50	Off to School	1	1	16	28
	T modelled how to read. Children listened carefully.	51	Off to School	1	1	16	23
	There is a kitty in the story. T made use of this side character to raise children's interest. This made the story more interesting and they could focus on looking for the cat when they read.	52	Off to School	1	1	17	28
	T showed her handbags to show children. They were different handbags. She considered that children might have	53	Off to School	2	1	18	9

	difficulties in understanding the meaning of 'bag'.						
	T showed children different handbags to check if they knew the meaning of 'bag'.	54	Off to School	2	1	18	17
	T showed realias, different handbags, as a strategy to help children to know the meaning of 'bag'.	55	Off to School	2	1	18	28
	T recycled the words children learned in the lesson. Asked them to match word cards with pictures. Relatively, it is more demanding than matching pictures with word cards.	56	Off to School	2	1	19	12
	T asked children to match word cards with picture words. This was of higher level when compared with matching pictures with word cards. It was a strategy to help children to identify print with pictures.	57	Off to School	2	1	19	28
	To end the English lesson, T asked children to read the pages they learned and the other pages were left to T. T wanted to encourage children to read aloud the words they just learned. If there's anything they hadn't learned, it would be left to T.	58	Off to School	2	1	20	11
	T noted that children would have difficulties in pronouncing the words they had just learned. Before asking them to read the relevant pages, T showed the word cards. Revised the words with children first.	59	Off to School	2	1	20	9
	T intervened when she noticed some children could not say 'my' correctly. She found that some children read by their memory without understanding how to read the word.	60	Off to School	2	1	20	15
	T noticed some children had problems in saying 'my' correctly. She checked and observed. She understood children's problem. If the pattern is changed, they will require time to process. She should intervene when necessary.	61	Off to School	2	1	20	16
	T explained the text type to children. She thought that children understand the use of text type, it would be easier for them to put it into use later.	62	Off to School	2	1	21	13

	Due to time constraints, she could only tell children the text type. Children simply listened. They learned passively.	63	Off to School	2	1	21	11
	Teachers co-planned their lessons. They selected songs to teach.	64	Old Lady	4	2	1	7
	T wanted children to learn the meaning of words not by pictures but other ways. She gave adjective pairs.	65	Old Lady	4	2	2	1
	T wanted to train up children to listen carefully to know the meaning of words instead of giving reply to get the meaning from pictures .	66	Old Lady	4	2	2	11
	T noted that children might have problems in understanding the meaning of 'swallow'. They rarely said 'swallow' in their daily life.	67	Old Lady	4	2	3	9
	To check if children remembered what the Old Lady swallowed, T required children to tell the sequence of what Old Lady swallowed. (higher order!)	68	Old Lady	4	2	3	11
	T did not show the story book. She used cutouts to help her to reenact the story.	69	Old Lady	4	2	3	28
	Using cutouts to reenact the story, T wanted to draw children attention to especially her pronunciation on some vocabulary items.	70	Old Lady	4	2	3	20
	T knew that some children could pronounce the vocabulary items with slight inaccuracy.	71	Old Lady	4	2	3	15
	While reenacting the story, T asked children to see the movement of her lips. This helped children to make correct pronunciation.	72	Old Lady	4	2	3	23
	Through reenacting the story, T believed that children could memorize the pronunciation of word.	73	Old Lady	4	2	3	11
	After listening to how children pronounced the vocabulary items, T gave individual support to guide them to read the words.	74	Old Lady	4	2	3	8
	T invited a girl with accurate pronunciation to read aloud words. She demonstrated the correct pronunciation to the peer.	75	Old Lady	4	2	4	23
	T wanted children to know not only T could make correct pronunciation, but the children	76	Old Lady	4	2	4	1

	could do so. They could learn from each other.						
	By inviting more able students to demonstrate completion of small tasks, T wanted to encourage other children to take the lead next time.	77	Old Lady	4	2	4	23
	T asked children to greet the Old Lady when she came out and said good bye when the story ended. It is a very natural as way to interact with friends.	78	Old Lady	4	2	4	28
	Using paper cutouts (figures) to tell story was a method from a QEF project. The school was exploring other teaching methods other than the method from SCOLAR.	79	Old Lady	5	2	6	28
	To draw children attention, T changed the rule to keep them engaged, e.g. from children patting their thighs to say "please let me try".	80	Old Lady	5	2	7	20
	There were many ways to draw children attention. They are tone of voice, body language... Screaming doesn't help.	81	Old Lady	5	2	7	20
	T conducted a game to give children opportunities to practise the language. This time, children put on headband when they played.	82	Old Lady	5	2	7	2
	For the game, children played it twice. In the first round, T played with children. She demonstrated to children how to play the game. In the second round, T let all children play on their won. She did not join.	83	Old Lady	5	2	7	23
		83					
6	Check / Probe Prior Knowledge (for teaching, including scaffolding)						
	T compared children performance and learning attitudes in Chinese lesson to their performance in English lesson. Tried to see what she could do in English lesson. T wanted children to get less fearful of English.	1	Off to School	1	1	2	
	For K2 students, T found it difficult for them to understand the meaning of 'school'. T paired up 'school' and 'home' to help children to get the meaning.	2	Off to School	1	1	9	

	T checked if children could remember the story. As here, she checked if children remembered what Old Lady swallowed.	3	Old Lady	4	2	3	
	T revised the toilet signs to check if children knew the words.	4	Old Lady	5	2	7	
		4					
7	Plan the lesson (in progression, spiral)						
	T pointed out L sound was used in pronouncing 'Ms. Lam'. She wanted the children to feel easy to connect Ms. Lam to licking ice cream. Made them feel easy to practise L sound.	1	Off to School	1	1	2	
	The learning objective of the lesson "Old Lady" was to help children to connect the story content to real life.	2	Old Lady	4	2	5	
	T included elements of children's real-life experience in the lesson plan.	3	Old Lady	4	2	5	
	T set clear learning objectives. In this lesson, children were to learn some target words. She expected children to focus on the target words and use the words in daily life.	4	Old Lady	5	2	6	
	T planned her lesson. The way how the lesson was taught was considered with reference to teacher experience.	5	Old Lady	5	2	9	
		5					
8	Reflection						
	T showed the things in her handbag to children. Her lip stick accidentally fell out. She took this opportunity to show children the meaning of 'my' and 'your'. It was not planned.	1	Off to School	2	1	18	
	T considered that all teaches were required to make changes on the lesson plan on the spot. Like this lesson, she found that children might lose control if they were too engaged in playing. T changed the rule by asking children to pat their thighs to say "Please let me try."	2	Old Lady	5	2	7	

		2					
	Sub-total	106					
B. Domain: Factoring in Students' Contribution							
9	Affective Beliefs						
	The use of body language can help children guess the meaning. They do not feel defeated.	1	Off to School	1	1	5	
	T asked children to make predictions of the story while reading a story book. This could fulfil their curiosity.	2	Off to School	1	1	6	
	T understood that it took time for children to get used to the 'new arrangement'. Children still read after T. T believed that when children got adapted to that, they would enjoy the reading lessons.	3	Off to School	1	1	6	
	T set no right or wrong to the predictions children made. Her focus was to encourage children to make predictions. She would give a smiley face to the 'wrong answer' but smiley faces to the 'right answer'.	4	Off to School	1	1	7	
	T knew children. When children were really absorbed into the story, they would only listen and not read after her.	5	Off to School	1	1	7	
	T came closer children. It was to get close to the passive children. It was to encourage them.	6	Off to School	1	1	11	
	By inviting more able students to demonstrate doing small tasks, T wanted to encourage other children to take the lead next time.	7	Old Lady	4	2	4	
	T asked children to name the things Old Lady swallowed chronologically. T wanted to check if children remembered the story and encouraged them to apply the knowledge into real life.	8	Old Lady	4	2	4	
		8					

10	Level Check						
	T considered the lesson was conducted currently in September. Children were roughly of Age 4. They didn't dare to speak. She deliberately demonstrated how to get information from the book cover.	1	Off to School	1	1	5	
		1					
11	Note Students' Behaviour & Reactions						
	Noted those children were reluctant to speak the L sound	1	Off to School	1	1	1	
	Children were willing to make L sound if T connected Ms. Lam to licking ice cream.	2	Off to School	1	1	2	
	Moving the thumb tip up and down was a way to symbolize nodding. It was also done in Chinese lesson. Children were willing to do it as they were stuck inside the classroom for quite some time. Some children were reluctant to speak English. Using their fingers to join in the activity. It was easy to get children engaged.	3	Off to School	1	1	2	
	T noted children tended to follow the T to read aloud. T reminded children not to say after the T but to listen and respond.	4	Off to School	1	1	3	
	Children tended to read after T even though they were reminded of just listening carefully.	5	Off to School	1	1	7	
	Children are exposed to a context that they are asked to read after T. That explained why it took time for children to get used to the new practice.	6	Off to School	1	1	7	
	That was the first lesson. Children were engrossed. Good performance.	7	Off to School	1	1	8	
	T knew if she responded to children request, they would be happy to answer T's questions.	8	Off to School	1	1	9	
	When T introduced the word 'home' to children, she noticed that children knew the meaning. This was not expected.	9	Off to School	1	1	10	
	T was surprised to find that children knew 'home'.	10	Off to School	1	1	10	

	T noted children's response indoor and outdoor. T arranged outdoor activity. It was to encourage children to have full engagement. Like the activity of jumping over hula hoops, children clapped enthusiastically. If it was indoor, some children might not participate actively.	11	Off to School	3	1	22	
	Girls were eager to come out and read. Boys were happy to come out and play.	12	Old Lady	4	2	4	
	T asked children to greet the Old Lady when she came out and said good bye when the story ended. It was a very natural way to interact with friends.	13	Old Lady	4	2	4	
	T noted that children would enjoy the lesson if T could call their name correctly.	14	Old Lady	5	2	6	
	T knew children loved to play. When they started playing, they would easily get out of control. T had to take the initiative to change the pattern. From patting thighs to saying "please let me try".	15	Old Lady	5	2	7	
	There were a few SEN children. They were too excited. T would correct their improper behaviour. E.g. a child give high fives with heavy. T stopped him and insisted him on doing it correctly or no high five.	16	Old Lady	5	2	8	
	T knew children well. She knew this group of children liked to try new things.	17	Old Lady	5	2		8
		17					
12	Materials Comment (aid comprehension, prompt language, keep students engaged, tailor-made)						
	T used a pointer to track on the text when she was reading. It is advised by the SCOLAR project.	1	Off to School	1	1	3	
	T asked children to come out to guide the class to read the story. He/She had a pointer in hand. The pointer was like a scepter. Children enjoyed coming out.	2	Off to School	1	1	5	
	T considered the story book as the main medium to teach children English. The story book is put in the centre in front of children.	3	Off to School	1	1	8	

	T used flash cards to help children learn the sight word 'to'.	4	Off to School	1	1	9	
	T used flash cards (word cards) to check if children could make correct pronunciation of 'school'.	5	Off to School	1	1	10	
	Using word cards or picture cards depends on the learning objectives and level of children. If children were shown picture cards first, they would find it easy to remember the words.	6	Off to School	1	1	11	
	T used 2 pointers. One was for T and the other was for children. There were two functions of the pointers. One was to show children that they had to listen carefully, and the other one was to create a window for them to make use of what they learned and integrated it with previous experience. T did not use pointer at the later part of the lesson. Like this lesson, T did not use any pointers. She wanted children to focus on the target words and used them.	7	Off to School	1	1	12	
	T used 4 pointers for 4 groups of children. It was not easy to manage 4 pointers.	8	Off to School	1	1	13	
	T might change the teaching tools in the two groups of children in the same class. It was to address the need of children.	9	Off to School	1	1	15	
	T used her lipstick which accidentally fell out from her handbag as a learning tool, a useful tool to help children to explore.	10	Off to School	2	1	18	
	T showed children her handbags. There were different types of handbags. She considered that children might have difficulties in understanding the meaning of 'bag'.	11	Off to School	2	1	18	
	T wanted children to connect real-life objects to the pronunciation of words. She showed different handbags as visual aids. When children understood the meaning, they did not need many real-life objects for demonstration.	12	Off to School	2	1	19	
	The story book was one of the textbooks. In the book, there were nursery rhymes. T used nursery rhymes from the publisher. She found the book helpful for children to learn	13	Off to School	2	1	21	

	words. The book was described as one of the reading materials for children.						
	T thought that children of age 4 or age 5 were particularly in need of seeing realia rather than dummy or pictures. In this lesson, T showed candy sticks.	14	Off to School	2	1	21	
	Children sang a number of songs near the end of the second school term. The songs included the morning song, the weather song and the songs for days of the week.	15	Old Lady	4	2	1	
	T did not show the story book. She simply used the cutout for telling story. Children were familiar with the story.	16	Old Lady	4	2	3	
	The advantage of using books: Children could see the pictures and texts. T found it easy to teach by simply following the book. Other teachers pointed out that simply following the book pages made children feel bored with less fun. That explained why they tried to use cutouts.	17	Old Lady	4	2	3	
	T hand-made the teaching tools, such as toilet signs for man and woman. It was to check if children could apply the knowledge to real life.	18	Old Lady	4	2	5	
	It was the third week of T to be with children. She needed a name list to call children. The name list was posted on board.	19	Old Lady	5	2	6	
	The song sung was taken from the book "Old Lady". The song was provided by the publisher.	20	Old Lady	5	2	6	
	T carefully selected the book "Old Lady". She commented the book as very interactive and fun. They were finding different teaching methods which could promote interaction. The story plot of "Old Lady" provided ample opportunities for interaction. Very interactive!	21	Old Lady	5	2	6	
	T made paper cutouts for the characters in the story. She used the cutouts to tell the story instead of showing the story book.	22	Old Lady	5	2	6	
	T prepared word cards to help children to learn the target words.	23	Old Lady	5	2	6	

	T prepared headbands. Children put on headband when they played the game.	24	Old Lady	5	2	7	
	T had a collection of goodbye songs. Some songs were in high tempo. Children liked new things.	25	Old Lady	5	2	8	
	In the book "Old Lady", T had self-made teaching props in addition to the teaching props provided by the publisher.	26	Old Lady	5	2	10	
	Teachers would make teaching props and would not rely on the props provided by publishers. Making teaching props was time consuming. After teaching, some teachers would keep the teaching props. They preferred to show new teaching props. The teaching props might be easily made. They paid attention to the function but not the look of the teaching props.	27	Old Lady	5	2	10	
		27					
13	Create learning context (language context, opportunity for interaction)						
	T used finger play to create learning context. Children were given opportunities to interact with T.	1	Off to School	1	1	2	
	T imbedded a more in-depth message in the interaction, e.g. adding more information in the answers/responses provided by children. This created a positive context to learn English.	2	Off to School	1	1	6	
	T didn't stop children from reading after her. That made the learning atmosphere warm and positive.	3	Off to School	1	1	8	
	T set the structure of the lesson well. i.e. singing, revising what learned, greeting, tell what will be learned, wrap up what had been learned before the end of the lesson. It was to give children a sense of security and prepared them to use more English.	4	Off to School	1	1	14	
	T borrowed the classroom language from the NET, asked children to say 'Please let me try' to encourage them to take the initiative to answer questions or join in the activity. This enhanced the learning atmosphere.	5	Off to School	2	1	18	

	T thought that interaction and having conversation with children was important for giving children opportunity to use English.	6	Old Lady	4	2	2	
	T compared the activity “introducing the Old Lady to come out” as like introducing a friend.	7	Old Lady	4	2	2	
		7					
	Sub-total:	60					
C. Domain: Determining the Contents of Teaching							
14	Content Check						
	Singing the good morning song was a part of the contents in the story book. T sang ‘good morning’ with children. It was to prepare children for the lesson and the coming lessons.	1	Off to School	1	1	14	
	Children might ask questions that are of a higher level. The contents of the lesson might then change.	2	Off to School	1	1	15	
	T checked children performance in the first group. She might add some contents in the second group.	3	Off to School	1	1	15	
	T checked if children had learned the songs throughout the school year. They learned the song in the end of the second school term.	4	Old Lady	4	2	1	
	T asked children to name the thing the Old Lady swallowed chronologically. T wanted to check if children could remember the story and encouraged them to apply the knowledge to real life.	5	Old Lady	4	2	4	
		5					
15	Curriculum Fit						
	T knew students' problem in saying words with L as the beginning sound. She tried to incorporate the learning opportunity in the lesson.	1	Off to School	1	1	1	
	T added a part of asking children to say goodbye to her. She considered this as a part of the greeting process. She wanted to	2	Off to School	1	1	14	

	nurture children to be polite towards everyone in the classroom. It was done in both English and Chinese lessons.						
	When teaching the rhyme, Candy Sticks, T taught both the rhyme and the meaning of words. It was also important to let children enjoy the rhyming sounds.	3	Off to School	2	1	21	
	T worked on the integrated curriculum through the outdoor activity of jumping over the hula hoops. The learning areas included physical fitness, self and society (children's real-life experience), and English language.	4	Off to School	3	1	22	
	T taught English language. She included other learning areas, e.g. attitude. She taught children courtesy. She cared about the development of children's skills. Teachers have to give children opportunities to try step by step.	5	Off to School	3	1	22	
	It was in the end of the second school term, children learned a number of songs throughout the year. The songs were good morning song, weather song, days of the week. They sang all songs one by one. T added vocabulary to help them to extend ways of telling weather. Sang the song 'Mr. Sun.	6	Old Lady	4	2	1	
	T asked children to come out. They were told to face the entire class. The school wanted to teach children some basic public speaking skills, e.g. how to use their voice, how to speak fluently.	7	Old Lady	5	2	6	
		7					
16	Knowledge of Students						
	T found it was the right time to teach children to pronounce the L sound, which was appropriate for their development.	1	Off to School	1	1	1	
	Children loved ice cream. Including ice cream in the lesson could make children excited.	2	Off to School	1	1	2	
	Children loved to play. Saying Ms. Lam in an exaggerated way to say and licking ice	3	Off to School	1	1	2	

	cream could be a game for children while they were sitting in the classroom.						
	Children enjoyed singing as their first activity in English lesson.	4	Off to School	1	1	16	
	Some children were unwilling to answer questions or respond. To avoid feeling bored was another consideration. Just singing was easy for children. They could start to get their brain ready to learn. T thought singing as something important. English lesson was completely conducted in English.	5	Off to School	1	1	16	
	Local children may have no experience in eating candy sticks. T used more time to explain candy sticks and show realia, i.e. candy sticks, to them.	6	Off to School	2	1	21	
	Children would get bored if T did the same thing over and over again. Children had grown up. They liked to contribute by inputting their opinions as parts of the lesson.	7	Old Lady	4	2	1	
	T noted that children were not brave enough to speak up in English. It was necessary to train up children.	8	Old Lady	5	2	6	
		8					
	Sub-total:	20					
D. Domain: Facilitating the Instructional Flow							
17	Beliefs						
	T believes that if children give response to her question, she can imbed a more in-depth message in the interaction. E.g. a child says 'a girl', T will add more information, say, she's Bobo. She accepts any answer/response from children as long as they are willing to say something.	1	Off to School	1	1	6	
	T wanted to nurture children to be polite by saying good morning to others. That's why they sang the good morning song.	2	Off to School	1	1	16	
	T connected her lipstick to children's mom. She believed that they awee curious about their moms' lipsticks.	3	Off to School	2	1	18	

	T believes that children need opportunity to practise using English.	4	Old Lady	4	2	2	
	Teachers believe that following everything strictly from the textbook, will make children feel bored. Need to try another way. It would be more fun.	5	Old Lady	4	2	3	
		5					
18	Decisions						
	Children in two groups were different. T would change the ways to interact with children. The teaching tools used might not be the same in the two groups.	1	Off to School	1	1	15	
	T compared the structure with her teaching to see if children were learning on the right track. The structure helped her to check and reminded her so that she wouldn't go overboard.	2	Off to School	3	1	23	
		2					
19	Group/Pair Work/Small Group Activities (ensuring inclusion)/individual student comes out to point out something/create opportunities for peer interaction						
	T asked children to come out to guide the class to read the story. He/She had a pointer in hand. The pointer was like a scepter. Children enjoyed coming out.	1	Off to School	1	1	5	
	The class was divided into two big groups for lesson. The content of the lesson was basically the same in the two groups. Children were grouped according to their reaction towards English language. If children were more willing to speak English, they might ask questions that were of a higher level. The contents of the lesson might then be changed.	2	Off to School	1	1	15	
	The grouping of the class into two groups normally would not change. T would change the teaching methods to address the needs of children.	3	Off to School	1	1	15	

	Another T was helping to take care of a SEN child. As for inclusion, the school admits SEN children.	4	Off to School	1	1	16	
	T asked children to come out and play tasks. Most of them were girls. T explained that it was merely coincidence.	5	Old Lady	4	2	4	
	T played games with children. It was not just for fun. Another purpose was to draw children attention.	6	Old Lady	5	2	7	
		6					
20	Past Experiences						
	T used children's past experience to know the meaning of 'home' to pair up with the word 'school'.	1	Off to School	1	1	10	
	T considered children had no or little experience about 'bag'. She showed different types of handbag to children.	2	Off to School	2	1	18	
		2					
21	Procedure Check (get children to know what they are about to do)						
	In the lesson, they did some singing at the beginning and the end of the class. They would talk about what had been taught in the lesson before and did some greetings. When the lesson was about to end, they would do a wrap up. All these were to let children know what a typical lesson looked like.	1	Off to School	1	1	14	
		1					
22	Time Check						
	T divided the lesson into different sessions. Most of the time would be spent on the core of every lesson, e.g. teaching target words	1	Off to School	1	1	14	
	T didn't sing the goodbye song with children because of limitation of time.	2	Off to School	2	1	20	
	T decided to skip the good morning song. It was to save time.	3	Old Lady	5	2	5	
		3					

23	Planned Acts						
	T worked according to the lesson plan, children sang the morning song once more with background music. Singing the morning song was a part of the story.	1	Off to School	1	1	14	
	T read the whole story with children. It was to let them know the story. In the later part of the lesson, she focused on some language items as here it was 'catch' and 'swallow'.	2	Old Lady	4	2	3	
		2					
24	Physical Setup						
	T didn't want to confine children to learning English indoor. She arranged outdoor activities for children to play and practise using English.	1	Off to School	3	1	22	
		1					
25	Classroom Routines (connect events to language, for classroom management, tell story)						
	It was a good opportunity for children to practise saying good morning in English when they greeted each other.	1	Off to School	1	1	3	
	Children were required to listen to the teacher while she was reading. They should not read after the teacher. This was set as a routine. This is from the SCOLAR.	2	Off to School	1	1	3	
	Singing as the activity to begin English lesson is set as routine.	3	Off to School	1	1	16	
	Children had to say 'Please let me try' when they joined an activity or gave answers. T didn't want children to just yell from their seat. Raising their hands enhanced their interest.	4	Off to School	2	1	18	
	Classroom routine could be flexible. The time for the lesson was near the end of the second school term. Children knew perfectly	5	Old Lady	5	2	5	

	well when T came in. It was time for English lesson.						
	T had a collection of goodbye songs. Normally, children sang a goodbye song before the lesson ended. Making use of this opportunity, children sang the goodbye song in a meaningful context,	6	Old Lady	5	2	8	
		6					
26	Make activities connected						
	T connected her lipstick to children's moms. They were curious about their moms' lipsticks. It was connected to their real-life experience.	1	Off to School	2	1	18	
		1					
	Sub-total:	29					
E. Domain: Building Rapport in the Classroom							
27	Affective Beliefs (e.g. ask students if they like to come out, transition: from one activity to another activity)						
	T gave a more in-depth message in their interaction. One way was to give children more opportunities to use English and the other way was to give challenges to children. Less able students could learn that T was friendly and encouraging. For the more able students, T added more information is to challenge them. They would get highly motivated.	1	Off to School	1	1	6	
	T considered children as the centre of the lesson.	2	Off to School	1	1	8	
	T finally did not stop children from reading after her. She thought that children needed time to get used to the new rule and let them take their initiative.	3	Off to School	1	1	8	
	T accepted children could occasionally zone out or be relatively passive. It was to make them feel less stressful.	4	Off to School	1	1	12	

	T let children know the structure of English lesson. This helped them to build up a sense of security and prepared them practice English more.	5	Off to School	1	1	14	
	While preparing children to transit to English lesson, T asked children to listen to her first. She liked children to make use of the time to transit to the next lesson. Their mind still filled up with what learned in the previous lesson.	6	Off to School	1	1	17	
	T asked children to say 'Please let me try' to the teacher assistant. T was the English teacher. The teacher assistant was the class teacher. She knew the class more. T wanted to nurture children good manner. Another reason was to let the class teacher observe the response of children.	7	Off to School	2	1	18	
	T thought she was not just to teach English. She corrected children's misbehaviour, particularly taking care of the SEN children.	8	Old Lady	5	2	8	
	T believed that as a teacher she had to check what children liked. She learned that from the SCOLAR. In the lesson, she asked children if they liked the story or the game. To her, it was also a good chance to communicate with children.	9	Old Lady	5	2	8	
		9					
28	Decisions						
	T finally did not stop children from reading after her. She thought that children needed time to get used to the new rule and let them take their initiative.	1	Off to School	1	1	8	
		1					
29	Past Experiences						
		0					
30	Self-reflection						

	T reflected that she should use more body language to conceptualize the meaning of vocabulary for children.	1	Off to School	1	1	5	
	T reflected that she could do better by telling children the reason why one smiley face is given. A child asked her but she didn't respond.	2	Off to School	1	1	7	
	T described her lesson as effective. She noticed that not every student could participate in telling the predictions at the beginning of the lesson. She made it feasible by observing children engagement in the following games/tasks.	3	Off to School	1	1	11	
	T reflected and made immediate adjustments after teaching the first group. She made changes in the second group, e.g. adding some content as the lesson was well received in the first group. Such adjustments might be too much or not easy for children. She believed the follow-up in second group was trail and error.	4	Off to School	1	1	15	
	For the unit of Off to School, T reflected that she had fulfilled some teaching objectives. She could see something was lacking.	5	Off to School	3	1	22	
	T reflected that children were very shocked with the story content that the Old Lady could swallow a cow. It's precisely this kind of outrageous contents they were able to remember well.	6	Old Lady	4	2	4	
	T was able to teach everything essential as planned. Some activities would be moved to the next lesson before of time limitation.	7	Old Lady	5	2	9	
	T did lesson reflection. She did not write down the reflection in detail. After watching the video, she thought that there were something she could do better.	8	Old Lady	5	2	9	
		8					
31	Self-critique						
	T saw the advantages of doing book cover talk in shared reading. Children were able to use the title of the book and the name of the author to predict the story plots. Here, T used	1	Off to School	1	1	4	

	'prediction', a term used in the SCOLAR project.						
	T commented lesson observation could help her to find different ways to do shared reading. Here, the use of book cover talk could help children with less interest to get engaged in the lesson.	2	Off to School	1	1	4	
	T described herself as being too liberal. First, she thought that she could teach children in her style naturally. When she looked back, she found that she should have planned her body language.	3	Off to School	1	1	5	
	When it came to time management in lesson, T always thinks that there is room for her to do better.	4	Off to School	1	1	14	
	A lesson was taught two times as in the first group and the second group. T commented herself as more proficient in teaching for the second time.	5	Off to School	1	1	15	
	The English lesson for the two groups was usually on the same day. It was difficult for T to make changes. If it was about handmade learning tools, T could not do anything. If it was about teaching strategies or the pointers, she adjusted it/them as soon as she could.	6	Off to School	1	1	15	
	Due to time constraints, she could only tell children the text type. Children simply listened. They learned passively.	7	Off to School	2	1	21	
	When teaching nursery rhymes, teachers do tend to teach the meaning of words. Less focus on teaching rhymes.	8	Off to School	2	1	21	
	When teaching nursery rhymes, teachers did tend to both the meaning of words and the rhyming sounds. She agreed that such a way might not be appropriate. They needed to address the expectation of parents.	9	Off to School	2	1	22	
	For the unit of Off to School, T thought that she could let children play more, feel more. When teaching new words, she could tell children less and left opportunities for children to explore. The lessons would be more fun.	10	Off to School	3	1	22	

	When it comes to teaching skills, children should be given sufficient opportunities to try step by step.	11	Off to School	3	1	22	
	T commented her lessons as having a clear structure. Children need to do some warm-ups, especially for English lessons. The structure help her to realize how much children can take within one lesson. She wouldn't go overboard.	12	Off to School	3	1	23	
	As learned from SCOLAR, T asked children if they liked the story or the games. She wanted to see if she had to change another story book.	13	Old Lady	5	2	8	
	In the interview, T watched the video. She found there was a lot for improvement. The reality was they did not have extra time to make changes. Preparing a detailed report and taking immediate actions were quite hectic.	14	Old Lady	5	2	9	
	T did not use 'success' to describe her lessons. She pointed out what she did. That reflected that her lessons were good. She taught children new words, interacted with them, made them more confident in speaking English. She thought that she had room for improvement. She also pointed out some activities could be conducted, e.g. food tasting or other activities. These could be conducted in a bigger classroom.	15	Old Lady	5	2	9	
	T thinks a good English teacher needs to love playing with children and is willing to make reflection for self-improvement. Also, she shouldn't be afraid of speaking English. If you're willing to speak English, you are more likely to improve.	16	Old Lady	5	2	10	
	It's essential for the teachers to speak correct English. Practice makes perfect. It is a way to near to perfect pronunciation.	17	Old Lady	5	2	11	
	T comments the Guide to Kindergarten Curriculum as not helpful and practical. The standard is too low. Children are able to achieve higher. As to follow the guideline, these children learn less. Parents will send their children to learning centres to learn more English. The teaching quality of learning centres may not be professional. She	18	Old Lady	5	2	12	

	agrees that they need guidelines. EDB should give advice on how to handle children with higher ability in learning English.						
		18					
32	Praising Students						
	Give children high-fives to praise them for doing good jobs.	1	Off to School	1	1	2	
	T responded with smiley faces to children's predictions. Students asked for one more smiley face and T agreed. T believes that such an action can help to keep children motivated. It is worth doing.	2	Off to School	1	1	9	
	T praised children throughout the lessons. It is especially important in English lesson. In Chinese lesson, T simply allowed children to speak out the answer. They were happy even not being praised. Learning English is different. It is essential to draw their attention and make them happier in class. T found such a way made it easier to teach.	3	Old Lady	4	2	2	
	T gave high fives to children as reward.	4	Old Lady	5	2	8	
		4					
	Sub-total:	40					
F. Domain: Monitoring Students' Progress							
33	Comprehensibility						
	After reading the story for several times, children knew the story well. T did not show the story book.	1	Old Lady	4	2	3	
	Showing textbook/story book was helpful. Children could refer to the pictures and text to understand the story.	2	Old Lady	4	2	3	
		2					

34	Progress Review / Fine-tuning (e.g. give children time to come to T for comments and feedback, T observes)						
	Using book cover talk, T observed that children with less interest in learning English would check the pictures and were responsive to the place where the name of the author was printed on.	1	Off to School	1	1	4	
	T came up to children to show them flash cards. It was to ask them to tell what they saw from the teacher. This was a way to check each child if they knew the words.	2	Off to School	1	1	11	
	T came up to children to show them flash cards. One of the reasons was to check if children had fulfilled the learning objectives of the lesson.	3	Off to School	1	1	11	
	T kept observing children from the time of making predictions to the time for activities/games in the lesson. She considered that not every child could join the activity/task at one time. They needed to wait and took turns. She needed to observe all activities throughout the lesson.	4	Off to School	1	1	12	
	T set her standard to define children engagement. She allowed passive engagement. She respected children for their different ways of learning. It would be too stressful for children if she required all children to be active in the entire lesson. To strike a balance, children could be involved during play time. They could occasionally zone out or were relatively more passive.	5	Off to School	1	1	12	
	T observed children performance at the beginning of the lesson. Some of them struggled with the pronunciation. As a follow-up after observation, she planned children to play a game in the coming lesson. It was expected that children could benefit from that. They could change from being passive to less passive or becoming confident.	6	Off to School	1	1	12	
	T thinks teachers can make changes when it comes to teaching practices.	7	Old Lady	4	2	1	

	At end of the lesson, children played a game. It was a way to practise the language items learned. In the first round, T played with children as demonstration. In the second round, T let children play. She stepped back to observe children performance.	8	Old Lady	5	2	7	
	T refined the lesson when time was running short. Some activities would be moved to the next lesson.	9	Old Lady	5	2	9	
		9					
35	Problem Check						
	T showed flash cards (word cards) to ask each child to read aloud the word 'school'. It was to check if they could make correct pronunciation.	1	Off to School	1	1	10	
	T kept observing children performance, e.g. when she taught in the second group, she checked if the added contents were difficult or appropriate for students. It took trial and error for her to find the appropriate way to teach children.	2	Off to School	1	1	15	
	T checked if children were able to identify the correct toilet sign for man or woman. She knew if children could adapt what they learned in real life.	3	Old Lady	4	2	5	
		3					
36	Name Check (e.g. call name, talk to students, to ensure if they are engaged)						
	T discussed with parents that teachers would call the English name of children. T posted the name list of the children on board. It was to help children to be familiar with their English name.	1	Old Lady	5	2	5	
		1					
37	Post Active (e.g. Leave learning tools in English learning corner, timing: put the tools right back after the lesson)						

	T put word cards on the wall. It was to allow children to get familiar with the words. They could always check anytime when they were in classroom. They did not have to wait for English lesson.	1	Off to School	2	1	19	
	T left the learning tools at the English corner. Children could play the learning tools for reinforcement learning or practise.	2	Off to School	2	1	19	
		2					
	Sub-total:	17					
G. Domain: Institutional Factors							
38	Institution Comment						
	The school arranged two groups in the same class for English lesson on the same day.	1	Off to School	1	1	16	
	Parents bought books (the story book here). Parents expected their children to understand fully every part in the book and T to teacher all parts.	2	Off to School	2	1	21	
	The toilet signs used as teaching tools in the lesson were not the same as those used in school. Children were able to tell the signs used in school were different.	3	Old Lady	4	2	5	
	T mentioned about limitation of space. The classroom was not big enough. She admitted that. She understood the limitation in the physical setting. There was no reason to complain. All teachers would have meetings and tried to accommodate, e.g. changing the place or releasing a corner or playground to other class in need.	4	Old Lady	5	2	9	
	The school management encouraged teachers to swop learning places. They welcomed opinions on the improvement of English curriculum.	5	Old Lady	5	2	10	
	Sharing culture is well established in the School and Caritas. Schools will share what they learn with other Caritas schools in a cycle of 5 to 6 years. In the school, teachers all share after attending workshop or seminars. This is a typical example of school culture or the culture of 'Big Church' (the	6	Old Lady	5	2	11	

	school sponsoring organization). They are good example of learning community.						
	T pointed out that new teachers need support. They have potential but they need advice on using teaching methods. The school conducts training for new teachers. They want new teachers to know how to teach "Big Church school English". The ways to teach English are still different in Big Church schools.	7	Old Lady	5	2	12	
	T is teaching all learning areas. More teachers are able to teach English in school now.	8	Old Lady	5	2	12	
		8					
39	Curriculum Fit						
	Four days were for reading one story book.	1	Off to School	1	1	9	
	Parents bought books (the story book here). Parents expected their children to understand fully every part in the book and T to teach all parts.	2	Off to School	2	1	21	
	When teaching nursery rhymes, T had the concern about parents. Parents were expecting children to know all words in nursery rhymes. T had to teach the meaning words, in a way, she could not put the focus on the rhyming sounds.	3	Off to School	2	1	22	
	Unlike before, the school was implementing an integrated approach. T taught all learning areas. She had no role in planning the English curriculum, unlike what had been before.	4	Old Lady	5	2	9	
	In the past two years, T had not taught only English. She had focused more on teaching Chinese. She still used the method learned in SCOLAR. She didn't spend much time on preparing English teaching materials.	5	Old Lady	5	2	11	
	The school nominated a group of teachers to join the SCOLAR project. They would share what they learned. They would teach new	6	Old Lady	5	2	11	

	teachers who were not participating in the SCOLAR project.						
		6					
40	Classroom size / physical setup in kindergarten						
	Considering the classroom area for the reading lesson, it was difficult for children to see the mouth of T. T always turned her body to different directions to ensure that everyone could see her mouth when she was reading.	1	Off to School	1	1	8	
	T was teaching English only. She was not the class teacher. If she was given more time for this class, she wanted to give children more feedback. The school has no classrooms. Children have their learning zone as their classroom. This is a nursery school. The physical setting is not like kindergarten.	2	Off to School	2	1	19	
	T understood the space limitation. All teachers would help and change their learning place so as to release it for the class in need.	3	Old Lady	5	2	9	
		3					
41	Seating arrangement: for students, move desks and chairs						
	Basically, T arranged seating every lesson. Some changes were in need as to take care of children's mood and needs.	1	Off to School	1	1	15	
		1					
42	Seating arrangement: for teacher, place to sit down and stand, move around or not move around						
	T sat in the front to allow children to see her. Children could see her mouth and imitated how to say words. She didn't consider her as the centre. She sees the role of the teacher as one of the teaching tools, e.g. They were not in the mood or they were too active to control.	1	Off to School	1	1	8	

	T came up to children to tickle them. T considered this was for play.	2	Old Lady	5	2	7	
		2					
	Sub-total:	20					
H. Domain: Buttressing Communication							
43	Modelling						
		0					
44	Repetition						
		0					
45	Body Language						
	T reflects that body language and facial expressions are key for communication with children	1	Off to School	1	1	5	
		1					
46	Running Commentary (event casting or talking while doing, talk about the Here and Now)						
		0					
47	Expanding and Extending (start with what a child already knows and work from there)						
	By end of the lesson, T said 'see you next time' but not saying good bye. She naturally replaced the way to say good bye. She didn't explain as children knew it.	1	Off to School	2	1	21	
		1					
48	Knowledge of students						
	Some children liked to please teacher. If T agreed to add one more smiley face, this	1	Off to School	1	1	9	

	could help students to feel positive and were more active to engage in the lesson.						
		1					
49	Support from teacher assistant / other teaching staff, e.g. senior staff, principal						
	The principal and teaching assistant will join in to say good morning to children. The principal says, 'nice to meet you'.	1	Off to School	1	1	3	
	The principal sometimes sits in English lesson. Like this lesson, the principal asked children to pay attention. She was solemn. T thinks that it is effective for the principal to remind children. She appreciates that.	2	Off to School	1	1	13	
	The principal spoke English when she sat in English lessons. T was grateful that the principal gave them lots of confidence. Teachers and the principal need to let go of their own personal fear on how well they speak the language and try with their children.	3	Off to School	1	1	13	
	Another T as teacher assistant helped to take care of SEN children.	4	Off to School	1	1	16	
	T asked children to say 'Please let me try' to the teacher assistant. T was the English teacher. The teacher assistant was the class teacher. She knew the class more. T wanted to nurture children good manner. Another reason was to let the class teacher observe the response of children.	5	Off to School	2	1	18	
	A teaching assistant (TA) was with T. The TA was in classroom to provide help when the lesson was video-taped. TA would help to handle children with emotional needs or learning needs. T was not the class teacher. She thought that it was important to build a bond with children.	6	Old Lady	5	2	8	
		6					
50	Eye level (e.g. keep eye level similar to students)						

		0					
	Sub-total:	9					
	Total PTUs of the eight domains: 106+60+20+29+40+17+20+9=301						



Appendix 2: Teacher A-Reported Thought Units for Language Management

		Frequency	Theme	Video Clip	Script	Page
1	Promote learning strategy					
	T demonstrated how to read aloud. While reading, T points to her ears and mouths, asked children to listen but not to read aloud. This was a learning attitude.	1	Off to School	1	1	3
	T learned to do book cover talk when doing shared reading. This is from the SCOLAR project. T wanted children to learn some information from the book cover before they started reading the story.	2	Off to School	1	1	4
	T asked children to guess what the characters would do when she was doing book cover talk. T wanted children to make predictions while reading.	3	Off to School	1	1	6
	T did book cover talk, identified the book title and the author, encourage children to make prediction. The ultimate goal was to help children to learn how to read story books.	4	Off to School	1	1	13
	Singing as the first activity gave children a good opportunity to use their brain. This activity was relatively easy.	5	Off to School	1	1	16
	T wanted children to learn the meaning of words not by pictures but by other ways. She gave adjective pairs.	6	Old Lady	4	2	2
	T wanted children to know not only T could make correct pronunciation but the could also. They could learn from each other.	7	Old Lady	4	2	4
		7				
2	Conduct classroom activity					
	The lesson started from singing. It was a warm-up activity.	1	Off to School	1	1	16
	T conducted a game to give children opportunities to practise the language. This time, children put on headbands when they played.	2	Old Lady	5	2	7
		2				
3	Elicit possible answers					
		0				
4	Prompt students					
		0				
5	Revise language (vocabulary / grammar / song)					
	The structure (procedure) of the lesson: singing some songs at the beginning and end of the lesson, doing revision on what was taught in the lesson before.	1	Off to School	1	1	14
		1				

6	Push specific language / skills (vocabulary / grammar / handwriting skills)					
	T used her surname Lam to let children practise L sound by saying Lam. This was to help children to learn how to say L sound as a standalone sound.	1	Off to School	1	1	1
		1				
7	Compare students' answers with correct answers					
	After reading aloud the story, T checked the predictions with children.	1	Off to School	1	1	7
	Teachers co-planned their lessons. They selected songs to teach.	2	Old Lady	4	2	1
		2				
8	Correct answers (grammar / vocabulary)					
	After listening to how children pronounced the vocabulary items, T gave individual support to guide them to read the words.	1	Old Lady	4	2	3
		1				
9	Note student difficulty with finding correct language/handwriting/understand the vocabulary					
	T noted the difficulties of children to raising their tongue to the upper alveolar ridge. She thought of other possible ways, e.g. showing students a mirror. Finally, she found it difficult for her to show children the way.	1	Off to School	1	1	1
	T noted children would have difficulties in pronouncing 'school', especially 'S' sound.	2	Off to School	1	1	9
	T used her handbags to show children. There were different types of handbags. She considered that children might have difficulties in understanding the meaning of 'bag'.	3	Off to School	2	1	18
	T noted children would have difficulties in pronouncing the words they had just learned. Before asking them to read the relevant pages, T showed the word cards. Revised the words with children first.	4	Off to School	2	1	20
	T noted that children might have problems in understanding the meaning of 'swallow'. They rarely said 'swallow' in their daily life.	5	Old Lady	4	2	3
		5				
10	Know curriculum					
	With reference to the curriculum, T had to bring children to the world of literacy.	1	Off to School	1	1	11
		1				
11	Get students to read / speak / listen / engage / describe / sing / spell					

	T got children to follow the routine. Listened but not read aloud while T was reading aloud a story.	1	Off to School	1	1	3
	T came up to children. It was to get them to read aloud if they were timid.	2	Off to School	1	1	11
	To end the English lesson, T asked children to read the pages they learned and the other pages were left to T. T wanted to encourage children to read aloud the words they had just learnt. If it's something they hadn't learned, they would leave that to T.	3	Off to School	2	1	20
	Due to time constraints, she could only tell children the text type. Children simply listened. They learned passively.	4	Off to School	2	1	21
	T wanted to train up children to listen carefully to know the meaning of words instead of replying questions to get meaning from pictures.	5	Old Lady	4	2	2
	To check if children remembered what the Old Lady swallowed, T needed children to tell the sequence of what the Old Lady swallowed. (higher order!)	6	Old Lady	4	2	3
	Through reenacting the story, T believed that children could memorize the word pronunciation.	7	Old Lady	4	2	3
		7				
12	Recycle vocabulary					
	T recycled the words children had learned in the lesson. Asked them to match word cards to pictures. Relatively, it was demanding than matching pictures with word cards.	1	Off to School	2	1	19
		1				
13	Teach / explain vocabulary					
	T considered reading sight words is important. She had to find an opportunity to teach children the sight word 'to'. She asked children to come out to point from 32 to 37. It helped children to know the meaning of 'to'.	1	Off to School	1	1	9
	T taught 'school' from the story book 'Off to School'.	2	Off to School	1	1	9
	T explained the text type to children. She thought that children understand the use of text type, it would be easier for them to put it into use later.	3	Off to School	2	1	21
		3				
14	Elicit language (vocabulary / tense)					
	T took the flash cards row by row to ask children to read aloud 'home' and 'school'. They needed to say 'thank you' as a practice of courtesy.	1	Off to School	1	1	11
		1				
15	Note errors					
	T intervened when she noticed some children could not say 'my' correctly. She found that some children read by their memory without understanding how to read the word.	1	Off to School	2	1	20

	T knew that some children could pronounce the vocabulary items with slight inaccuracy.	2	Old Lady	4	2	3
		2				
16	See if students are using the language correctly					
	T came up to children to see if they were able to say telling 'home' and 'school' and knew the meaning of 'home' and 'school'.	1	Off to School	1	1	11
	T noticed some children had problems in saying 'my' correctly. She checked and observed. She understood children's problem. If the pattern was changed, they would require time to process the meaning. She should intervene when necessary.	2	Off to School	2	1	20
		2				
17	Concept check					
	T reflected that she should use more body language to conceptualize the meaning of vocabulary for children.	1	Off to School	1	1	5
	T expected children to know the meaning of 'school' and 'home' but not the pronunciation. They were not asked to say the words. If so, they would be asked to differentiate the meaning of 'school' and 'home'.	2	Off to School	1	1	10
	T showed children different handbags to check if they knew the meaning of 'bag'.	3	Off to School	2	1	18
		3				
18	Write up answers / response on WB / BB					
	T wrote down the predications of children before they read the story. After reading, the class could check if their predictions were coorrect.	1	Off to School	1	1	6
		1				
19	Get students to paraphrase					
		0				
20	Call student attention to language (grammar / vocabulary / change of voice)					
	T used a pointer to slide on the text. It was to allow children to have full view of the text.	1	Off to School	1	1	5
	Using cutouts to reenact the story, T wanted to draw children's attention especially to her pronunciation of saying some vocabulary items.	2	Old Lady	4	2	3
	To draw children's attention, T changed the rule to keep them engaged, e.g. from patting thighs to saying "please let me try".	3	Old Lady	5	2	7
	There are many ways to draw children attention. They are tone of voice, body language... Screaming doesn't help.	4	Old Lady	5	2	7
		4				

21	Compare English with the mother tongue (here, i.e. Cantonese)					
	T demonstrated to say L by pulling her tongue out to tell children about licking ice cream. T reminds children of her surname Lam and the importance of correct tongue placement. She pointed out that it was not common for children to use L sound in Chinese.	1	Off to School	1	1	1
	T considered children performance in Chinese lesson to find out some sounds they might have problems.	2	Off to School	1	1	1
	T moved the thumbs to resemble nodding, as to say good morning to children. They did the same in Chinese lesson.	3	Off to School	1	1	2
	T compared children performance and learning attitudes in Chinese lesson with those in English lesson. Tried to see what she could do in English lesson.	4	Off to School	1	1	2
	T told children what they were going to do next. It was done in English lesson but not in Chinese lesson.	5	Off to School	1	1	3
	T did this step in English and Chinese lessons.	6	Off to School	1	1	4
	T did book cover talk in English and Chinese lessons. It was done casually before joining the SCOLAR project. Now it was done seriously in English and Chinese lessons.	7	Off to School	1	1	4
	T pointed to the text word by word while reading story in Chinese lessons. It was different from that in English lessons.	8	Off to School	1	1	5
	Children read after T in Chinese lesson. T wanted them to. In English lesson, children liked to read after T. T wanted them not to read after her.	9	Off to School	1	1	7
	The input method for learning was different in Chinese and English lessons.	10	Off to School	1	1	7
	T figured parents would say the word 'home' in Cantonese. She planned to teach children 'home' before teaching children 'school'.	11	Off to School	1	1	10
		11				
22	Reminder: teacher reminds herself not to go distracted					
	T told children what they were going to do next. It was to remind herself the objectives of the lesson and not to get distracted.	1	Off to School	2	2	3
		1				
23	Modelling					
	T knew that children were happy to imitate her to pretend to lick ice cream. It was to let children practise the L sound.	1	Off to School	1	1	1
	T modelled how to read the story. Children listened.	2	Off to School	1	1	3
	T demonstrated how to think aloud. She used the pointer to point to the book cover and said 'What can I see?'	3	Off to School	1	1	5
	T demonstrated how to read the text. She asked children to listen to her but not to read after her. She wanted children to listen to correct pronunciation.	4	Off to School	1	1	7

	T modelled how to read. Children listened carefully.	5	Off to School	1	1	16
	While reenacting the story, T asked children to see the movement of her lips. This helped children to make correct pronunciation.	6	Old Lady	4	2	3
	T invited a girl with accurate pronunciation to read aloud words. She demonstrated to the peer.	7	Old Lady	4	2	4
	By inviting more able students to demonstrate, T wanted to encourage other children to take the lead next time.	8	Old Lady	4	2	4
	For the game, children played it twice. In the first round, T played with children. She demonstrated children how to play the game. In the second round, T left all children play. She did not join.	9	Old Lady	5	2	7
		9				
24	Talk about the here and now (i.e. think aloud)					
		0				
25	Repetition					
	If children were unable to read the words on flash cards, T would read aloud the word to children again.	1	Off to School	1	1	11
		1				
26	Body movement / body language					
	Include body movement, e.g. moving thumbs ups and downs in this lesson, in English lesson. It was helpful to keep children engaged.	1	Off to School	1	1	2
	Using body language can be helpful to help children to get the meaning of new vocabulary. T should work more on that.	2	Off to School	1	1	5
	T came up to children. Such body language helped to make children face T. They needed to read aloud or say something.	3	Off to School	1	1	11
		3				
27	Structure the lesson					
		0				
28	Teaching strategy (e.g. storytelling, Q&A, clap hands)					
	T made connection between Ms. Lam and ice cream. Children felt good to practise L sound. Ms. Lam L L L. Everyone licked ice cream.	1	Off to School	1	1	2
	T believes that book cover talk is reinforced after the SCOLAR project.	2	Off to School	1	1	4
	T considered the age of children, who were age 4, and the time was September. She wanted students to be willing to try to give her response, complete sentences, phrases, or words, or repeat the same answers from her. She demonstrated how to think by doing think aloud while using the pointer to point to the book cover and said 'What can I see?'	3	Off to School	1	1	5

	When T read aloud the story, children were asked to listen but not to read after her. T wanted children to listen to the pronunciation carefully.	4	Off to School	1	1	7
	Using picture cards or word cards depends on the learning objectives and the level of children. It is easy to get children familiarized with the word if they are shown pictures first.	5	Off to School	1	1	11
	T allowed passive students to occasionally zone out and be relatively more passive. If they were identified, T would design games for them. Let them play and build up their confidence.	6	Off to School	1	1	12
	When the grouping was made, T would not change the grouping. T checked children's response. Slight change in the teaching method is done according to the ability and interest of each group of children.	7	Off to School	1	1	15
	Asked students to listen to T first. They repeated reading after her. T considered children were too young. They needed to be reminded of listening carefully.	8	Off to School	1	1	16
	There is a kitty in the story. T made use of this side character to raise children's interest. This makes the story more interesting and they could focus to look for the cat when they read.	9	Off to School	1	1	17
	T showed realias, different handbags, as a strategy to help children to know the meaning of 'bag'.	10	Off to School	2	1	18
	T asked children to match word cards with picture words. It is of higher level when compared with matching pictures with word cards. It was a strategy to help children to identify print with pictures.	11	Off to School	2	1	19
	T did not show the story book. She used cutouts to help her to reenact the story.	12	Old Lady	4	2	3
	T asked children to greet the Old Lady when she came out and said good bye when the story ended. It is a very natural way to interact with friends.	13	Old Lady	4	2	4
	Using paper cutouts (figures) to tell story was a method from a QEF project. The school was exploring other teaching methods other than the method from the SCOLAR.	14	Old Lady	5	2	6
		14				

Appendix 3: Teacher B- Domains of Pedagogical Knowledge and Pedagogical Thought Units

A. Domain: Handling Language Items		Frequency	Theme	Video Clip	Script	Page	Language Management
1	Beliefs (e.g. use experience for teaching)						
	Do not refer to the lesson plan while teaching, experience helps T	1	Myself	1	1	2	
	Think that writing lesson plans is helpful but she has an overall picture in mind while teaching	2	Myself	2	2	4	
	Believe there are some reasons for SCOLAR to work out their strategies. Try to balance school expectation and try the new strategies	3	Myself	2	2	6	
	T believes that she loves songs. This allows her to use songs to teach children effectively.	4	Where's Spot	7	7	3	
	Sub total	4					
2	Comprehensibility (Comprehension check)						
		0					
	Sub total	0					
3	Aid comprehension						
	Use picture/word cards from publishers to teach vocabulary	1	Myself	1	1	8	
	Sub total	1					
4	Decisions						
	Taught 'hungry' and not 'hungry' and 'thirsty' because of time limitation	1	Myself	1	1	3	
	Added one story book to each theme according to the school policy	2	Myself	1	1	5	
	From experience, knew what students could achieve as K3	3	Myself	1	1	6	

	Decided to adjust and adopt the SCOLAR teaching strategies later, would not directly use in lesson	4	Myself	2	2	4	
	Decide not to adopt shared reading advocated by the SCOLAR, taught shared reading in multiple lessons, simply the story.	5	Myself	2	2	5	
	Exercised judgement: change mango muffin to mango milk-shake	6	Myself	2	2	5	
	Would try SCOLAR strategies later, even though she found the strategies did not fit the school curriculum	7	Myself	2	2	6	
	Teaching props for practising the language would not be put in the learning corner until T had finished teaching	8	Myself	2	2	7	
	Taught children ordinal numbers, 1-31. T had 20 days to teach children one ordinal number according to the date.	9	My Home	3	3	1	
	The vocabulary items about 'building' appear for a couple of weeks, time to learn more, dig deep	10	My Home	3	3	2	
	Prepared a few songs for each lesson, focused on 1 or 2 songs, to see if children liked to sing more, if so, continued.	11	My Home	3	3	10	
	In addition to the target words, T made extension. It was to allow children to know more. e.g. teaching the word bathroom, the extended words were shower, bathtub, toilet, sink, mirror.	12	My Home	3	3	13	
	Decided to add additional vocabulary as extended words to target words, usually added one or two words	13	My Home	3	3	14	
	T was the class teacher. She compared the role of the class teacher and subject teacher for teaching English. She found that class teacher was in a favourable condition. She could derive new ideas in teaching English from the experience in teaching other learning areas.	14	Where's Spot	4	4	7	
	T planned a reading unit not only to teach children vocabulary and pronunciation. She wanted children learn more than that. Children enjoyed the story and found reading fun.	15	Where's Spot	4	4	9	
	Combined the activities with storytelling. It was to save time.	16	Where's Spot	5	5	3	
	Sub total	16					
5	Language Management						

	Sang nursery rhymes as a way to begin the English lesson	1	Myself	1	1	2	2
	Squeezed time for students to sing their favourite nursery rhyme, Baby Shark	2	Myself	1	1	2	2
	T danced while singing nursery rhymes	3	Myself	1	1	2	23
	T sang another nursery rhyme after the weather song, the rhyme was connected to the theme	4	Myself	1	1	2	2
	Put vocab into pairs, e.g. opposite pairs: happy vs sad	5	Myself	1	1	2	13
	Led students to give answers by firstly giving the vocab	6	Myself	1	1	2	3
	Led students to use 'happy' or 'sad' to tell their feelings	7	Myself	1	1	2	14
	Taught 'hungry' and not 'hungry' and 'thirsty' because of time limitation	8	Myself	1	1	3	13
	Made classroom activities connected	9	Myself	1	1	3	2
	Modified the teaching strategies of teaching Chinese to teaching English	10	Myself	1	1	5	21
	Repeated learning points for consolidation	11	Myself	1	1	6	25
	Revised the words for weekdays and months with K3, students learned them in K1	12	Myself	1	1	6	5
	K3 students knew how to write and say the words, just saying the words was too simple	13	Myself	1	1	7	6
	Students could not write properly between lines, e.g. writing 'Y' above the line	14	Myself	1	1	7	9
	T modelled how to write alphabet	15	Myself	1	1	7	23
	K3 students saw how T wrote alphabet in lines and could write alphabet	16	Myself	1	1	7	6
	T pointed her fingers to the words when reading	17	Myself	1	1	7	1
	T pointed to the words sentence by sentence while reading	18	Myself	1	1	7	20
	Placed storybook on an easel during PTH and English lessons	19	Myself	1	1	8	21
	T played guessing games with students to get them familiar with the vocabulary	20	Myself	1	1	8	1
	Students got familiar with the vocabulary	21	Myself	1	1	8	6
	Checked student understanding or if students had something in mind	22	Myself	1	1	8	16
	Asked students to tell their feeling	23	Myself	1	1	8	9

	Read slowly the word to allow students to listen carefully about the syllables for exposing children to phonics	24	Myself	1	1	8	20
	Repeated some steps while talking about the weather chart	25	Myself	1	1	9	25
	Taught students words to tell weather	26	Myself	1	1	9	6
	Repeated the content or some words to make students find it easier to understand	27	Myself	1	1	9	25
	Accepted students to speak even if it's just gibberish	28	Myself	1	1	9	11
	Students were happy to sing the song, the song was earworms	29	Myself	1	1	10	11
	Used a smart pen to draw students attention to how to say the vocabulary	30	Myself	1	1	10	20
	Created the context for food tasting. Children could use the language, e.g. I'm hungry.	31	Myself	1	1	10	3
	Changed to soft voice as a practice to get children attention	32	Myself	1	1	10	20
	Stimulated by the language context, children kept saying 'I'm hungry'.	33	Myself	1	1	12	11
	Children enjoyed saying 'I'm hungry' in the context	34	Myself	1	1	12	6
	More able students served as models: they were willing to speak English in lesson	35	Myself	1	1	12	23
	The able child served as a model, other children repeated what the child said	36	Myself	1	1	12	23
	Invited children to come out to perform tasks. This strategy was learned in the SCOLAR training	37	Myself	1	1	13	28
	Sang nursery rhymes and read weather chart every day as the beginning of the English lesson	38	Myself	2	2	1	2
	Had a sip of water and told students 'I'm thirsty.'	39	Myself	2	2	2	24
	Had a sip of water and told students 'I'm thirsty.'	40	Myself	2	2	2	23
	Repeated the action of drinking water. Children knew the meaning of 'thirsty'.	41	Myself	2	2	2	25
	Acted with students during game time, e.g. touching the throat to tell others 'I'm thirsty'.	42	Myself	2	2	2	24
	The lesson was well structured, starting from singing nursery rhymes and reading weather. Speaking English throughout the lesson.	43	Myself	2	2	2	28

	Invited everyone to come out to perform tasks to keep all children engaged	44	Myself	2	2	2	11
	First week for teaching, second week for revision	45	Myself	2	2	4	5
	Revised vocabulary but the revision was done without performing actions.	46	Myself	2	2	4	26
	Modified the teaching strategies from the SCOLAR according to the response and performance of children	47	Myself	2	2	5	28
	Taught story: playing game first instead of read aloud the story. Children had an idea about the story.	48	Myself	2	2	5	28
	Clipped hands while singing songs to draw student attention	49	My Home	3	3	1	20
	Revised the words of months and weekdays as the beginning of the lesson	50	My Home	3	3	1	5
	Used finger to cover letters to help children to spell 'sunny'	51	My Home	3	3	1	11
	Made spelling like a game, covered some letters to help children say 'sun' + 'ny', then 'sunny' to help children to spell it	52	My Home	3	3	1	1
	Noted some names of months being difficult to students. Planned to put more time on teaching the names.	53	My Home	3	3	1	9
	Used the picture cards provided by the publisher to play games with children about names of building, including home	54	My Home	3	3	2	28
	Compared the way to teach words in Chinese and English. They were different. Chinese: teaching the word, writing strokes with children. English: teaching the word, not writing with children together but using phonics to help to spell the word	55	My Home	3	3	2	21
	Divided the word, bedroom into two nouns, bed + room, explaining the meaning of bed and room	56	My Home	3	3	2	1
	Chinese: Focusing on teaching meaning and writing, English: Focus on teaching meaning and speaking (reading aloud the words)	57	My Home	3	3	3	28
	Allowed children to come out to write on board	58	My Home	3	3	3	11
	Matched picture cards with word cards, like memory game	59	My Home	3	3	3	2
	Matched picture cards with word cards, like memory game	60	My Home	3	3	3	28

	Matched picture cards with word cards, like memory game, do both in English and Chinese lesson	61	My Home	3	3	3	21
	Focused on teaching vocabulary to students. Wanted them to learn more vocabulary	62	My Home	3	3	5	6
	Familiar with school curriculum, knew what students should learn	63	My Home	3	3	5	10
	Children were happy to redo some parts, e.g. singing nursery rhymes, they were excited	64	My Home	3	3	5	11
	Lesson was well structured, e.g. wrapping up the lesson after teaching 20 min	65	My Home	3	3	6	27
	T was the first one to play games or sing songs. Children followed.	66	My Home	3	3	6	23
	Expectation of children varied according to children's readiness. Did not expect them saying full sentences.	67	My Home	3	3	6	11
	Arranged the child with lesson attention span to sit in the middle. T could check and draw his attention.	68	My Home	3	3	7	20
	T repeated using the language items when T wanted to draw children's attention after they were allowed to wander off.	69	My Home	3	3	7	25
	T invited other children to repeat the language items for calling the attention of the children wandering off.	70	My Home	3	3	7	25
	Drew children's attention: T repeated using the language items when T wanted to call children attention after they were allowed to wander off.	71	My Home	3	3	7	20
	Drew children's attention: T invited other children to repeat the language items for drawing the attention of the children wandering off.	72	My Home	3	3	7	20
	A non-Chinese speaking girl would answer difficult questions	73	My Home	3	3	7	9
	A non-Chinese speaking girl would answer difficult questions. The girl demonstrated how to answer difficult questions	74	My Home	3	3	7	23
	Playing games was the main type of activity.	75	My Home	3	3	7	2
	Sang songs or played games with children during toilet time	76	My Home	3	3	9	2
	The learning topic might be easy or difficult, e.g. it's difficult to explain the room in a house, they might not have dining room and sitting room at home	77	My Home	3	3	10	17

	Used the SCOLAR strategy, shared reading, to teach reading	78	My Home	3	3	2 8	10
	Showed pictures to tell the difference between the home for animals and human. Guide children to tell. Start from saying yes or no.	79	My Home	3	3	1 1	19
	Used textbook Elect to teach phonics. Use the pictures in the book: picture talk	80	My Home	3	3	1 1	28
	The themes were stand-alone from Chinese curriculum.	81	My Home	3	3	1 1	21
	English and Chinese curriculum were stand-alone. There were both advantages and disadvantages. There was freedom to select the themes but more time was needed in preparation.	82	My Home	3	3	1 1	21
	Some special themes were shared in both Chinese and English curriculum, e.g. food	83	My Home	3	3	1 1	21
	Some special themes were shared in both Chinese and English curriculum. Not all themes could be shared. Some concepts or vocabulary items could not be transferred.	84	My Home	3	3	1 2	19
	Chinese and English curriculum sharing the same theme happens once a year, which is just coincidence.	85	My Home	3	3	1 2	21
	Used different voices (tone) when speaking English and Chinese. Children knew well when to use English and Chinese.	86	My Home	3	3	1 2	28
	Allowed children to play games first. Let them know what the coming lesson would be about. Then, start the lesson.	87	My Home	3	3	1 3	28
	T demonstrated how to play the games.	88	My Home	3	3	1 3	23
	T invited a child to demonstrate how to play the games.	89	My Home	3	3	1 3	23
	T led children to say what they had at home, e.g. table and chair, sofa, television	90	My Home	3	3	1 3	19
	Exposed children to more vocabulary items, as extended words. Did not expect them to remember but to say the words	91	My Home	3	3	1 4	13
	Exposed children to more vocabulary items, as extended words. Did not expect them to remember but to say the words. A strategy learned from the SCOLAR.	92	My Home	3	3	1 4	28

	Children learned more vocabulary items in addition to target words. It was to encourage them to recognize the similar things. It was to build up their vocabulary.	93	My Home	3	3	1 4	13
	Asked how children feel. Revised the vocabulary learned in the previous lessons.	94	Where's Spot	4	4	1	5
	Told weather in class. Children could use complete sentences to tell weather.	95	Where's Spot	4	4	1	14
	Noted children's difficulties. They had problems in saying Tuesday and Thursday. Spent more time to teach them.	96	Where's Spot	4	4	2	15
	Used the beginning letter to help children to remember vocabulary, e.g. A for apple, P for pig... but very carefully with 't' for Tuesday, 'th' for Thursday	97	Where's Spot	4	4	2	28
	Used Mr. Sun to teach children Saturday and Sunday. It was learnt from the SCOLAR	98	Where's Spot	4	4	2	28
	Told weather in a different way. Did not ask students to look at the windows. Needed to change the way sometimes.	99	Where's Spot	4	4	3	2
	Clapped hands to draw student attention to tell weather	100	Where's Spot	4	4	3	20
	Did not show the story book as it's small. T showed paper cutouts. Let children make friends with the cutouts. This method is from SCOLAR	101	Where's Spot	4	4	3	28
	Used the concept of 'same' and 'different'. This is from Chinese curriculum.	102	Where's Spot	4	4	7	21
	An extended vocabulary item, cushion, was included in the lesson. This was not the target word. T wanted children to know more.	103	Where's Spot	5	5	2	13
	Performed action in an exaggerated way to make it more lively	104	Where's Spot	5	5	4	28
	Knew some sentences in the story book were difficult for students. Prepared to make adjustments in the lesson.	105	Where's Spot	5	5	4	9
	Asked students to help while telling story. Children came out or sat in their seats but they helped T. T wanted to draw children's attention.	106	Where's Spot	5	5	6	20
	Children learned that there were three syllables in October. It was to prepare children to go on to primary education.	107	Where's Spot	6	6	1	11
	Teaching children to weather is different in K1 to K3. In K1, teachers read off the chart. K1 children put the card on the chart. K2 children will have more chances to read	108	Where's Spot	6	6	2	28

	after the T. K3 children are given the chances to tell the weather on their own.						
	T gave children word cards and asked them to match the word cards with the pictures. It was a matching game. Later, children would match pictures with word cards.	109	Where's Spot	6	6	2	28
	T played matching with children, to match word cards with pictures, or pictures with word cards.	110	Where's Spot	6	6	3	14
	T asked children to raise their hands. It was to draw their attention to listen to her.	111	Where's Spot	6	6	4	20
	T asked children to raise their hands. It was to draw their attention to listen to her.	112	Where's Spot	6	6	4	11
	T used Level 1, Level 2 and Level 3 to classify the level of difficulties in the game. That idea is from children playing games with parents. There are levels in the games to show the level of difficulties.	113	Where's Spot	6	6	5	12
	When the game went on Level 3, children showed little interest. The songs were those they listened and known. They had lost interest.	114	Where's Spot	6	6	5	12
	T considered using songs in English lessons as her signature teaching strategy.	115	Where's Spot	7	7	1	28
	T remembered the lyrics of the songs and the moves. Singing with moves is a way to catch children attention.	116	Where's Spot	7	7	4	20
		116					
6	Check / Probe Prior Knowledge (for teaching, including scaffolding)						
	Set expected learning outcomes according to students' level	1	Myself	1	1	3	
	Needed to refine or change the lesson plan with reference to children progress	2	Myself	2	2	6	
	Added more words about weather (e.g. sunny) gradually, scaffolding, had planning to do it	3	My Home	3	3	1	
	Children played games. T would add the language they had learned in the previous lesson sometimes, like scaffolding.	4	My Home	3	3	6	
	Children knew Mr. Sun. T used this song to teach children Saturday and Sunday. It was to scaffold them the concept.	5	Where's Spot	4	4	2	

	Children knew 7 days in a week. They might not know the exact meaning. The song was helping them to recognize the name of weekdays.	6	Where's Spot	4	4	2	
		6					
7	Plan the lesson (in progression, spiral)						
	Planned to sing the nursery rhymes, but not noted in the lesson plan	1	Myself	1	1	2	
	Lots of thoughts emerged when writing up lesson plans	2	Myself	1	1	3	
	To understand the nursery rhymes by referring to the lyrics before teaching	3	Myself	1	1	3	
	Set expected learning outcomes according to students' level	4	Myself	1	1	3	
	Set learning objectives according to student ability, not teaching and expecting they could achieve too much in one lesson	5	Myself	1	1	6	
	To remember the lyrics of the song from the textbook. That helps teaching	6	Myself	1	1	10	
	In the school timetable, one day is for English story telling	7	Myself	2	2	4	
	Tried to use new teaching strategy. Would modify the lesson plan immediately or as follow-up in the next lesson	8	Myself	2	2	5	
	Submitted the lesson plan one month in advance	9	Myself	2	2	6	
	Added more words about weather (e.g. sunny) gradually, scaffolding, planning to teach the words in the next lessons	10	My Home	3	3	1	
	Children knew some words and learned more in depth from the names of buildings to the word 'home'	11	My Home	3	3	2	
	Arranged the time for the English lesson. It could be 20 to 25 minutes. After that, students had to do grouping and homework.	12	My Home	3	3	6	
	Games were included in the lesson plan. It was to allow children to practise the language items/features they had learned.	13	My Home	3	3	6	
	In the lesson plan, teaching vocabulary was the focus and games were included.	14	My Home	3	3	7	
	Songs were included in the lesson plan.	15	My Home	3	3	9	

	Asked students how they felt. They could use the vocabulary learned in previous lesson.	16	Where's Spot	4	4	1	
	T worked with the two project teachers, 3 Ts were in the SCOLAR project to prepare teaching 'Where's Spot'. They used the SCOLAR approach	17	Where's Spot	4	4	4	
	T found it's good if she was the class teacher. She taught all learning areas. It was actually the special feature of the kindergarten curriculum, an integrated curriculum.	18	Where's Spot	4	4	7	
	Checked with children response to see if T needed to perform some actions in an exaggerated way.	19	Where's Spot	5	5	4	
	While telling weather, the focus was on 'October' but not the weather. T made it different in different lessons. T made adjustment if children learned the target word. She would then switch the focus to other words.	20	Where's Spot	6	6	2	
		20					
8	Reflection						
	Did reflection, wrote it down and follow up in the upcoming lesson.	1	Myself	2	2	4	
	After singing songs, T immediately asked questions. T found children were ready for lesson.	2	Where's Spot	4	4	1	
	Reflected during lesson: discovering a part on the lesson plan not suitable for the lesson. She skipped that part.	3	Where's Spot	5	5	4	
		3					
	Total in this domain	166					
B. Domain: Factoring in Students' Contribution							
9	Affective Beliefs						
	Allowed children to sing more songs whenever they like. Loved singing songs with children. They gave adorable action to T. She loved their response so much.	1	My Home	3	3	10	
		1					
10	Level Check						
	Checked if children make progress as expected. Observed children performance during lesson.	1	Myself	2	2	5	

		1					
11	Note Students' Behaviour & Reactions						
	Knew students would respond	1	Myself	1	1	1	
	Knew students would follow the more able students to speak English	2	Myself	1	1	1 2	
	Knew children would sing songs they learned in English lesson in class. T allowed them.	3	My Home	3	3	9	
	Knew children enjoyed playing the learning tools in the learning corners for some topics, e.g. about feelings; but for topics like my home, it's not so good.	4	My Home	3	3	9	
	Knew children's response. Same as what T observed in the past few years. Children's response in the topic "my home" was quite lukewarm.	5	My Home	3	3	1 0	
		5					
12	Materials Comment (aid comprehension, prompt language, keep students engaged, tailor-made)						
	Showed the weather chart when singing weather songs	1	Myself	1	1	2	
	Used a smart board	2	Myself	1	1	3	
	Selected a nursery rhyme carefully to match with the teaching content, about feelings	3	Myself	1	1	3	
	Considered using songs as the best tool to help teach a lesson with many learning points	4	Myself	1	1	3	
	Chose nursery rhymes with lyrics available; by referring to the lyrics, T could understand the rhymes	5	Myself	1	1	3	
	Used a smart board to play nursery rhymes and sang with students	6	Myself	1	1	3	
	English textbook, coursebook for kindergarten, integrated, like English textbooks for primary students, used it for 3 years	7	Myself	1	1	5	
	Used story books as teaching materials	8	Myself	1	1	5	
	Used a smart board to tell weather	9	Myself	1	1	7	
	Used the Internet to read on the website of Hong Kong Observatory to tell weather	10	Myself	1	1	7	

	Used an easel to show the story book during reading lesson	11	Myself	1	1	8	
	Used a song from the textbook, the song supported teaching, good song	12	Myself	1	1	10	
	The song from the textbook, earworms	13	Myself	1	1	10	
	Used a smart pen from the textbook, provided by publisher, to help students listen to the vocabulary again, T commented the volume of the pen is soft	14	Myself	1	1	10	
	Bought food which children liked but might not be classified as healthy food. Let children try a little.	15	Myself	1	1	10	
	Students were happy to sing the song. The song was earworms	16	Myself	1	1	10	
	Used a smart pen to draw students attention to how to say the vocabulary	17	Myself	1	1	10	
	Switched off the screen of the smart board to avoid distraction	18	Myself	1	1	11	
	Arranged teaching aids in good order to support the flow of the lesson	19	Myself	1	1	11	
	Added more activities: singing nursery rhymes and reading weather chart, did not rely only on the learning content in textbook	20	Myself	2	2	1	
	All Ts knew the songs well. They arranged the order to sing the songs according to the level of difficulty	21	Myself	2	2	3	
	Taught children one story book in each theme.	22	Myself	2	2	4	
	Making teaching props might add extra workload to student teachers. But they made good teaching props.	23	Myself	2	2	6	
	Teaching props placed in the learning corner were effective in helping children to practise the language learnt in the lesson	24	Myself	2	2	7	
	Used picture cards provided by publisher to show different types of building and finally lead to 'home', play games	25	My Home	3	3	2	
	Use word cards to teach vocabulary, mostly, e.g. bedroom	26	My Home	3	3	2	
	Used board but not smart board. It was more interactive.	27	My Home	3	3	3	
	Learning contents in song is rich. There was so much for children to learn from songs	28	My Home	3	3	5	

	Selected songs from YouTube	29	My Home	3	3	5	
	Rewrote the lyrics, using familiar tone/melody	30	My Home	3	3	5	
	Used a smart pen provided by the publisher of the textbook. During lesson, children could listen to the T or the reading from the smart pen.	31	My Home	3	3	8	
	Not many students had smart pens. Not many parents bought smart pens. Those who had smart pens could know the language first before teaching and knew how to sing the songs.	32	My Home	3	3	8	
	Unlike before, T used the materials from publisher more. Left them to the learning corner. Or used the materials prepared by student teachers.	33	My Home	3	3	9	
	Prepared a few songs for each lesson, to see if students would like to sing more songs	34	My Home	3	3	10	
	Showed pictures to tell the difference between the home for animals and for humans	35	My Home	3	3	11	
	Got pictures to show animal home and home for human from the Internet	36	My Home	3	3	11	
	Used textbook Elect to teach phonics instead of using the phonics book. It's not interesting.	37	My Home	3	3	11	
	Held the story book when telling story. Did not ask children to come out to help. It was easy to manage.	38	My Home	3	3	13	
	Showed the things, e.g. pictures or realia, to children first when T wanted children to focus on. For the other materials, she hid them at her back. She established this as a normal practice.	39	My Home	3	3	14	
	Used weather chart to tell weather as the first part in the lesson	40	Where's Spot	4	4	1	
	Did not show the story book as it's a small book. T showed paper cutouts which were specially made	41	Where's Spot	4	4	3	
	The small book was bought by T. She preferred not to wait for the school copy as it took time for the delivery. T was so committed. T didn't mind paying for the teaching materials	42	Where's Spot	4	4	4	
	They had around 10 big books from the SCOLAR. T found it not suitable for her students.	43	Where's Spot	4	4	4	
	T bought storybooks and shared them with other teachers.	44	Where's Spot	4	4	4	

T usual used puppets or photos. She took the SCOLAR's recommendation to use big-sized paper cutouts. The cutouts were helpful. Children thought that the cutouts were living creatures!	45	Where's Spot	4	4	5	
Big-sized paper cutouts were to allow children to see them clearly.	46	Where's Spot	4	4	5	
T took the idea from the story book when prepared teaching aids, e.g. an animal would pop-up when one opened the door. T enlarged the size.	47	Where's Spot	4	4	5	
The teaching props were interactive: the door of all rooms could be opened. The props were made by T. T liked to make the props. She did not pass the work to the student teachers. She wanted to ensure the quality. She made changes on the props while making them. That's why she didn't pass the work to student teachers. This set of teaching props was for her class.	48	Where's Spot	4	4	6	
Prepared a set of teaching tools to tell the story. A special set used by T. The set was specially made by T.	49	Where's Spot	5	5	5	
In addition to the teaching tools for T, T asked student teachers to help to prepare sets of learning tools for children. T thought that the quality made by student teachers was not as good as she made.	50	Where's Spot	5	5	5	
T made the weather chart. She was taught by the mentor. It was a modified version, a second version. In the first version, there were a number of small cards which were easily lost. With the comment from the mentor, here finally came to the second version. All 3 levels, K1, K2 and K3, used the same weather chart.	51	Where's Spot	6	6	1	
In response to parent expectation, T spent much time on using textbook.	52	Where's Spot	6	6	4	
T had many bye-bye songs.	53	Where's Spot	6	6	6	
T has a good collection of songs. She can make the best use of songs in English lessons. The principal commented her as having a good collection of songs.	54	Where's Spot	7	7	1	
The school has a collection of songs with movements (dancing) for years. It is the joint effort by English teachers. They have 3 English teachers. They are all local teachers.	55	Where's Spot	7	7	2	
T has her preference in songs. She has loved songs before the birth of her daughter. She now sings to her daughter every day.	56	Where's Spot	7	7	3	

	The collection of songs: from Internet and the mentor. T remembered the lyrics and the moves.	57	Where's Spot	7	7	4	
	T used the assessment format provided by publisher. Usually, they fully adopted the format. Except for special cases, T would make adaptation while using the form.	58	Where's Spot	7	7	5	
	Children used the smart pen bought from the publisher at home.	59	Where's Spot	7	7	6	
		59					
13	Create learning context						
	Used food tasting to create the language environment. Children said I'm hungry. Then they could have the snack.	1	Myself	1	1	10	
	Created opportunity for a less able child to use English. He was a working partner to play small tasks. He learned from the partner and gained confidence. Willing to try.	2	Myself	1	1	13	
	The vocabulary, phrases or sentences used in English lesson were connected to the coming snack time, e.g. 'I'm hungry'.	3	Myself	1	1	14	
	The language context was well established. Children knew they should speak English during lesson, no Chinese	4	Myself	2	2	2	
	Sang nursery rhymes with actions in the morning / afternoon assembly, create English context	5	Myself	2	2	2	
	All Ts sing and dance in morning / afternoon assembly. Create English context	6	Myself	2	2	3	
	Sang a couple of English songs to begin the English lesson, got children ready for English lesson	7	My Home	3	3	1	
	Used a board but not a smart board. Allowed children to come out to use the board	8	My Home	3	3	3	
	Designed games allow children to use the language they had learned. They could practise using the language	9	My Home	3	3	6	
	The non-Chinese speaking girl answered difficult questions. She broke the ice in the classroom. Other children were willing to try.	10	My Home	3	3	7	
	To create English language context, T made it flexible. She might start by greeting, or simply began the lesson with singing and dancing.	11	My Home	3	3	10	

	Allowed children to sing songs as they like and love their actions. It is T's signal to children that English lesson began.	12	My Home	3	3	1	0
	Good to have the same theme in English and Chinese lessons. That helped to create learning context and transferred the concept from Chinese to English.	13	My Home	3	3	1	1
	Told weather at the beginning of the lesson. Children could practise using complete sentences to tell weather.	14	Where's Spot	4	4	1	
	A non-Chinese speaking child created the English language context. Other children were willing to speak English.	15	Where's Spot	4	4	8	
	T spoke English during English throughout the English lesson. Her class was willing to speak English in non-English time. Children in other classes were not. They spoke English only when the T was with them.	16	Where's Spot	4	4	8	
	T instructed children before playing. She added new rule. Asked children to draw what they liked most. It was to encourage children to use another way to interact with her. This was unlike the traditional way which was only Q & A.	17	Where's Spot	5	5	1	
	Children sang songs and danced in the morning / afternoon assembly. They were led by teachers. T is the head of English Department. Children were exposed to English context in non-English lesson.	18	Where's Spot	7	7	2	
	English teachers, especially T, they were very active in leading children to sing and dance	19	Where's Spot	7	7	2	
		19					
	Total in this domain	85					
C. Domain: Determining the Contents of Teaching							
14	Content Check						
	Kept the teaching content rich in about 15 to 20 minutes, couldn't accept to teach students one learning point in one lesson	1	Myself	1	1	6	
	Connected the content to children real life experience. Changed 'M for mango muffins' to 'mango milkshake'.	2	Myself	2	2	5	
	Children could tell weather as they came across this every day.	3	Where's Spot	4	4	1	

	It was difficult to address parent expectation. T found it difficult to spare time to teach children spelling. Time was the constraint. Learning how to spell could be done later when children go to primary education.	4	Where's Spot	7	7	6	
		4					
15	Curriculum Fit						
	Set learning outcomes according to the general language ability of K3	1	Myself	1	1	6	
	Set learning outcomes according to their level, needed to know how to write alphabet, know word shape, as K3 students	2	Myself	1	1	7	
	T tried to finish quick when T had to attend training workshops.	3	Myself	2	2	4	
	Simplified the story if time did not allow. Could not use the strategy, shared reading, promoted by the SCOLAR	4	Myself	2	2	5	
	Added the words of months and weekdays in the curriculum. They were not included in the school curriculum	5	My Home	3	3	1	
	Added extended words in addition to target words. T found it necessary for children to know more, e.g. about bathroom, children could know other setups, like, bathtub shower, toilet, sink, mirror...	6	My Home	3	3	1 3	
	The learning contentd of the book 'Where's Spot' did not fit the school curriculum. It was not rich enough. T used the paper cutouts to enrich the content.s	7	Where's Spot	4	4	6	
	Cut short the time for teaching English for free play.	8	Where's Spot	5	5	3	
	Taught 3 K3 classes. Based on children's ability, the lessons in the 3 classes were different.	9	Where's Spot	5	5	5	
	Taught children the spelling of October, 3 syllables. It was to prepare them for primary education.	10	Where's Spot	6	6	1	
		10					
16	Knowledge of Students						
	Knew students love the nursery rhyme, Baby Shark	1	Myself	1	1	2	
	Believed students would like the song she chose for them	2	Myself	1	1	3	

	Address the expectation of parents, students knew the words in textbooks	3	Myself	1	1	5	
	Knew students were eager to learn but their language development was fair	4	Myself	1	1	8	
	Compared students to a sponge. They were quick to learn. T tried to teach students as much as possible	5	Myself	1	1	8	
	Knew students were able to understand what the teacher had taught them	6	Myself	1	1	9	
	Cared the health of students. Cared if food tasting would cause allergy. Asked children to try food with careful consideration of their allergic problem	7	Myself	1	1	10	
	Needed to cover the planned content. Parents cared if children knew everything in textbook.	8	Myself	2	2	4	
	Children were quick to learn, like a sponge	9	Myself	2	2	4	
	K3 children could sing songs and played games while they had toilet time. K1 children could only sing songs. K1 children could not manage like K3 children.	10	My Home	2	3	9	
	Knew the topic itself might be difficult or easy to students, e.g. teaching words of feeling was easy, teaching words about home was difficult, it's difficult to explain the rooms in a house by using English	11	My Home	3	3	9	
	Knew parents were expecting their children to learn more. This made T think carefully if children needed extension of words in addition to target words.	12	My Home	3	3	13	
	Found it difficult to teach 'living room' and 'dining room'. Used phonics to start the teaching. 'L' for living room.	13	My Home	3	3	13	
	Explained the vocabulary in the theme 'My Home', the rooms were not the same as most families in Hong Kong	14	My Home	3	3	13	
	Checked children's response and understanding, revised the plan	15	Where's Spot	5	5	4	
	Taught 3 K3 classes. Knew the English standard of each class well. They were different.	16	Where's Spot	5	5	5	
	Parents set expectation on children's learning outcome.s They expected their children to know more vocabulary items. T spent more time on teaching vocabulary.	17	Where's Spot	6	6	3	
	Children like everything fresh. When they listened to the same songs again, they would lose interest. T had to make changes.	18	Where's Spot	6	6	5	

	Parents' expectations affected the teaching progress. T would prioritise the important parts first. Children could read aloud or told parents what they had learned.	19	Where's Spot	7	7	6	
	Parents expected their children to read and spell words. T thought that parents were setting high expectation.	20	Where's Spot	7	7	6	
		20					
	Total in this domain	34					
D. Domain: Facilitating the Instructional Flow							
17	Beliefs						
	T doesn't like the teaching content in fragments	1	Myself	1	1	3	
	T believes students learn better within their attention span, she keeps the teaching in about 15 to 20 minutes	2	Myself	1	1	6	
	T believes the well-structured lesson (weather report, singing, main teaching, sing bye-bye song) is helpful for effective teaching.	3	Where's Spot	6	6	6	
		3					
18	Decisions						
	Raised hands, wanted children to follow T's action	1	Myself	1	1	1	
	Changed the way how of starting the English lesson	2	Myself	1	1	1	
	Kept the teaching in about 15 to 20 minutes	3	Myself	1	1	6	
		3					
19	Group/Pair Work/Small Group Activities (ensuring inclusion)/individual student comes out to point out something/create opportunities for peer interaction						
	Asked a student who did not like speaking English to come out to play some tasks	1	Myself	1	1	1 3	
	Allowed all children to come out to the gross motor area to sign afternoon song, as there were less students in PM session	2	Myself	2	2	3	
	Allowed children to play games first. Let them have an idea about the lesson. Then, started the lesson.	3	My Home	3	3	1 3	
		3					

20	Past Experiences		Myself				
	T believes students learn better within their attention span, she keeps the teaching in about 15 to 20 minutes	1	Myself	1	1	6	
	Students play memory games. They know how to play the games both in English and Chinese lessons	2	My Home	3	3	3	
		2					
21	Procedure Check (get children to know what they are about to do)						
	Sang two nursery rhymes with actions	1	Myself	1	1	1	
	In other lessons, a nursery song might be sung to wait for other students to come	2	Myself	1	1	1	
	T followed step by step according to the lesson plan, i.e. weather report, singing, main teaching, singing bye-bye song. T thought the steps help children to follow easily.	3	Where's Spot	6	6	6	
		3					
22	Time Check						
	Planned the teaching contents with the time available	1	Myself	1	1	3	
	Conducted activities in about 15 to 20 minutes as to take care of students' attention span	2	Myself	1	1	6	
	Considered 15-20 minutes not enough to help children to understand M for mango muffins, changed it to mango milkshake.	3	Myself	2	2	5	
	Led children back if they wandered off. Needed to manage time well to complete the teaching contents.	4	Myself	2	2	7	
	Used the clock in the classroom to check the time to make sure the lesson was in progress as planned.	5	My Home	3	3	6	
	Used the clock in the classroom to make sure all tasks were conducted on time. Then, she did the wrap up.	6	My Home	3	3	6	
	More time was needed for some activities, e.g. about real-life experiences, like food tasting, other activities, e.g. playing games and singing, which took about 20 min.	7	My Home	3	3	6	

	Taught children songs and needed to check time. It was to ensure children could have enough time to learn how to sing the song	8	My Home	3	3	9	
	Used 1 or 2 minutes to tell weather	9	Where's Spot	4	4	2	
	Checked time if she could retell the story before reading aloud with children.	10	Where's Spot	5	5	5	
	3 minutes were used for telling weather. The lesson time was 10 minutes.	11	Where's Spot	6	6	2	
		11					
23	Planned Acts						
	Sang different nursery rhymes, to make students feel excited	1	Myself	1	1	1	
	Read slowly the words to allow students to listen carefully to the syllables	2	Myself	1	1	8	
	Planned to lead two more able students to speak English	3	Myself	1	1	9	
	Arranged a less able child to come out and see how a more able child to use English	4	Myself	1	1	13	
	All Ts discussed the body movement for the morning songs / afternoon songs sung in the assembly	5	Myself	2	2	3	
	Changed the morning / afternoon songs every two months.	6	Myself	2	2	3	
	Increased the level of difficulty when singing the morning / afternoon song, e.g. changing to a faster pace	7	Myself	2	2	3	
	Slowed down the pace when singing morning / afternoon song when children returned from long holiday	8	Myself	2	2	3	
	Memorized the lyrics of nursery rhymes or songs	9	My Home	3	3	9	
	T remembered the action movements while singing songs	10	My Home	3	3	9	
		10					
24	Physical Setup						
	Set up an easel to show the story books. It was to free T's hands	1	Myself	1	1	8	

	Sat on a chair (not a movable chair) to make sure to have the same eye level with students	2	Myself	1	1	1	1
		2					
25	Classroom Routines (connect events to language, for classroom management, tell story)						
	A step to get students to get ready for the English lesson: singing nursery rhymes	1	Myself	1	1	1	
	In other lessons, kept singing nursery rhymes as a way to begin the English lesson	2	Myself	1	1	1	
	Changed the way to start the English lesson is for freshness	3	Myself	1	1	1	
	Students got used to starting the lesson after singing nursery rhymes or weather songs	4	Myself	1	1	6	
	Sang nursery rhymes and read weather chart as the beginning activities, set these as practice	5	Myself	2	2	1	
	Started the lesson by singing nursery rhymes, weather songs and spell the word 'sunny'	6	Myself	2	2	1	
	Sang songs with body movements in the morning/afternoon assembly as a precursor for English lesson	7	Myself	2	2	3	
	Sang songs and tell weather by referring to the weather chart	8	My Home	3	3	1	
	Students knew the rules to play memory games	9	My Home	3	3	3	
	Didn't greet each other as it was done in Chinese lessons before. Simply started singing and dancing to begin the lesson.	10	My Home	3	3	1	0
	Children did not chase T to tell the whole story (T uses the SCOLAR approach, shared reading). They knew T would continue telling the story next lesson.	11	My Homw	3	3	1	2
	Started the lesson by singing songs first	12	Where's Spot	4	4	1	
	Used the weather chart to tell weather. It was a way to begin the lesson.	13	Where's Spot	4	4	1	
	Allowed children to chat with each other during lesson if they were on tasks and engaged	14	Where's Spot	4	4	3	

	Managed classroom: allowing children to chat but asked children to listen to her instruction, it was like taking turns	15	Where's Spot	4	4	3	
	If the story book was too small in its size, children could not see. They would move around and chat. T didn't show the small story book. She showed paper cutouts. This arrangement was effective.	16	Where's Spot	4	4	3	
	T pointed to her ears. Children knew they needed to listen to T	17	Where's Spot	4	4	5	
	Allowed children to get excited and make some noise if they were engaged.	18	Where's Spot	4	4	8	
	Telling weather as the beginning of English lesson in all class levels	19	Where's Spot	6	6	2	
	The lesson was well structured. The procedure: weather report, singing, teaching, singing bye-bye song. T learned that from her mentor.	20	Where's Spot	6	6	6	
		20					
26	Make activities connected						
	Make classroom activities connected	1	Myself	1	1	3	
		1					
	Total in this domain	58					
E. Domain: Building Rapport in the Classroom							
27	Affective Beliefs (e.g. ask students if they like to come out)						
	Knew students like freshness	1	Myself	1	1	1	
	Knew students love Baby Shark, cared about students much	2	Myself	1	1	2	
	Thought it's fun to start a lesson by playing	3	Myself	1	1	2	
	Wanted students to learn in a relaxing manner	4	Myself	1	1	5	
	Thought that she could not simply force students to remember what they should know, needed to help students to learn the words of weekdays and months gradually	5	Myself	1	1	5	

	Knew students could understand better when teacher repeats the content or words. Otherwise, students would feel bored.	6	Myself	1	1	9	
	Accepted students to speak English even if it's gibberish. This helped create the context to learn / use English	7	Myself	1	1	9	
	Took away / Removed anything would create distraction to students	8	Myself	1	1	1	1
	Felt close to children when teacher and children were at the same eye level	9	Myself	1	1	1	1
	Created opportunity for a less able child to use English. The child was a working partner to play small tasks. He learned from the partner and gained confidence. Willing to try.	10	Myself	1	1	1	3
	Did not force children to learn or engage in activities they were not interested in.	11	Myself	2	2	5	
	Knew children much. T kept things fresh and exciting.	12	Myself	2	2	7	
	Took care of shy children. If the child raised hand, T must invite him to play tasks or give answers.	13	My Home	3	3	6	
	Accepted less able students to give short answers, e.g. one-word answer, the less able child came from the Mainland	14	My Home	3	3	7	
	T knew other children to copy a non-Chinese speaking girl, to engage in activities while speaking English	15	My Home	3	3	7	
	T and children built up their mutual understanding, e.g. when T pointed to her ears, children would be silent and listened to her.	16	Where's Spot	4	4	5	
	T asked children to raise their hands. T was playful and children knew her.	17	Where's Spot	6	6	4	
	Children can read T's face. They know her mood. E.g. if T allows them to play loudly, they will.	18	Where's Spot	6	6	5	
		18					
28	Decisions						
	Wanted students to learn in a relaxing manner	1	Myself	1	1	5	
	When T saw the shy child raised hand, she must invite this child.	2	My Home	3	3	6	
		2					

29	Past Experiences						
	Asking children raise hands had been used several times. It was to draw children's attention.	1	Where's Spot	6	6	4	
	T knew that children could read her face. If she allowed them to play loudly, they would.	2	Where's Spot	6	6	5	
	T got herself familiarized with the songs and moves before the lesson. It was to facilitate her to achieve effective teaching.	3	Where's Spot	7	7	4	
		3					
30	Self-reflection						
	T explained that she taught the same theme for quite some years	1	Myself	1	1	2	
	The able student was influential, sometimes, more powerful than T	2	Myself	1	1	1 2	
	Children achieved the learning outcomes	3	Myself	1	1	1 3	
	Good time management in lesson	4	Myself	1	1	1 3	
	Able to connect English lesson to snack time	5	Myself	1	1	1 3	
	Not satisfied to say 'good bye'. Should not say good bye to make smooth transition from English lesson to snack time	6	Myself	1	1	1 4	
	From teaching experiences, T found singing nursery rhymes and reading weather chart were appropriate activities to start the lesson	7	Myself	2	2	1	
	Skipped an activity, children designed a house for Spot. Would do it in next lesson.	8	Where's Spot	5	5	4	
		8					
31	Self-critique						
	T gave immediate response to students	1	Myself	1	1	8	
	Could use other ways to probe students to say 'I'm hungry.' Thought of using the Peppa Pig doll ...	2	Myself	1	1	1 3	

	Kept observing children response and progress. Ready to make adjustment on the lesson plan even though the plan was well written.	3	Myself	1	1	1	3
	Would not force children to learn or engage in tasks they were not interested in	4	Myself	2	2	5	
	The learning contents were too rich in the lesson. Would not present everything next time. First to draw children's attention to hope they would have the incentive to learn and be active in learning.	5	Where's Spot	6	6	5	
	From the start of school term until that time (September to October), T had become closes to children. She knew how to draw their attention and make them happier and hence the class activities could be better.	6	Where's Spot	7	7	1	
	T enjoyed teaching children sing and dance.	7	Where's Spot	7	7	3	
		7					
32	Praising Students						
		0					
	Total in this domain	38					
F. Domain: Monitoring Students' Progress							
33	Comprehensibility						
	Activities or learning points being not connected would affect students understanding of the learning content	1	Myself	1	1	3	
	Children were unable to read aloud from the text. It didn't mean that they did not know the language.	2	My Home	3	3	8	
	Found some sentences in the story book were difficult for students. They might not understand. Planned to make adjustment in the lesson.	3	Where's Spot	5	5	4	
		3					
34	Progress Review / Fine-tuning (e.g. give children time to come to T for comments and feedback, T observes)						
	Checked the levels of student to set expected learning outcomes	1	Myself	1	1	3	

Kept careful observation of children progress, ready to make spontaneous adjustments on the lesson plan	2	Myself	1	1	1	3
Made spontaneous changes in the observed lesson. Planned to teach 'thirsty', moved it to next lesson, changed to teach 'hungry' in the favourite context	3	Myself	1	1	1	4
Noticed a boy not paying attention, move him to the front immediately	4	My Home	3	3	2	
After chatting with students, T usually went back to the teaching contents and revisit it.	5	My Home	3	3	5	
Checked children progress: they were excited	6	My Home	3	3	6	
T described a non-Chinese speaking girl, was the best in English in the class.	7	My Home	3	3	7	
Observed children how they used the language when they were playing games	8	My Home	3	3	8	
Children enjoyed singing songs but they did not know the meaning. T described the performance as interesting.	9	My Home	3	3	8	
The songs used in lesson were basically from publisher. If no songs provided by publisher, T would find songs online, e.g. songs on YouTube. Added more teaching resources.	10	My Home	3	3	8	
Children followed teacher's movement, especially when she did weird poses. They quickly followed her. That means children were learning.	11	My Home	3	3	9	
Knew what K3 children should learn and had learned. T taught all learning areas.	12	Where's Spot	4	4	7	
Discovered a part not suitable. Skipped that part.	13	Where's Spot	5	5	4	
After a few lessons, T would retell the story. Then, read aloud with children. If they read along with T, that means they had learned the words. It was considered as a speaking activity.	14	Where's Spot	5	5	5	
There were different ways to learn to tell weather in K1, K2 & K3. K1 – children choosing the card and then T read aloud. K2 – children telling weather by reading aloud the word cards. K3 – children needed to do all on their own from choosing the correct word card to telling the weather correctly.	15	Where's Spot	6	6	2	
T observed if children knew the target word, e.g. for telling weather in the lesson, she switched to the focus on another word, e.g. October.	16	Where's Spot	6	6	2	

	Through conversations or singing, T was testing children if they understood what they learned. T observed. She remembered and followed in the next lesson. No written record.	17	Where's Spot	7	7	4	
	By memory, T filled in the check list as children assessment. Children were graded to different levels. The school followed the format from book publisher. Very little change with the format. If T found some items were not suitable, she would change it/them on the spot while filling in the check list.	18	Where's Spot	7	7	5	
	In this unit, T had 4 days, 1 day for the SCOLAR project. She taught all important points as to meet parent expectations.e	19	Where's Spot	7	7	6	
	Children knw how to spell words. T divided the word into syllables. That helped children to spell the word. T described that children were able to recognize words.	20	Where's Spot	7	7	6	
		20					
35	Problem Check						
	Checked students' understanding of what they had learnt by giving immediate follow-up to student response	1	Myself	1	1	8	
	Chatted with students during lesson to check if they had problems	2	My Home	3	3	5	
	Checked by arranging children to play games, rather than asking children to read aloud from text	3	My Home	3	3	8	
		3					
36	Name Check (e.g. call name, talk to students, to ensure if they are engaged)						
	Asked children if they liked to come out before inviting them	1	Myself	2	2	7	
	Tried to invite a shy boy to perform tasks throughout the lesson, checked if he was on tasks	2	Myself	2	2	7	
	T made name check as her routine in checking if children were on tasks	3	Myself	2	2	7	
	Reminded children to control themselves and not to be too excited when redoing the tasks or re-singing the songs	4	My Home	3	3	6	

	Allowed the child with shorter attention span to wander off if the class was playing games which they had played before.	5	My Home	3	3	7	
	Allowed children to speak even if they did not raise hands. This showed that children were engaged in lesson.	6	My Home	3	3	7	
	Allowed children to answer her question in a soft voice.	7	Where's Spot	6	6	4	
		7					
37	Post Active (e.g. Leave learning tools in English learning corner, timing: put the tools right after the lesson)						
	T would handle the language items with more details later when time allowed	1	Myself	1	1	3	
	T would tell story about weekdays and months when time allowed	2	Myself	1	1	5	
	T immediately gave answers to / responded to students' questions.	3	Myself	1	1	8	
	Avoided making conclusion to allow for extension, transition to snack time	4	Myself	1	1	14	
	Left learning tools right in the learning corner after the English lesson. Children can practise the language	5	Myself	2	2	7	
	Children wrote the word 'sunny' as homework	6	My Home	3	3	1	
	By setting up a corner, students could draw what they wanted in the bedroom after English lesson	7	My Home	3	3	5	
	Left the smart pen and word cards in classroom. These teaching resources were provided by publisher. Children could use the smart pen to scan on word cards to learn how to read during group activities.	8	My Home	3	3	8	
	T exposed children to the extended words. Did not expect them to remember.	9	My Home	3	3	14	
	The big-sized paper cutouts were not left in the learning corner. The cutouts were shared with the other class. But children made animal sounds while reading the book and showing the cutouts.	10	Where's Spot	4	4	6	
	As extension, T asked children to draw their living room. Children wrote their name on the picture. It was done after storytelling	11	Where's Spot	5	5	2	

	Left the teaching props (learning tools) in the learning corner. Children could play.	12	Where's Spot	5	5	5	
	Children wrote October and needed to spell it.	13	Where's Spot	6	6	1	
	T asked children questions about what they had learned. If they could not give answers, T would reteach and asked the children again in the next lesson.	14	Where's Spot	7	7	5	
		14					
	Total in this domain	47					
G. Domain: Institutional Factors							
38	Institution Comment						
	Not allowed to refer to the lesson plan while teaching. It was the instruction from school.	1	Myself	1	1	3	
	One story book for each theme, which was the instruction from the Principal and the school curriculum policy	2	Myself	1	1	5	
	Set up an easel to show the story books. It is to free T's hands It was the instruction from the Principal.	3	Myself	1	1	8	
	Set up an easel for showing the story books. It was school practice.	4	Myself	1	1	8	
	The Principal supported teachers to buy good food for children for food tasting in lesson. Teachers did not need to worry about money.	5	Myself	1	1	10	
	The Principal asked teachers try to use the SCOLAR teaching strategies.	6	Myself	2	2	4	
	Needed to meet parents' expectation, which was that children should learn as much English as possible.	7	Myself	2	2	5	
	Principal gave the autonomy to teachers to make changes in lesson or curriculum	8	Myself	2	2	6	
	Students had English lesson every day	9	My Home	3	3	5	
	If sharing the same theme in English and Chinese curriculum, all teachers need edto have good communication. If the theme was only used in English curriculum, only the three English teacher were involved. It was easy to handle.	10	My Home	3	3	12	

	T taught both English and Chinese. It was easy for the T to handle teaching content. Children paid attention during English lesson and did not feel confused using the language.	11	My Home	3	3	1 2	
	It took time for the school to order a story book. T didn't want to wait and preferred to buy one for her use.	12	Where's Sport	4	4	4	
	The Principal liked the book list recommended by the SCOLAR. 'Where's Spot' is one of the books. The school bought copies of 'Where's Spot'.	13	Where's Sport	4	4	4	
	The weather chart in its second version was used for all class levels, K1, K2 and K3.	14	Where's Sport	6	6	1	
	T was reminded by a principal in the former school she worked if she would block children seeing the board or book when she had training.	15	Where's Sport	6	6	3	
	The principal supported T. Allowed her class to be noisy. The Principal once kidded that her class was the noisiest class.	16	Where's Sport	6	6	5	
	English teachers were also the class teachers of their classes. They taught two other classes as English teacher in addition to their class. T was teaching 3 K3 classes and 1 K1 class as she was a project teacher in the SCOLAR project.	17	Where's Sport	7	7	3	
		17					
39	Curriculum Fit						
	Not much time but needed to cover a lot of learning points (learning contents)	1	Myself	1	1	3	
	One story book for each theme according to the school curriculum policy	2	Myself	1	1	5	
	K3 students learned the words of weekdays and months in K1 according to the school curriculum policy	3	Myself	1	1	6	
	The school had English textbooks which was the school curriculum policy	4	Myself	1	1	8	
	Used available teaching resources in school	5	Myself	1	1	8	
	Needed to cover the content before attending the training workshop. Made the teaching go faster.	6	Myself	2	2	4	
	If a tight teaching schedule affected story-telling, T would tell the story in the revision week or the day for birthday party	7	Myself	2	2	4	

	The rich contents in curriculum could not allow time for shared reading as the strategy to teach a story book	8	Myself	2	2	5	
	K3 students had a tight learning schedule (timetable). T allowed children to learn English in non-English time as long as children showed interest. This allowed children to learn more vocabulary.	9	My Home	3	3	5	
	Considered the time arrangement while planning English lesson, it can be 20-25 min. Children had to do grouping and homework.	10	My Home	3	3	6	
	Used a smart pen provided by the publisher of the textbook. During lesson, children could listen to T or the reading from the smart pen. The school used textbook.	11	My Home	3	3	8	
	The timetable was packed for children. T had to do quick while she wanted to sing songs with children. It was for learning and fun.	12	My Home	3	3	9	
	Reading story book once every 1 or 2 weeks	13	My Home	3	3	10	
	The school used a textbook series from a local publisher. T used the textbook to teach phonics. The other book in phonics was not interesting enough.	14	My Home	3	3	11	
	It was easy if the English and Chinese curriculum shared the same theme. Teaching materials and learning tools could be shared. Children could use the learning tools in both lessons. More practice.	15	My Home	3	3	12	
	When teaching reading, T focused on the theme but not the story book.	16	Where's Spot	5	5	3	
	Cut short the time for English activities for free play as to follow the Kindergarten Curriculum Guide 2017	17	Where's Spot	5	5	3	
	Conducted English activities during extra-curricular time, e.g. the topic is food. Children learned how to place food on the plate.	18	Where's Spot	5	5	3	
	Lesson plans were written in advance by unit. T had to revise the plan when she taught after each lesson	19	Where's Spot	5	5	4	
	The SCOLAR's strategies for teaching reading were not suitable for the school. Reading the story three times and each time the focus was different. The school could not arrange so much time.	20	Where's Spot	5	5	5	
	Parents expected their children to be able to read all words on books and knew the vocabulary. T spent much time on teaching children vocabulary items.	21	Where's Spot	6	6	3	

	3 English teachers attended a monthly meeting to discuss the progress and what to do next. That explained why English teachers were more active in singing and dancing in the assembly	22	Where's Spot	7	7	2	
	To create English context, students in the morning session and afternoon session were to sing English songs and dance every day.	23	Where's Spot	7	7	3	
	T was the project teacher in SCOLAR project. She had to attend workshops. That affected her teaching. She had to squeeze the teaching content to ensure that the learning content is covered.	24	Where's Spot	7	7	5	
	In this unit, T had to attend the SCOLAR workshops. This took away one day. She could work in school 4 days a week. She had to speed up the teaching. Put the learning contents of 5 days into 4 days.	25	Where's Spot	7	7	6	
		25					
40	Classroom size / physical setup in kindergarten						
	The smart board was big in size. T could not move around when showing the smart board because of the classroom size	1	Myself	1	1	7	
	Placed an easel in all classrooms for reading	2	Myself	1	1	8	
	Set up an easel to show story books. It was to free T's hands. This was the instruction from the Principal.	3	Myself	1	1	8	
	Seldom took children outside the classroom. The gross motor area was occupied according to the timetable. Children could only use it when they had PE lesson.	4	Where's Spot	6	6	6	
	Children stayed in classroom in all English lessons. Not only English lessons, but children stayed in classroom in PTH lessons.	5	Where's Spot	6	6	6	
		5					
41	Seating arrangement: for students, move desks and chairs						
	Arranged children to sit while using the smart board	1	Myself	1	1	7	
	Adjusted the seating arrangement	2	Myself	1	1	9	
	Allowed children to sit where they liked	3	Myself	1	1	9	

	Children sat on mats	4	Myself	1	1	1 2	
	Arranged children to sit according to their height, but allowed them to move around, arranged those children paying less attention to move to the front	5	My Home	3	3	2	
	Used a board, allowed children to come to the board to perform tasks	6	My Home	3	3	3	
	Allowed children to come out to write on the board	7	My Home	3	3	3	
	Arranged the child with less attention span to sit in the middle	8	My Home	3	3	7	
		8					
42	Seating arrangement: for teacher, place to sit down and stand, move around or not move around						
	T did not move around, to ensure she did not block students to see T and the smart board	1	Myself	1	1	7	
	Kept in the same place, avoided moving around, not to distract students	2	Myself	1	1	1 2	
	T stood in that lesson. She sat sometimes. She described it as casual.	3	My Home	3	3	1 0	
	T had a habit to check if she blocked children to see the board or books.	4	Where's Spot	6	6	3	
		4					
	Total in this domain	59					
H. Domain: Buttressing Communication							
43	Modelling						
	Two students with better speaking skills were able to lead the class to speak English throughout the lesson	1	Myself	1	1	9	
	T sang and danced in the music and body movement in the morning / afternoon assembly, very engaged	2	Myself	2	2	2	
		2					
44	Repetition						
		0					

45	Body Language						
	Danced while singing nursery rhymes	1	Myself	1	1	2	
	Put the hands to the ear to tell students she could not listen or students' voice was too soft.	2	Myself	1	1	9	
		2					
46	Running Commentary (event casting or talking while doing, talk about the Here and Now)						
		0					
47	Expanding and Extending (start with what a child already knows and work from there)						
	Children knew names of 'buildings', expanded the names and then to 'home'	1	My Home	3	3	2	
		1					
48	Knowledge of students						
	Selected two students to help to create the English environment. One student returned from a foreign country. One student had a domestic helper at home.	1	Myself	1	1	9	
	Knew a student who was timid and willing to sit near the teacher. T assigned him to sit in the first row but not near her.	2	Myself	1	1	9	
	Knew students very well. They would repeat what the able child said, e.g. Let's play together, Let's play, Let's come ...	3	Myself	1	1	1 2	
	Knew a girl with ponytail much. The girl had a Filipino helper at home. She could speak English.	4	Myself	1	1	1 2	
	The ponytail girl could not speak fluently in both Chinese and English. She was willing to speak English in lesson. T kept her here and there sometimes.	5	Myself	1	1	1 3	
	Knew a student did not like speaking English but he's willing to try.	6	Myself	1	1	1 3	
	Knew a student who was shy but this time, he liked playing	7	Myself	2	2	7	

	Knew students very well. Expectation to children's response varied according to children's readiness, e.g. not expecting children to give full sentences as answers.	8	My Home	2	3	6	
	Knew the active participation of the non-Chinese speaking girl would encourage other children to engage in the activities, T described this as group pressure.	9	My Home	3	3	7	
	Knew students enjoyed singing songs	10	My Home	3	3	9	
	Knew children enjoyed the games/tasks.	11	Where's Spot	4	4	7	
	T was the class teacher in the class. She knew the body language of her children, e.g. a child moved his shoulders. That told T he didn't know the answer. T accepted that. In other classes, T couldn't take care of this kind of children as she had no time to observe the children. The bad performance of a child might be caused by the bad experience in previous activities.	12	Where's Spot	6	6	4	
	T knew her children very well, e.g. children could read her face and knew how to behave when playing games.	13	Where's Spot	6	6	5	
		13					
49	Support from teacher assistant / other teaching staff, e.g. senior staff, principal						
	Student teachers helped to make teaching props	1	Myself	2	2	6	
	Knew children's attention span. Arranged the child to sit in the middle.	2	My Home	3	3	7	
		2					
50	Eye level (e.g. keep eye level similar to students)						
	Sat on a chair to have same eye level with students. Students sat at the back could see T.	1	Myself	1	1	1	
	Felt close to children when the teacher and children were at the same eye level	2	Myself	1	1	1	
	Asked student teachers to make learning tools and placed them in the learning corners.	3	My Home	3	3	9	
		3					
	Total in this domain	23					

	Total in the 8 domains: $166+85+34+58+38+47+59+23=510$						
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Appendix 4: Teacher B- Reported Thought Units for Language Management

		Frequency	Theme	Video Clip	Script	Page
1	Promote learning strategy					
	T pointed her fingers to the words when reading.	1	Myself	1	1	7
	T used guessing games to get students familiar with the vocabulary.	2	Myself	1	1	8
	Remembered the lyrics of the song from the textbook. That helped teaching.	3	Myself	1	1	10
	Made spelling like a game, covered some letters to help children to say 'sun' + 'ny', then 'sunny', helped children to spell it.	4	My Home	3	3	1
	Divided the word 'bedroom' into two nouns, bed + room, explained the meaning of bed and room.	5	My Home	3	3	2
2	Conduct classroom activity					
	Sang nursery rhymes to start English lesson.	1	Myself	1	1	2
	Squeezed time to sing the nursery rhyme students loved.	2	Myself	1	1	2
	Made classroom activities connected.	3	Myself	1	1	3
	T sang another nursery rhyme after the weather song, the rhyme was connected to the theme.	4	Myself	1	1	2
	Sang nursery rhymes and read weather chart to start English lesson.	5	Myself	2	2	1
	Matched picture cards with word cards.	6	My Home	3	3	3
	Playing games was the main type of activity.	7	My Home	3	3	7
	Sang songs or played games with children during toilet time.	8	My Home	3	3	9
	Told weather in a different way. Did not ask students to look at the windows. Needed to change the way sometimes.	9	Where's Spot	4	4	2
3	Elicit possible answers					
	Led students to give answers by firstly giving the vocab.	1	Myself	1	1	2
	Created the context, food tasting. Children could use the language, 'I'm hungry'.	2	Myself	1	1	10
4	Prompt students					
		0				
5	Revise language (vocabulary / grammar / song)					
	Revised the words for weekdays and months with K3, students learned them in K1.	1	Myself	1	1	6
	Taught in the first week. Did revision in the second week.	2	Myself	2	2	4

	Revised the words for months and weekdays at the beginning of the lesson	3	My Home	3	3	1
	Asked how children feel. To revise the vocabulary learned in the previous lessons.	4	Where's Spot	4	4	1
6	Push specific language / skills (vocabulary / grammar / handwriting skills)					
	K3 students knew how to write and say the words, just saying the words was too simple	1	Myself	1	1	7
	K3 students saw how T wrote alphabet in lines and could write alphabets	2	Myself	1	1	7
	Students got familiar with the vocabulary	3	Myself	1	1	8
	Taught students words about weather	4	Myself	1	1	9
	Children enjoyed saying 'I'm hungry' in the context	5	Myself	1	1	12
	Focused on teaching vocabulary to students. Wanted them to learn more vocabulary	6	My Home	3	3	5
7	Compare students' answers with correct answers					
		0				
8	Correct answers (grammar / vocabulary)					
		0				
9	Note student difficulty in finding correct language/handwriting/understanding the vocabulary					
	Students could not write properly between lines, e.g. writing 'Y' above the line	1	Myself	1	1	7
	From student responses, checked if they had difficulties	2	Myself	1	1	8
	Asked students to tell their feeling	3	Myself	1	1	8
	Noted some words for months were difficult for students. Planned to put more time on teaching.	4	My Home	3	3	1
	A non-Chinese speaking girl would answer difficult questions.	5	My Home	3	3	7
	Knew Know some sentences in the story book were difficult for students. Prepared to make adjustments in the lesson.	6	Where's Spot	5	5	4
10	Know curriculum					
	Familiar with school curriculum, knew what students should learn	1	My Home	3	3	5
	Used the SCOLAR strategy, shared reading, to teach reading	2	My Home	3	3	10
11	Get students to read / speak / listen / engage / describe / sing / spell					
	Accepted students to speak even if it's just gibberish	1	Myself	1	1	9
	Students were (are) happy to sing the song. The song was earworms.	2	Myself	1	1	10

	Switched off the screen of the smart board to avoid distraction.	3	Myself	1	1	11
	Stimulated by the language context, children kept saying 'I'm hungry'.	4	Myself	1	1	12
	Invited everyone to come out to perform tasks, kept all children engaged.	5	Myself	2	2	2
	Used finger to cover letters to help children to spell 'sunny'.	6	My Home	3	3	1
	Allowed children to come out to write on the board.	7	My Home	3	3	3
	Children were happy to redo some parts, e.g. singing nursery rhymes. They were excited.	8	My Home	3	3	5
	Expectation of children varied according to children's readiness. Did not expect they knew full sentences.	9	My Home	3	3	6
	Children learned that there were three syllables in 'October'. It was to prepare children to go on to primary education.	10	Where's Spot	6	6	1
	T asked children to raise their hands. It was to draw their attention to listen to her.	11	Where's Spot	6	6	4
12	Recycle vocabulary					
	T used Level 1, Level 2 and Level 3 to classify the level of difficulties in the game. That idea was inspired from children playing games with parents. There were levels in the games to classify the level of difficulties.	1	Where's Spot	6	6	5
	When the game went on to Level 3, children showed little interest. The songs they listened and knew. They lost interest.	2	Where's Spot	6	6	5
13	Teach / explain vocabulary					
	Put vocab into pairs, e.g. opposite pairs happy vs sad	1	Myself	1	1	2
	Taught 'hungry' and not 'thirsty' because of time limitation.	2	Myself	1	1	3
	Exposed children to more vocabulary items with extended words. Did not expect them to remember but they could say the words.	3	My Home	3	3	14
	Children learned more vocabulary in addition to target words. It was to encourage them to recognize similar things. It was to build up their vocabulary.	4	My Home	3	3	14
	An extended vocabulary item, cushion, was included in the lesson. Not the target word. T wanted children to know more.	5	Where's Spot	5	5	2
14	Elicit language (vocabulary / tense)					
	Led (Lead) students to use 'happy' or 'sad' to tell their feelings.	1	Myself	1	1	2
	Told weather in class. Children could use complete sentences to tell weather.	2	Where's Spot	4	4	1
	T played matching with children, to match word cards with pictures, or pictures with word cards.	3	Where's Spot	6	6	3

15	Note errors					
	Noted children's difficulties. They had problems in saying Tuesday and Thursday. Spent more time to teach them.	1	Where's Spot	4	4	2
16	See if students are using the language correctly					
	Checked if students understood or they had something in mind.	1	Myself	1	1	8
17	Concept check					
	The learning topic might be easy or difficult. For example, it's difficult to explain the room in a house; they might not have a dining room and sitting room	1	My Home	3	3	10
18	Write up answers / response on WB / BB					
		0				
19	Get students to paraphrase					
	Showed pictures to tell the difference between the home for animals and humans. Guided children to tell. Started from saying yes or no.	1	My Home	3	3	11
	Some special themes were shared in both Chinese and English curriculum. Not all themes could be shared. Some concepts or vocabulary could not be transported.	2	My Home	3	3	12
	T led (leads) children to say what they had at home, e.g. table and chair, sofa, television.	3	My Home	3	3	13
20	Draw students' attention to language (grammar / vocabulary / change of voice)					
	Pointed to the words sentence by sentence while reading.	1	Myself	1	1	7
	Placed the story book on an easel during reading.	2	Myself	1	1	8
	Read at a low pace to draw students' attention.	3	Myself	1	1	8
	Read slowly the word to allow students to listen carefully about the syllables for exposing children to phonics.	4	Myself	1	1	8
	Used the smart pen to draw students' attention to how to say the vocabulary.	5	Myself	1	1	10
	Changed to soft voice as a practice to get children attention.	6	Myself	1	1	10
	Clapped hands while singing songs to draw students' attention	7	My Home	3	3	1
	Arranged the child with less attention span to sit in the middle. T could check and draw his attention.	8	My Home	3	3	7
	Draw children's attention: T repeated using the language items when T wanted to draw children's attention after they were allowed to wander off.	9	My Home	3	3	7
	Draw children's attention: T invited other children to repeat the language items for drawing the attention of the children wandering off.	10	My Home	4	4	7
	Clapped hands to draw students' attention to tell weather.	11	Where's Spot	4	4	3

	Asked students to help while telling story. Children came out or sat in their seats but they helped T. T wanted to draw children's attention.	12	Where's Spot	5	5	6
	T asked children to raise their hands. It was to draw their attention to listen to her.	13	Where's Spot	6	6	4
	T remembered the lyrics of the songs and the moves. Singing with moves was a way to catch children's attention.	14	Where's Spot	7	7	4
21	Compare English with the mother tongue (here, i.e. Cantonese)					
	Modified the teaching strategies in teaching Chinese to teach English.	1	Myself	1	1	5
	Placed the storybook on an easel, during PTH and English lessons	2	Myself	1	1	8
	Compared the way to teach words in Chinese with that in English. They were different. Chinese: teaching the word, writing strokes with children. English: teaching the word, not writing with children together but used phonics to help to spell the word.	3	My Home	3	3	2
	Matched picture cards with word cards, like memory game, did this in both English and Chinese lessons.	4	My Home	3	3	3
	The themes were stand-alone from Chinese curriculum.	5	My Home	3	3	11
	English and Chinese curriculums were stand-alone. There were both advantages and disadvantages. There was freedom to select the themes but more time was needed for preparation.	6	My Home	3	3	11
	Some special themes were shared in both Chinese and English curriculum, e.g. food.	7	My Home	3	3	11
	Chinese and English curriculums sharing the same theme happened once a year, just coincidence.	8	My Home	3	3	12
	Used the concept of 'same' and 'different'. This was from the Chinese curriculum.	9	Where's Spot	4	4	7
22	Reminder: teacher reminds herself not to go distracted					
		0				
23	Modelling					
	Danced while singing nursery rhyme.	1	Myself	1	1	2
	Modelled how to write alphabet.	2	Myself	1	1	7
	More able students were models: they were willing to speak English in lesson.	3	Myself	1	1	12
	The able child served as a model; other children repeated what the child said	4	Myself	1	1	12
	Had a sip of water and told students 'I'm thirsty.'	5	Myself	2	2	2
	T was the first one to play games or sing songs. Children followed.	6	My Home	3	3	6
	A non-Chinese speaking girl would answer difficult questions. The girl demonstrated how to answer difficult questions.	7	My Home	3	3	7

	T demonstrated how to play the games.	8	My Home	3	3	13
	T invited a child to demonstrate how to play the games.	9	My Home	3	3	13
24	Talk about the here and now (i.e. think aloud)					
	Had a sip of water and told students 'I'm thirsty.'	1	Myself	2	2	2
	Perform actions with students during game time, e.g. touching the throat to tell others 'I'm thirsty'.	2	Myself	2	2	2
25	Repetition					
	Repeated learning points for consolidation.	1	Myself	1	1	6
	Repeated some steps while talking about the weather chart.	2	Myself	1	1	9
	Repeated the contents or some words to make students find it easier to understand.	3	Myself	1	1	9
	Repeated the action of drinking water. Children knew the meaning of 'thirsty'.	4	Myself	2	2	2
	T repeated using the language items when T wanted to draw children's attention after they were allowed to wander off.	5	My Home	3	3	7
	T invited other children to repeat the language items for drawing the attention of the children wandering off.	6	My Home	3	3	7
26	Body movement / body language					
	Revised vocabulary but the revision was done without actions.	1	Myself	2	2	4
27	Structure the lesson					
	Lesson was well structured, e.g. wrapping up after teaching for 20 min.	1	My Home	3	3	6
28	Teaching strategy (e.g. storytelling, Q&A, clap hands)					
	Invited children to come out to perform tasks learned from the SCOLAR training.	1	Myself	1	1	13
	The lesson was well structured. Started with singing nursery rhymes and reading weather. Speaking English throughout the lesson.	2	Myself	2	2	2
	Modified the teaching strategies from SCOLAR according to the response and performance of children.	3	Myself	2	2	5
	Taught story: playing game first instead of reading aloud the story. Children had an idea about the story.	4	Myself	2	2	5
	Used the picture cards provided by the publisher to play games with children, about names of buildings, including home.	5	My Home	3	3	2
	Chinese: Focusing on teaching the meaning and writing, English: Focusing on teaching the meaning and speaking (reading aloud the words).	6	My Home	3	3	3
	Matched picture cards with word cards, like memory game.	7	My Home	3	3	3
	Used textbook Elect to teach phonics. Used the pictures in the book: picture talk.	8	My Home	3	3	11

	Used different tones when speaking English and Chinese. Children knew well when to use English and Chinese.	9	My Home	3	3	12
	Allowed children to play games first. Let them know what the coming lesson would be about. Then, started the lesson.	10	My Home	3	3	13
	Exposed children to more vocabulary with extended words. Did not expect them to remember but they could say the words. A strategy learned from SCOLAR.	11	My Home	3	3	14
	Used the beginning letter to help children to remember vocabulary, e.g. A for apple, P for pig... but very carefully with T for Tuesday, Th for Thursday.	12	Where's Spot	4	4	2
	Used 'Mr. Sun' to teach children Saturday and Sunday. It was from the SCOLAR.	13	Where's Spot	4	4	2
	Did not show the story book as it's small. T showed paper cutouts. Let children make friends with the cutouts. This method was from the SCOLAR.	14	Where's Spot	4	4	3
	Performed actions in an exaggerated way to make it more lively.	15	Where's Spot	5	5	4
	K1 and K3 teaching did differently in telling weather. In K1, teachers read off the chart. K1 children put the cards on the chart. K2 children would have more chances to read after the T. K3 children were given the chances to tell the weather on their own.	16	Where's Spot	6	6	2
	T gave children word cards and asked them to match the word cards with the pictures. It was matching activity. Later, children would match pictures with word cards.	17	Where's Spot	6	6	2
	T considered using songs in English lesson as her signature teaching strategy.	18	Where's Spot	7	7	1

Appendix 5: Teacher C - Domains of Pedagogical Knowledge and Pedagogical Thought Units

A. Domain: Handling Language Items		Frequency	Theme	Video Clip	Script	Page	Language Management
1	Beliefs (e.g. use experience for teaching)						
	T pointed out the good lesson planning was important. It took time to plan everything beforehand. Unlike Chinese language, English language is a second language.	1	Floppy Floppy	2	3	6	
2	Comprehensibility (Comprehension check)						
		0					
3	Aid comprehension						
		0					
4	Decisions						
	T did not write clearly in the extended activity. It was about the level of difficulty. T would make decision spontaneously. She checked the performance of children and made changes accordingly.	1	Hello Sing	1	2	4	
	T would not follow strictly the steps as suggested by the SCOLAR project. She would check if the book was appropriate for doing all the steps, e.g. making predictions, writing down the predictions on the board. She might not do this every time. She asked children to tell her what they knew, read, saw or understood.	2	Floppy Floppy	2	3	3	
	During shared reading, T would decide which parts to be emphasized. Some parts might be skipped.	3	Floppy Floppy	2	3	5	
		3					

5	Language Management						
	T sang "Hello Hello". Children could imitate her. T modelled how to sing the song.	1	Hello Song	1	1	2	23
	Acapella was a strategy: T sang "Hello Hello". This was a teaching strategy. This created opportunities for children to imitate T and enabled teacher-student interaction.	2	Hello Song	1	1	2	28
	T did not mind acapella. It is was a strategy.	3	Hello Song	1	1	2	28
	As a strategy, T focused on singing in the first singing. In the second singing, she walked to children and gave them high fives.	4	Hello Song	1	1	3	28
	T sat on a moveable chair. She would move around to check if children were engaged or had problems.	5	Hello Song	1	1	3	16
	T sang "Hello Hello" with children for 3 times. Repetition allowed children to get familiar with the song.	6	Hello Song	1	1	4	25
	T asked children to follow her to sing the song.	7	Hello Song	1	1	4	11
	T called the child's name to remind him of singing with the class.	8	Hello Song	1	1	4	16
	T noted children used Chinese to remind others how to follow T, how to sing and move around.	9	Hello Song	1	1	5	15
	After reminding children not to speak Chinese (to help other children), T demonstrated again how to sing and move around. T gave direct instruction.	10	Hello Song	1	1	5	23
	T asked children to sing the song several times, for more than 3 times.	11	Hello Song	1	1	5	25
	Children were willing to repeat after T. Children knew very well what they were doing.	12	Hello Song	1	2	1	23
	T had the strategy to teach songs. She read the lyrics two times. Children listened. In the third time, it was not reading. Children sang with T.	13	Hello Song	1	2	1	28
	T read the lyrics two times and sang with children in the third round. T noted that children had problems in understanding the song.	14	Hello Song	1	2	1	9

	T revised vocabulary items with children. They could recall their corresponding actions.	15	Hello Song	1	2	1	5
	T sang the song with actions. She used body movements to support children to understand the meaning of the song.	16	Hello Song	1	2	1	26
	T structured the lesson: showing the lyrics, reading aloud the lyrics twice and children listened, during the time, they all sang with corresponding actions. T sang the song with actions with children in the last lesson.	17	Hello Song	1	2	1	27
	T structured the lesson. It was a strategy to get children to learn gradually. She sang the song with children with actions first. Showed lyrics then. Later, they sang the song. She created opportunities for scaffolding.	18	Hello Song	1	2	1	28
	Through structuring the lessons, T set the expected learning outcomes. They were in the following sequence: sound, action, meaning, identification of vocabulary items.	19	Hello Song	1	2	2	28
	T made it clear to children at the beginning of the activity. Children knew when to listen to T's reading or sing together.	20	Hello Song	1	2	2	11
	Children were well informed of "Listen first and sing together". They could follow the steps.	21	Hello Song	1	2	2	27
	Children told the action words according to the picture cards. In addition, T asked children to do corresponding actions.	22	Hello Song	1	2	3	11
	As a strategy, T invited active children to help to warm up the class.	23	Hello Song	1	2	3	28
	As a strategy, T started from easier tasks to difficult ones. Children listened to her instruction first. She added more things along the way. While doing that, she kept the focus on stimulating children's interest. It was to encourage their active participation.	24	Hello Song	1	2	4	28
	T taught children how to sing hello song. She showed children the lyrics sheet. After that, she showed action cards. Children sang and did actions.	25	Hello Song	1	2	5	11
	The last part of the lesson was extended activity. T prepared picture cards for children to play the game "whisper game".	26	Hello Song	1	2	6	2

	In addition to "whisper game", T played "card game" with children.	27	Hello Sing	1	2	6	2
	T started the lesson by singing the Hello Song. She asked children to choose the book they liked to do shared reading. More children voted for Floppy Floppy while less children voted for Pancake. She started by introducing the book cover. She asked children to be quiet and listened to her. She demonstrated how to read aloud. While she was reading, children joined in. She discussed with children the content while she kept on reading aloud the story. It was to allow children to have a rough idea about the story.	28	Floppy Floppy	2	3	1	28
	T allowed children to join in or discuss the story in class. She thought that the story was quite easy to handle.	29	Floppy Floppy	2	3	1	11
	T did not ask children "What do you see?". She told children what was on the book cover. Children did not read the book before. They were able to tell the name of the dog "Floppy".	30	Floppy Floppy	2	3	2	28
	T noted the name Floppy was not easy to pronounce. Children were able to pronounce "Floppy" accurately.	31	Floppy Floppy	2	3	2	9
	T said "Hi" or "Bye-bye" to the picture cards or teaching tools shown to children. Like this lesson, there were animals like dog, lions. Elephants... , T wanted children to treat the animals as their friends. It was to give them a sense of familiarity. Such strategy was popular among other teachers in the school.	32	Floppy Floppy	2	3	2	28
	Learned from the Hello Song, children said hello to the picture cards. Then, T asked children "What can you see?". According to the SCOLAR project, this question would be asked at the beginning of the lesson, not in the middle of the lesson. T explained that she wanted to give an opportunity for children to speak.	33	Floppy Floppy	2	3	2	11
	T used the opportunity when a boy replied her "red". She expanded the phrase into "yellow dog". By doing so, it was to give opportunities for children to extend from what they learned into a new phrase, e.g. a red dog ...	34	Floppy Floppy	2	3	3	4

	T compared extending children English from words to phrases, phrases to sentences with that done in teaching Chinese language. Doing this in English was much difficult.	35	Floppy Floppy	2	3	3	21
	T developed her strategy in teaching shared reading. She modified the SCOLAR model. For example, the storyline was clear, she would skip the part to ask children to guess from the book cover. She would skip this part and jumped to a new stage. She let children speak.	36	Floppy Floppy	2	3	3	28
	Using the SCOLAR method, T adopted it to her style. She now made the prediction from the book cover naturally. She made it as casual as chat. She sometimes said "What do you see?" seamlessly. The question was embedded into the chat. The shared reading lesson was more lively and interactive.	37	Floppy Floppy	2	3	4	28
	T made it flexible. She would check if she would follow all the steps. Sometimes, if children made predictions, the answers could be found in the text, she would read with children. The main focus was to get children to speak and interact with T.	38	Floppy Floppy	2	3	4	11
	T had different ways to do shared reading. She read the book title but she might not read the author's name. If the information was clearly shown, she must read it.	39	Floppy Floppy	2	3	4	28
	In the first reading of the shared reading, T talked more about the pictures while reading aloud the sentences. The pictures provided rich contents for discussion. That explained why she talked much about the pictures.	40	Floppy Floppy	2	3	5	28
	T role-played the boy in the book to talk to Floppy. She found that the sentences in the book were easy and simple. She had to use various ways to make the lesson rich in content and interactive.	41	Floppy Floppy	2	3	5	28
	T did not simply read the words on the book. There was blending reading aloud the sentences with talking about the pictures. She made shared reading lesson as true story telling. She made children listen to the story.	42	Floppy Floppy	2	3	5	11
	When shared reading the book, sometimes the language was too simple, e.g. only two words	43	Floppy Floppy	2	3	5	28

	on a page, T would use the picture to elaborate for deeper discussion.						
	With consideration of time limit, T read aloud the story. It was to give children opportunities to listen to T's demonstration.	44	Floppy Floppy	2	3	5	23
	In the second reading, T read the story with children. She found that the language was simple. Children could read with her.	45	Floppy Floppy	2	3	6	11
	Throughout the first and second reading, T added a lot of new words. She found the language in the story was simple.	46	Floppy Floppy	2	3	6	28
	It was important to well plan the lesson. Like Floppy Floppy, there was little language to be taught as printed in the book. T thought over to enrich the content and the language. Unlike learning Chinese language, it was easy to add anything on the spot as Chinese was the mother tongue.	47	Floppy Floppy	2	3	6	21
	When opportunities arose, T would ask children to guess. Like this lesson, T asked children to guess the food and shared with the class their guesses.	48	Floppy Floppy	2	3	6	11
	T checked and observed children closely during lesson, including their response and the answers.	49	Floppy Floppy	2	3	7	16
	T asked children to make predictions. She wrote down their predictions but she didn't show them.	50	The Moon Festival	3	4	1	18
	It was a strategy. T did not show the book cover. Children understood what T said. They could give response. She was checking children while prompting them.	51	The Moon Festival	3	4	1	28
	Through Q & A, children could give words, like "stars" with their hands moving along to imitate "twinkle twinkle little stars".	52	The Moon Festival	3	4	1	11
	While giving response, children moved their hands along to perform "twinkle twinkle little stars" to show their understanding.	53	The Moon Festival	3	4	1	26
	T used the Chinese name of moon cake to ask children to tell the name in English. Children answered immediately.	54	The Moon Festival	3	4	1	3

	Children were highly motivated. With the hints from the illustrations, children were guided to find out the answers. The Moon Festival means The Mid-Autumn Festival.	55	The Moon Festival	3	4	1	14
	Children observed the response of the peers. They were quite near to the answer. Moon Festival is Mid-Autumn Festival.	56	The Moon Festival	3	4	2	11
	A strategy: T gave children more time to think and find out the meaning of Moon Festival. She encouraged children to make guess. The storyline was perfect to support children to make guess.	57	The Moon Festival	3	4	2	28
	To guide children to make guess, T talked to children after different types of shape. Children could think of square, triangle, star ...	58	The Moon Festival	3	4	2	11
	A strategy: Children gave one or two guesses. T did not dive deep into it. It was to leave opportunities for further discussion during the second reading of the story.	59	The Moon Festival	3	4	2	28
	A child said "fairy" when she looked at the illustrations.	60	The Moon Festival	3	4	2	3
	Children had a good range of vocabulary items. It was interesting for them to say "Moon Festival" and sometimes to say "Mid-Autumn Festival". T accepted either way.	61	The Moon Festival	3	4	3	6
	T prompted children to tell words related to Mid-Autumn Festival, e.g. lantern.	62	The Moon Festival	3	4	3	4
	For the transition from the first reading to the second reading, there was too much for children to handle.	63	The Moon Festival	3	4	3	9
	Children looked less enthusiastic as they already knew the answer. They were not sure how to pronounce Mid-Autumn Festival. They were thinking of it.	64	The Moon Festival	3	4	3	9
	"The Moon Festival" was from the SCOLAR. T followed the SCOLAR strategy to teach shared reading. She did not follow strictly the strategy. She adopted some steps. For example, in third reading, children listened to T and did not read with T. She asked children to listen. There were ample opportunities for teacher-student interaction. T explained that the content was rich, especially the page T was	65	The Moon Festival	3	4	4	28

	teaching in the video clip. Children needed more time. There were many ways to teach this page. The focus was to make it interesting.						
	T asked children to come out to demonstrate the content of the story.	66	The Moon Festival	3	4	4	23
	In the story, T recycled the vocabulary "slide" in the playground. T wanted children to listen and tried to get them to focus on words that might have already known from daily experience. She put extra attention to these words.	67	The Moon Festival	3	4	4	12
	T used the letter sound M to teach children vocabulary. She used M sound to connect the following words: Mid-Autumn Festival, Mom,	68	The Moon Festival	3	4	5	28
	From the SCOLAR project, T developed her ways to teach shared reading. She had many strategies to do shared reading. She admitted that there were benefits with different strategies. Children would find it funny if T frequently changed the strategy. The focus should be creating opportunities for children to enjoy the lesson.	69	The Moon Festival	3	4	5	28
	Food tasting was the extended activity in this shared reading lesson.	70	The Moon Festival	3	4	5	2
	In food tasting, children tried mooncakes in snack time. Through tasting different flavours, they could name the flavour. Children used the names of different mooncakes in real context.	71	The Moon Festival	3	4	5	14
	In mooncake tasting, T asked children to tell her the flavour of the mooncakes.	72	The Moon Festival	4	5	2	11
	Children were exposed to a meaningful context to learn the other names of mooncakes, e.g. snowy mooncakes.	73	The Moon Festival	4	5	2	13
	Food tasting was a good strategy to provide meaningful context for children to use English. In the school year, they planned a number of food tasting activities.	74	The Moon Festival	4	5	2	28
	Making use of food tasting, children learned quick. They could practise the language they	75	The Moon Festival	4	5	2	13

	had learned and learned new language through interaction with peers and teachers.						
		75					
6	Check / Probe Prior Knowledge (for teaching, including scaffolding)						
	T considered what children learned. Children sang "Head, Shoulders, Knees and Toes". They were used to clapping hands, touching the toes but they did not know to turn around. T considered children should be able to do actions while singing. T did scaffolding.	1	Hello Song	1	2	4	
	T used the words or phrases children said or mentioned to extend their language from a word to a phrase, a phrase to a phrase with more words, a phrase to a sentence. It was an example of scaffolding.	2	Floppy Floppy	2	3	3	
	T might not write the predictions children made every time. She required children to tell her what their guesses were.	3	Floppy Floppy	2	3	4	
		3					
7	Plan the lesson (in progression, spiral)						
	In the first part, T sang the song to children. It was for children to get to know what T wanted them to do. In the second time, T asked children to return to their seats. T walked to children when they were singing. Children knew better what T was singing about. T planned it.	1	Hello Song	1	1	3	
	Two-third of the lesson time was for listening and speaking. The remained one-third was for class activity (extended activity).	2	Hello Song	1	2	3	
	With reference to the lesson plan, there was no indication about the level of difficulty in the extended activity. It was seen in the lesson. T did not write down on the lesson plan. She planned this beforehand and did it in lesson. It was to start from easy tasks to less easy ones.	3	Hello Song	1	2	4	
	T considered the previous knowledge of children when she planned the lesson. Children had the experience of singing with actions. The	4	Hello Song	1	2	4	

	song was "Head, Shoulders, Knees and Toes". They knew the following: saying hello, clapping hands, touching toes... Hence, they should be able to do once more, and turning around.						
	T pointed out that she could follow the lesson plan.	5	Hello Song	1	2	5	
	T planned two big books for shared reading. The two books were "Floppy Floppy" & "Pancake". Children voted. "Floppy Floppy" was selected. T doubled her workload!	6	Floppy Floppy	2	3	1	
	T would read the story "Floppy Floppy" with children for a few days.	7	Floppy Floppy	2	3	2	
	T allowed children to choose the story book. That means T had to prepare two books. T pointed out that she had to be familiar with the two stories, make guesses of what children might ask or say, and thought of which words / language items to be taught.	8	Floppy Floppy	2	3	6	
	T used the title of the book "The Moon Festival" to create fun for children. Some children did not know Moon Festival is another name of Mid-Autumn Festival.	9	The Moon Festival	3	4	2	
	A child shouted out "fairy". Her response was out of expectation. She expected that "fairy" should be difficult to children. She asked children to share their answers with a hope that they might have unexpected wonderful answers. It happened in the lesson!	10	The Moon Festival	3	4	3	
	T asked children to come out to demonstrate the content of the story.	11	The Moon Festival	3	4	4	
		11					
8	Reflection						
	T reflected during lesson. If she found that children did not respond, that meant they did not understand. She had to go back to what was discussed or taught.	1	Floppy Floppy	2	3	7	
	Through close observation and checking, T reflected and decided what to teach or react in the next step.	2	Floppy Floppy	2	3	7	

		2					
	Sub-total	95					
B. Domain: Factoring in Students' Contribution							
9	Affective Beliefs						
	T understood that children sometimes were unwilling to join activities. Like in the lesson, a child did not sing with the class. T accepted that but she reminded the child.	1	Hello Song	1	1	4	
	T structured the extended activity from easy to difficult tasks. It was to stimulate children and kept them participating actively.	2	Hello Song	1	2	4	
	T found that children were willing to answer her questions. Children knew the answers and were happy to share.	3	The Moon Festival	3	4	1	
		3					
10	Level Check						
	T checked the level of children when she planned the lesson. Children were in K3. They could learn the target vocabulary items. They should learn more than the K1 and K2 children. T turned the focus from listening and speaking to reading and writing.	1	Hello Song	1	2	2	
	Asking children to tell the name of moon cake in English was of K3 level.	2	The Moon Festival	3	4	1	
	K3 children learned more vocabulary items than in K1 and K2. For a theme, K3 children were to learn 5 to 6 vocabulary items. Food tasting promoted effective learning.	3	The Moon Festival	4	5	2	
		3					
11	Note Students' Behaviour & Reactions						
	A child asked the class not to follow T, repeat after T. It turned out that the class followed T. T noticed that. Children knew very well how to follow T's instructions. It was in a stage that	1	Hello Song	1	2	1	

	there was mutual understanding between T and the class.						
	Children lost interest in learning if they did not understand what T was teaching. If T sang the song with them with actions, they would have a better understanding. By following that, the learning process would be much more interesting.	2	Hello Song	1	2	1	
	T selected some children to join the activity. She had a list. These children were unwilling to speak.	3	Hello Song	1	2	3	
	T would pick up active children. They helped to warm up the class.	4	Hello Song	1	2	3	
	T noted some children could say the words without her guidance.	5	Floppy Floppy	2	3	5	
	Children were intrigued to find out the meaning of Moon Festival. Some were confident of the answer.	6	The Moon Festival	3	4	2	
	In the second reading, children showed less enthusiastic as compared with that before.	7	The Moon Festival	3	4	3	
		7					
12	Materials Comment (aid comprehension, prompt language, keep students engaged, tailor-made)						
	Hello Hello, a video clip of the song was on YouTube. T sang the song but not to play the video. The song was simple with repeated parts and not vocally challenging. Having the T to sing the song was the best way for children to learn the song. Children could imitate T immediately.	1	Hello Song	1	1	1	
	Simply playing the video form YouTube meant no opportunity for teacher-student interaction.	2	Hello Song	1	1	2	
	In "Hello Hello" song, there were repeated parts. The melody was easily handled.	3	Hello Song	1	1	2	
	The School bought a moveable chair for teachers. There was one in each classroom.	4	Hello Song	1	1	3	

	T further mentioned about the function of the moveable chair. The chair helped her much. She could move in all directions.	5	Hello Song	1	1	4	
	In the fourth singing, T showed lyrics. Children sang while checking the lyrics.	6	Hello Song	1	1	6	
	T showed picture cards. No word cards were shown. Children were able to say the words.	7	Hello Song	2	2	3	
	The picture cards served different purposes. They were used to probe children to tell the actions. Later, children came out to pick up cards and then did actions accordingly.	8	Hello Song	1	2	3	
	T showed a lyrics sheet. She did not use computer. Showing the sheet allowed her to move around and put the sheet close to children.	9	Hello Song	1	2	4	
	T used a lyrics sheet. It was to give more opportunities for interaction with children.	10	Hello Song	1	2	5	
	T prepared a big stack of lyrics. They were for the game after singing.	11	Hello Song	1	2	5	
	T prepared many picture cards to play the game "whisper game" with children.	12	Hello Song	1	2	6	
	T prepared two big books to do shared reading. They were "Floppy Floppy" and "Pancake". She let children choose. Finally, they voted. "Floppy Floppy" was selected.	13	Floppy Floppy	2	3	1	
	T put the big book on a chair which was put on a table. T did not use any book stands or easels. She described it as to get anything handy.	14	Floppy Floppy	2	3	2	
	T made the use of the pictures in the book "Floppy Floppy". She used the story character to enrich the story for deeper discussion.	15	Floppy Floppy	2	3	5	
	"The Moon Festival" was a big book from SCOLAR. It was selected by T, not by NET.	16	The Moon Festival	3	4	1	
	"The Moon Festival" was a big book suitable for K3 children. There were many opportunities for making guess. While making guess, some new vocabulary items came out.	17	The Moon Festival	3	4	5	
	Copies of a small book of "The Moon Festival" were placed in classroom. Children could read	18	The Moon Festival	4	5	1	

	the book during learning corner time or other free time.						
	To decorate the classroom, there were lanterns. It was to match with the content of the book.	19	The Moon Festival	4	5	1	
	T specially bought snowy mooncakes for children to try in mooncake tasting.	20	The Moon Festival	4	5	1	
		20					
13	Create learning context (language context, opportunity for interaction)						
	In the first part, T sang the song to children. It was for children to get to know what T wanted them to do. In the second time, T asked children to return to their seats. T walked to children when they were singing. Children knew better what T was singing about.	1	Hello Song	1	1	3	
	To arrange children to sit in circle, it was to create peer pressure. Children saw what others were doing. Children would remind each other what to do, Sometimes, they would use Chinese.	2	Hello Song	1	1	5	
	A child got so involved. He asked the class to be quiet when T showed lyrics.	3	Hello Song	1	1	6	
	T took the phrase or word children said or mentioned to extend the language from a word to a phrase, from a phrase to a phrase with more words, a phrase to a sentence. In response to T, children were willing to speak while extending their phrases or sentences they were using.	4	Floppy Floppy	2	3	3	
	Tasting mooncakes was the extended activity after the shared reading lesson. Tasting would be done in snack time. Children were given opportunities to name different types of mooncake in a meaningful context.	5	The Moon Festival	3	4	5	
	Of all activities, food tasting was very popular. Food tasting provided meaningful context for children to use the language.	6	The Moon Festival	4	5	2	
		6					
	Sub-total	39					

C. Domain: Determining the Contents of Teaching							
14	Content Check						
	The story book was rich in content. The content was related to children real-life experience. They could make guess easily while T asked them to make predictions.	1	The Moon Festival	3	4	5	
		1					
15	Curriculum Fit						
	T prepared two big books for shared reading. The books were "Floppy Floppy" and "Pancake".	1	Floppy Floppy	2	3	1	
	In the story, there are present tense and past tense. T did not particularly teach children. She focused on the words that were common to everyday life.	2	The Moon Festival	3	4	5	
	T had the autonomy to plan the English lesson by setting learning outcomes with reference to their expectation of how much children should learn.	3	The Moon Festival	4	5	2	
		3					
16	Knowledge of Students						
	In case of difficulties, children would say Chinese.	1	Floppy Floppy	2	3	7	
		1					
	Sub-total	5					
D. Domain: Facilitating the Instructional Flow							
17	Beliefs						
	T checked with children about their seating. It was to make sure that everyone had a fair chance.	1	Hello Song	1	1	4	
	It was not a must to respond to the answer of each child. She did not want to interrupt other	2	Floppy Floppy	2	3	7	

	children who were trying to get into the track and find out the answer.						
		2					
18	Decisions						
		0					
19	Group/Pair Work/Small Group Activities (ensuring inclusion)/individual student comes out to point out something/create opportunities for peer interaction						
	T asked the less able child or the child who was reluctant to join to come out and demonstrate with T. A strategy to get the child engaged.	1	Hello Song	1	1	4	
	T asked children to come out to choose cards to perform actions. She allowed children to come out to choose or she helped the children to choose. It was made flexible.	2	Hello Song	1	2	3, 4	
	T knew children. They could pick up language fast.	3	Floppy Floppy	2	3	5	
		3					
20	Past Experiences						
	The seating arrangement, sitting in circle, was commonly used in the 3 years.	1	Hello Song	1	1	1	
	T let children sit on mat or chair in her lessons. They had such experience. They did not feel weird.	2	Hello Song	1	1	2	
	Such arrangement was the same as what other teachers did.	3	Hello Song	1	1	2	
		3					
21	Procedure Check (get children to know what they are about to do)						
	T sang the Hello Song with action with children at the beginning of the lesson. It was to get children to warm up. T sang the song	1	The Moon Festival	3	4	1	

	with children earlier. She sang this song at the beginning of her English lesson.						
		1					
22	Time Check						
	T checked the time if she could only tell the story. She tried to give children opportunities to listen to her to read aloud the story.	1	Floppy Floppy	2	3	5	
	T grabbed every minute in the lesson. It was to maximize the time for teaching. She encouraged children to guess but might not write the response on board or respond to each of them.	2	Floppy Floppy	2	3	7	
		2					
23	Planned Acts						
		0					
24	Physical Setup						
		0					
25	Classroom Routines (connect events to language, for classroom management, tell story)						
	Children were used to sit in circle. It is like circle time.	1	Hello Song	1	1	1	
	Children were used to sit on mat or chair.	2	Hello Song	1	1	1	
		2					
26	Make activities connected						
		0					
	Sub-total	13					
E. Domain: Building Rapport in the Classroom							

27	Affective Beliefs (e.g. ask students if they like to come out, transition: from one activity to another activity)						
	T knew that children liked to perform in front of the class. She allowed children to do so.	1	Hello Song	1	1	2	
	T allowed children to come out. She wanted children to enjoy the English lesson.	2	Hello Song	1	1	2	
	T sat on a moveable chair. This allowed her to move freely. She felt much closer to the children.	3	Hello Song	1	1	4	
	T took the lyrics sheet to children. It was to allow all children to have a fair chance of reading the lyrics.	4	Hello Song	1	2	5	
		4					
28	Decisions						
		0					
29	Past Experiences						
		0					
30	Self-reflection						
	T reflected that she spent some time to teach children the target words. Children were familiar with the content of the lyrics. She arranged most of the time for playing the game.	1	Hello Song	1	2	6	
		1					
31	Self-critique						
	Teachers should think about how children would respond. They could handle unexpected answers from children easily and appropriately.	1	Floppy Floppy	2	3	7	
		1					

32	Praising Students						
	In the second singing, T walked to children. She gave them high fives.	1	Hello Song	1	1	3	
	In the third singing, T sat on the moveable chair. She moved to children to give high-fives.	2	Hello Song	1	1	4	
		2					
	Sub-total	8					
F. Domain: Monitoring Students' Progress							
33	Comprehensibility						
	The first time T sang Hello Hello with children and allowed them to come out. In the second singing, T walked to children. T wanted to children to understand the meaning of the song.	1	Hello Song	1	1	3	
		1					
34	Progress Review / Fine-tuning (e.g. give children time to come to T for comments and feedback, T observes)						
	T sang the song "Hello Hello". Children sang with her. She was observing how well children could sing.	1	Hello Song	1	1	2	
	T observed children's response. They were able to sing with appropriate body movements.	2	Hello Song	1	1	5	
	T pointed out that children could sing with correct actions. They interacted with each other. Some might follow others	3	Hello Song	1	1	5	
	T observed in the lesson. She found that children did better as she briefly explained the song with the actions. When they sang, children showed better understanding while they were referring to the corresponding actions.	4	Hello Song	1	2	2	
	T observed children while teaching. Some children were able to use the target words.	5	Hello Song	1	2	3	
	T observed children when she placed the stacks of lyrics, children came out to play.	6	Hello Song	1	2	5	

	They divided them into two groups. One group performed the actions. The other group sang.						
	T observed children's progress. They were able to complete different tasks in the game.	7	Hello Song	1	2	5	
	In the process of extending children language, T found that children did pretty good. They were able to make a sentence, say "It is a dog", rather than one word "dog". They could make short sentences.	8	Floppy Floppy	2	3	3	
	T observed children. No response from children reflected that they did not understand. At this moment, it was time for T to go back to what was taught or discussed.	9	Floppy Floppy	2	3	7	
	T was satisfied with children's performance in the lesson. They followed T's instructions, could interact with her, some could even mimic the sound of T's voice.	10	Floppy Floppy	2	3	7	
		10					
35	Problem Check						
	A child paid attention to T. But he did not follow the class to sing. T noticed that. She was observing him while teaching.	1	Hello Song	1	1	4	
	T reminded children to check if they could see her. If not, they could move around or change seats.	2	Hello Song	1	1	4	
	When making predictions, T wrote down children's response. At the same time, she was checking if children understood. She found that children were able to use their fingers to show the meaning of stars, twinkle twinkle.	3	The Moon Festival	3	4	1	
		3					
36	Name Check (e.g. call name, talk to students, to ensure if they are engaged)						
	The boy who paid attention and did not sing with the class. T noticed that. She called his name to remind him.	1	Hello Song	1	1	4	
		1					

37	Post Active (e.g. Leave learning tools in the English learning corner, timing: put the tools right after the lesson)						
	The lyrics was placed in the English learning corner. Children could revisit it anytime.	1	Hello Song	1	2	2	
	T put the lyrics sheet on the wall. Children could refer to the sheet whenever they like.	2	Hello Song	1	2	5	
	The big book "Floppy Floppy" would be placed in the English corner. Children could read the book again when they had their learning corner time.	3	Floppy Floppy	2	3	6	
	Copies of a small book of "The Moon Festival" were placed in classroom. Children could read the book during learning corner time or other free time.	4	The Moon Festival	4	5	1	
	After the shared reading lesson, the time was extended to snack time. Mooncake tasting was arranged in snack time. It was like extending the English reading lesson to snack time!	5	The Moon Festival	4	5	1	
		5					
	Sub-total	20					
G. Domain: Institutional Factors							
38	Institution Comment						
	To prepare two story books for shared reading, T did not find it a burden.	1	Floppy Floppy	2	3	2	
	The School hired NET to teach English	2	The Moon Festival	3	4	1	
	T stayed with children in mooncake tasting. T was not the class teacher. After tasting, she passed the time to the class teacher.	3	The Moon Festival	4	5	2	
		3					
39	Curriculum Fit						
	T had the autonomy to choose the story books for shared reading. T wanted children to listen and enjoy during shared reading.	1	Floppy Floppy	2	3	7	

	According to the school policy, children read one story book per month. It was for intensive reading. The book list was confirmed before the start of the school term.	2	Floppy Floppy	2	3	8	
	The book "Floppy Floppy" was an extra story book with easy vocabulary items.	3	Floppy Floppy	2	3	8	
	The NET taught children another Hello song.	4	The Moon Festival	3	4	1	
	T used two or three lessons to teach "The Moon Festival".	5	The Moon Festival	3	4	4	
	T had the autonomy to design their English lesson including planning extended activities. The School gave full support to teachers. For example, there were many food tasting activities in the school year. Teachers were confident of leading the activity.	6	The Moon Festival	4	5	2	
	In the School, they had guidelines for teaching English. Teachers could refer to the guidelines.	7	The Moon Festival	4	5	2	
	Food tasting was defined as an effective way to promote children learning English. The School arranged teacher training. Teachers were well supported to do food tasting in English lesson.	8	The Moon Festival	4	5	2	
		8					
40	Classroom size / physical setup in kindergarten						
	Usually children sat on mat. In this lesson, children sat on chair.	1	Hello Song	1	1	1	
	Considering the setting in classroom, it was good to have a moveable chair for teachers to move around while teaching.	2	Hello Song	1	1	3	
	The classroom was big. It gave T challenges.	3	Hello Song	1	1	5	
	In the lesson, half class was with T. It was to give a good teacher-student ratio. The other half had PTH lesson.	4	Hello Song	1	1	5	
	Children sat in circle but in two rows. Usually they sat in one row to form a big circle. T described it as space availability.	5	Hello Song	1	2	3	

	The number of children in the lesson was of high concern. T used the lesson time appropriately as to ensure all children were engaged and learned.	6	Floppy Floppy	2	3	7	
		6					
41	Seating arrangement: for students, move desks and chairs						
	The K3 children sat in circle.	1	Hello Song	1	1	1	
	T wanted children to see her. She asked children to sit in circle.	2	Hello Song	1	1	1	
	Some children liked to come out when the class was singing "Hello Hello". T allowed them. She knew that some children liked to come out and perform the show.	3	Hello Song	1	1	2	
	T finally asked children to return to their seats. They were ready to sing the song for the second time.	4	Hello Song	1	1	3	
	The classroom was big. Two children sat at a corner did not join to sing. T thought that the children could not see her. She had expected that problem. At the beginning, she reminded children to move around or change seats if they could not see her.	5	Hello Song	1	1	4	
	Children sat in circle. Children could see each other. When singing or performing (doing) actions, they could see how others were doing.	6	Hello Song	1	1	5	
	Children sat in two rows in the lesson. It was not like that. Usually they sat in one row.	7	Hello Song	1	2	3	
	T allowed children to choose to sit on chair or mat in the shared reading lesson.	8	Floppy Floppy	2	3	1	
		8					
42	Seating arrangement: for teacher, place to sit down and stand, move around or not move around						
	T walked to children. It was to get close to them for student-teacher interaction.	1	Hello Song	1	1	3	

	T sat on a moveable chair in the lesson. This allowed her to move around freely.	2	Hello Song	1	1	3	
	T sat on the moveable chair. She wanted to get close to children. With the chair, she could quickly come up to the child if necessary.	3	Hello Song	1	1	3	
	T sat on the moveable chair. She checked if students were engaged by moving around.	4	Hello Song	1	1	3	
	T accepted to move her body around while teaching / singing.	5	Hello Song	1	1	3	
	While showing the lyrics sheet, T could move around, showing the lyrics close to children or for her convenience to get or return teaching tools. She did not show the lyrics in PPT.	6	Hello Song	1	2	4	
		6					
	Sub-total	31					
H. Domain: Buttressing Communication							
43	Modelling						
		0					
44	Repetition						
		0					
45	Body Language						
		0					
46	Running Commentary (event casting or talking while doing, talk about the Here and Now)						
		0					
47	Expanding and Extending (start with what a child already knows and work from there)						
		0					

48	Knowledge of students						
		0					
49	Support from teacher assistants / other teaching staff, e.g. senior staff, the Principal						
	T was not the class teacher. If there was any situation out of control, she would ask the class teachers to help, e.g. reminding children to return to their seats.	1	Hello Song	1	1	2	
		1					
50	Eye level (e.g. keep eye level similar to students)						
	T sat on a moveable chair. She wanted to get close with children. They did not need to look up.	1	Hello Song	1	1	3	
	Sitting on moveable chair helped her to take care of children's eye level.	2	Hello Song	1	1	4	
	Sub-total	3					
	Total: $95+39+5+13+8+20+31+3=214$						

Appendix 6: Teacher C - Reported Thought Units for Language Management

		Frequency	Theme	Video Clip	Script	Page
1	Promote learning strategy					
		0				
2	Conduct classroom activity					
	The last part in the lesson was extended activity. T prepared picture cards for children to play the game "whisper game".	1	Hello Song	1	2	6
	In addition to "whisper game", T played "card game" with children.	2	Hello Song	1	2	6
	Food tasting was the extended activity in this shared reading lesson.	3	The Moon Festival	3	4	5
		3				
3	Elicit possible answers					
	T used the Chinese name of moon cake to ask children to tell the name in English. Children answered immediately.	1	The Moon Festival	3	4	1
	A child said "fairy" when she looked at the illustrations.	2	The Moon Festival	3	4	2
		2				
4	Prompt students					
	T used the opportunity when a boy replied her "red". She expanded the phrase into "yellow dog". By doing so, it was to give opportunities for children to extend from what they learned into a new phrase, e.g. a red dog ...	1	Floppy Floppy	2	3	3
	T prompted children to tell words related to Mid-Autumn Festival, e.g. lantern	2	The Moon Festival	3	4	3
		2				
5	Revise language (vocabulary / grammar / song)					
	T revised vocabulary items with children. They could recall their corresponding actions.	1	Hello Song	1	2	1
		1				
6	Push specific language / skills (vocabulary / grammar / handwriting skills)					
	Children had a good range of vocabulary items. It was interesting for them to say "Moon Festival" and sometimes to say "Mid-Autumn Festival". T accepted either way.	1	The Moon Festival	3	4	3
		1				

7	Compare students' answers with correct answers					
		0				
8	Correct answers (grammar / vocabulary)					
		0				
9	Note student difficulty in finding correct language/handwriting/understanding the vocabulary					
	T read the lyrics two times and sang with children in the third round. T noted that children had problem in understanding the song.	1	Hello Song	1	2	1
	T noted the name Floppy was not easy to pronounce. Children were able to pronounce "Floppy" accurately.	2	Floppy Floppy	2	3	2
	For the transition from first reading to second reading, there was too much for children to handle.	3	The Moon Festival	3	4	3
	Children looked less enthusiastic as they already knew the answer. They were not sure how to pronounce Mid-Autumn Festival. They were thinking of it.	4	The Moon Festival	3	4	3
		4				
10	Know curriculum					
		0				
11	Get students to read / speak / listen / engage / describe / sing / spell					
	T asked children to follow her to sing the song.	1	Hello Song	1	1	4
	T read the lyrics two times and sang with children in the third round. T noted that children had problem in understanding the song.	2	Hello Song	1	2	2
	Children told the action words according to the picture cards. In addition, T asked children to do corresponding actions.	3	Hello Song	1	2	3
	T taught children how to sing hello song. She showed children the lyrics sheet. After that, she showed action cards. Children sang and perform actions.	4	Hello Song	1	2	5
	T allowed children to join in or discuss the story in class. She thought that the story was quite easy to handle.	5	Floppy Floppy	2	3	1
	Learned from the Hello Song, children said hello to the picture cards. Then, T asked children "What can you see?". According to the SCOLAR project, this question would be asked at the beginning of the lesson, not in the middle of the lesson. T explained that she wanted to give an opportunity for children to speak.	6	Floppy Floppy	2	3	2
	T made it flexible. She would check if she would follow all the steps. Sometimes, if children made predictions, the answers could be found in the text, she would read with children. The main focus was to get children to speak and interact with T.	7	Floppy Floppy	2	3	4

	T did not simply read the words on the book. There was blending reading aloud the sentences with talking about the pictures. She made shared reading lesson as true story telling. She made children listen to the story.	8	Floppy Floppy	2	3	5
	In the second reading, T read the story with children. She found that the language was simple. Children could read with her.	9	Floppy Floppy	2	3	6
	When opportunities arose, T would ask children to guess. Like this lesson, T asked children to guess the food and shared with the class their guesses.	10	Floppy Floppy	2	3	6
	Through Q & A, children could give words, like "stars" with their hands moving along to imitate "twinkle twinkle little stars".	11	The Moon Festival	3	4	1
	Children observed the response of the peers. They were quite near to the answer. Moon Festival is Mid-Autumn Festival.	12	The Moon Festival	3	4	2
	To guide children to make guess, T talked to children after showing them different types of shape. Children could think of squire, triangle, star ...	13	The Moon Festival	3	4	2
	In mooncake tasting, T asked children to tell her the flavour of the mooncakes.	14	The Moon Festival	4	5	2
		14				
12	Recycle vocabulary					
	In the story, T recycled the vocabulary "slide" in the playground. T wanted children to listen and tried to get them to focus on words that might have already known from daily experience. She put extra attention to these words.	1	The Moon Festival	3	4	4
		1				
13	Teach / explain vocabulary					
	Children were exposed to a meaningful context to learn the other names of mooncakes, e.g. snowy mooncakes	1	The Moon Festival	4	5	2
	Making use of food tasting, children learned quickly. They could practise the language they had learned and learned new language through interaction with peers and teachers.	2	The Moon Festival	4	5	2
		2				
14	Elicit language (vocabulary / tense)					
	Children were highly motivated. With the hints from the illustrations, children were guided to find out the answers. The Moon Festival means The Mid-Autumn Festival.	1	The Moon Festival	3	4	2
	In food tasting, children tried mooncakes in snack time. Through tasting different flavours, they could name the flavours. Children used the name of different mooncakes in real context.	2	The Moon Festival	3	4	5
		2				
15	Note errors					

	T noted children used Chinese to remind others how to follow T, how to sing and move around.	1	Hello	1	1	5
		1				
16	See if students are using the language correctly					
	T sat on a moveable chair. She would move around to check if children were engaged or had problems.	1	Hello Song	1	1	3
	T called the child's name to remind him of singing with the class.	2	Hello Song	1	1	4
	T checked and observed children closely during lesson, including their response and the answers.	3	Floppy Floppy	2	3	7
		3				
17	Concept check					
		0				
18	Write up answers / response on WB / BB					
	T asked children to make predictions. She wrote down their prediction but she didn't show them.	1	The Moon Festival	3	4	1
		1				
19	Get students to paraphrase					
		0				
20	Draw students' attention to language (grammar / vocabulary / change of voice)					
		0				
21	Compare English with the mother tongue (here, i.e. Cantonese)					
	T compared extending children English from words to phrases, phrases to sentences with that done in teaching Chinese language. Doing this in English was much difficult.	1	Floppy Floppy	2	3	2
	It was important to well plan the lesson. Like Floppy Floppy, there was little language to be taught as printed in the book. T thought over to enrich the content and the language. Unlike learning Chinese language, it was easy to add anything on the spot as Chinese was the mother tongue.	2	Floppy Floppy	2	3	6
		2				
22	Reminder: teacher reminds herself not to go distracted					
		0				
23	Modelling					
	T sang "Hello Hello". Children could imitate her. T modelled how to sing the song.	1	Hello Song	1	1	2

	After reminding children not to speak Chinese (to help other children), T demonstrated again how to sing and move around. T gave direct instructions.	2	Hello Song	1	1	5
	Children were willing to repeat after T. Children knew very well what they were doing.	3	Hello Song	1	2	1
	With consideration of time limit, T read aloud the story. It was to give children opportunities to listen to T's demonstration.	4	Floppy Floppy	2	3	5
	T asked children to come out to demonstrate the content of the story.	5	The Moon Festival	3	4	4
		5				
24	Talk about the here and now (i.e. think aloud)					
		0				
25	Repetition					
	T sang "Hello Hello" with children for 3 times. Repetition allowed children to get familiar with the song.	1	Hello Song	1	1	4
	T asked children to sing the song several times, for more than 3 times.	2	Hello Song	1	1	5
		2				
26	Body movements / body language					
	T sang the song with actions. She used body movements to support children to understand the meaning of the song.	1	Hello Song	1	2	1
	While giving response, children moved their hands along to imitate "twinkle twinkle little stars" to show their understanding.	2	The Moon Festival	3	4	1
		2				
27	Structure the lesson					
	T structured the lesson: showing the lyrics, reading aloud the lyrics twice and children listened, during the time, they all sang with corresponding actions. T sang the song with actions with children in the last lesson.	1	Hello Song	1	2	1
	Children were well informed of "Listen first and sing together". They could follow the steps.	2	Hello Song	1	2	2
		2				
28	Teaching strategy (e.g. storytelling, Q&A, clap hands)					
	Acapella is a strategy: T sang "Hello Hello". This is a teaching strategy. This created opportunities for children to imitate T and have teacher-student interaction.	1	Hello Song	1	1	2
	T did not mind acapella. It is a strategy.	2	Hello Song	1	1	2
	As a strategy, T focused on singing in the first singing. In the second singing, she walked to children and gave them high fives.	3	Hello Song	1	1	3

	T had the strategy to teach song. She read the lyrics two times. Children listened. In the third time, it was not reading. Children sang with T.	4	Hello Song	1	2	1
	T structured the lesson. It was a strategy to get children to learn gradually. She sang the song with children with actions first. Showed lyrics then. Later, they sang the same song. She created opportunities for scaffolding.	5	Hello Song	1	2	1
	Through structuring the lessons, T set the expected learning outcomes. They were in the following sequence: sound, actions, meaning, identification of vocabulary items.	6	Hello Song	1	2	2
	As a strategy, T invited active children to help to warm up the class.	7	Hello Song	1	2	3
	As a strategy, T started from easier tasks to difficult ones. Children listened to her instructions first. She added more things along the way. While doing that, she kept the focus on stimulating children's interest. It was to encourage their active participation.	8	Hello Song	1	2	4
	T started the lesson by singing the Hello Song. She asked children to choose the book they liked to do shared reading. More children voted for Floppy Floppy while less children voted for Pancake. She started by introducing the book cover. She asked children to be quiet and listened to her. She demonstrated how to read aloud. While she was reading, children joined in. She discussed with children the content while she kept on reading aloud the story. It was to allow children to have a rough idea about the story.	9	Floppy Floppy	2	3	1
	T did not ask children "What do you see?". She told children what was on the book cover. Children did not read the book before. They were able to tell the name of the dog "Floppy".	10	Floppy Floppy	2	3	2
	T said "Hi" or "Bye bye" to the picture cards or showed children teaching tools. Like this lesson, there were animals like dogs, lions, elephants... , T wanted children to treat the animals as their friends. It was to give them a sense of familiarity. Such strategy was popular among other teachers in the school.	11	Floppy Floppy	2	3	2
	T developed her strategy in teaching shared reading. She modified the SCOLAR model. For example, the storyline was (is) clear, she would skip the part to ask children to guess from the book cover. She would skip this part and jumped to a new stage. She let children speak.	12	Floppy Floppy	2	3	3
	Using the SCOLAR method, T adopted it to her style. She now made the predictions from the book cover naturally. She made it as casual as chat. She sometimes said "What do you see?" seamlessly. The question was embedded into the chat. The shared reading lesson was more lively and interactive.	13	Floppy Floppy	2	3	4
	T had different ways to do shared reading. She read the book title but she might not read the author's name. If the information was clearly shown, she must read it.	14	Floppy Floppy	2	3	4
	In the first reading in shared reading, T talked more about the pictures while reading aloud the sentences. The pictures provided rich contents for discussion. That explained why she talked much about the pictures.	15	Floppy Floppy	2	3	5

T role-played the boy in the book to talk to Floppy. She found that the sentences in the book were easy and simple. She had to use various ways to make the lesson rich in content and interactive.	16	Floppy Floppy	2	3	5
When shared reading the book, sometimes the language was too simple, e.g. only two words on a page, T would use the picture to elaborate for deeper discussion.	17	Floppy Floppy	2	3	5
Throughout the first and second reading, T added a lot of new words. She found the language in the story was simple.	18	Floppy Floppy	2	3	6
It was a strategy. T did not show the book cover. Children understood what T said. They could give response. She was checking children while prompting them.	19	The Moon Festival	3	4	1
A strategy: T gave children more time to think and find out the meaning of Moon Festival. She encouraged children to make guess. The storyline was perfect to support children to make guess.	20	The Moon Festival	3	4	2
A strategy: Children giving one or two guesses. T did not dive deep into it. It was to leave opportunities for further discussion during the second reading of the story.	21	The Moon Festival	3	4	2
"The Moon Festival" is from SCOLAR. T followed SCOLAR strategy to teach shared reading. She did not follow strictly the strategy. She adopted some steps, e.g. in third reading, children listened to T and did not read with T. She asked children to listen. There were ample opportunities for teacher-student interaction. T explained that the content was rich, especially the page T was teaching in the video clip. Children needed more time. There were many ways to teach this page. The focus was to make it interesting.	22	The Moon Festival	3	4	4
T used the letter sound M to teach children vocabulary. She used M sound to connect the following words: Mid-Autumn Festival, Mom, Make ...	23	The Moon Festival	3	4	5
From the SCOLAR project, T developed her ways to teach shared reading. She had many strategies to do shared reading. She admitted that there were benefits with different strategies. Children would find it funny if T frequently changed the strategy. The focus should be creating opportunities for children to enjoy the lesson.	24	The Moon Festival	3	4	5
Food tasting was a good strategy to provide meaningful context for children to use English. During the school year, they planned a number of food tasting activities.	25	The Moon Festival	4	5	2
	25				
Total:	75				