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Teacher Professional Identity and the Move to Online

A multiple case study of Vietnamese English-language teachers during Covid-19

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ABSTRACT

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The Covid-19 pandemic saw educational institutions required to rapidly transfer their practises to online models with typically little infrastructure in place and time for extensive training and preparation. Teachers found themselves at the very forefront of this shift, as they underwent the process of adapting their mode of practise to a largely unfamiliar format. In doing so, many teachers found themselves in positions, roles and identities which were vastly different to those they had come to know in their face-to-face settings.

This study investigates six Vietnamese English-language teachers' experiences at two universities as they made the shift to online teaching as a result of Covid--19. The aims of the study were to firstly establish the broader themes related to teacher identities of Vietnamese English-language teachers at tertiary level, analyse their experiences of online teaching through the lens of these identities, and observe what legacy to their professional teaching identities there may be as a result of this experience.

The research was conducted using mixed-methods data collection, utilising an extended version of the Teaching Perspectives Inventory and intensive semi-structured interviews. The study used a combination of thematic analysis and narrative approach to analyse and present participants' storied experiences.

Findings highlight the complex nature of professional identities, yet themes such as traditional cultural notions of teaching values held prominence as teachers either sought to reject, embrace or form hybrid models of their own professional identities. Participants who demonstrated values of innovation reported the highest levels of satisfaction during teaching online whilst those who held high levels of nurturing found the experience to be most challenging. The legacy on teachers' values was found to be minimal, as teachers widely demonstrated a continuation of their core values and identities after the online teaching period.

The paper calls for increased use of professional teacher identity as a tool for managing periods of change and disruption in education, alongside inclusion of socio-cultural and socio-political lenses in research related to professional identity, particularly in non-Western contexts.

Key words: professional identity, online teaching, vietnam, covid-19

CONTENTS

ABBREVIATIONS AND TERMS

EFL	English as a Foreign Language
ESL	English as a Second Language
HE	Higher Education
HEI	Higher Education Institution
IELTS	International English Language Training System
MoET	Ministry of Education and Training (Vietnam)
TEL	Technology Enhanced Learning
TESOL	Teaching English as a Second or Other Language
TPI	Teacher Perspectives Inventory
Uni 1	University 1
Uni 2	University 2

1 BACKGROUND

The Coronavirus (Covid-19) pandemic caused widespread disruption to education systems globally. According to UNESCO (2020), the Coronavirus outbreak dealt global education it's most far-reaching blow in history, affecting approximately 1.6 billion learners across 190 countries and spanning all continents. For Higher Education specifically, 1.5 billion HE students across 185 countries were dealt a blow to their educational routines. With determination from multiple countries and localities to continue the delivery of education, two-thirds of Higher Education Institutions (HEIs) amongst those countries transitioned their learning from a traditional face-to-face setting to one conducted online (ibid).

Vietnam faced the same reality as the novel Coronavirus was detected in late 2019, prompting the swift closure of educational institutions initially in infected areas, and subsequently nationally (Cooper et al., 2020). In order to maintain learning during this period, the Ministry of Education and Training (MoET) declared a policy of "suspending school, not stopping learning" during the first period of the epidemic (Pham & Ho, 2020). As a result, over 100 higher education institutions in the country found themselves transitioning to an online delivery (MoET, 2020) equating to 58.8% of the Vietnamese undergraduate population and 39.1% of its post-graduate population (B and Company, 2020). This policy extended until the end of the first wave of Vietnam's Coronavirus which was declared in May 2020, whereby education systems returned back to face-to-face teaching as community transmissions declined dramatically (Vu et al., 2020).

The nature of the rapid move to online delivery resulted in vast transition to a previously underused or completely novel mode of teaching and learning, with little room for training and built on minimal infrastructure. Online delivery of education had remained largely at the periphery of Vietnamese higher education (Pham & Ho, 2020) and general attitudes regarding its effectiveness and place within the higher education context was considered generally low amongst key stakeholders such as students, parents and teachers (Nguyen, 2021; Pham & Ho, 2020). Furthermore, teachers in Vietnam have reported to have little experience utilising technology within their practises and students similarly with little

exposure to online learning as a result of its absence within Higher Education and general education within Vietnam (Hoang & Le, 2020).

Thus, at the very forefront of this radical shift, teachers found themselves positioned under a nation's spotlight as key agents in the continuation of education in the face of the largest disruption to higher education in the nation's recent history (Vu et al., 2020). Teachers were now placed as the spearhead of change from traditional face-to-face delivery to online, with expectations of sharp adaptation to both practical and technical obstacles associated with the move, often without technical support (Hodges et al., 2020). Whilst little research on Vietnamese teachers' experiences during this time has been conducted to date, global trends in research point to a picture of teaching during Covid-induced periods of distance education as effecting teacher satisfaction (Orhan & Beyhan, 2020), well-being (Allen, Jerrim & Sims, 2020), feelings of burnout (Pressley, 2021) and perceived efficacy (Dabrowski, 2020).

In such periods of disruption and change, particularly with transitions to technology-based teaching, there have been calls within the literature to look past purely the technical and practical aspects involved, and to adopt a more holistic and nuanced lens of observing the outcomes with their relation to teacher professional identity (Ball & Goodson,1985; Johnson, 2004; Sachs, 2005; Beauchamp & Thomas, 2009). Through utilisation of professional identity as a lens to view these contexts, details regarding teacher experience and subsequent relationships with outcomes can be explored (McNaughton & Billot, 2016; Baxter, 2012).

The aim of this research is to conduct a deep study into the stories of those teachers who were on the 'front-line' of Vietnamese Higher Education's battle to ensure continued delivery of education to its vast university population, delving into their experiences and perceived outcomes as links are made with their notions of professional teacher identity and its constituents. The situation found in Vietnam provides a unique setting for such research. Vietnamese society has effectively returned back to pre-lockdown state as of May 2020. Thus, Vietnam is one of very few countries whereby the effects and legacy of this period of instability and utilisation of digital delivery in education can start to be observed within their 'default' face-to-face teaching practises in post-lockdown periods of teaching.

The study was conducted across two universities in Hanoi, the Vietnamese capital. Adopting a mixed-method approach through pre-questionnaire survey and in-depth autobiographical interviews, the study utilises narrative enquiry as its dominant form of representation of findings and mode of analysis. Through doing so, the study attempts to formulate deeper understanding of values of Vietnamese English language teachers at tertiary institutions, explore the main factors and themes influencing these, and develop a picture of teachers' values during this period of online and its subsequent legacy on their professional identity once transitioned back to face-to-face delivery.

1.1 Structure of thesis

The following chapters set out a literature review on notions of professional teacher identity, identity and technology and teacher professional identity within the Vietnamese context. From this, a conceptual framework is established and highlights the study's research questions. A methodology section addresses the key areas of ontological stance, data collection and analysis methods. This is followed by a presentation of the study's findings before providing a discussion on the key themes identified. The thesis finally highlights theoretical and practical implications of the study before addressing its limitations in research design.

2 LITERATURE REVIEW

2.1 Professional teacher identity

The notion of ‘identity’ has been discussed, analysed and theorised across a variety of disciplines and contexts. Whilst notions of identity and its constituents differ, the literature highlights some common traits regarding the formation, development and potential transformation of identity within individuals. A starting point would be to recognise identity as “self-representation” (Hall, 1997, 31) and the “sense of self” (Golden, 2016, 67). This notion of self is an artefact negotiated, formed and reformed from complex interplay between individual, social and cultural influences and input (Giddens, 1984). Luehmann (2007) identifies the following characteristics of identity development:

1) Identity is socially constituted, that is, one is recognized by self and others as a kind of person because of the interactions one has with others;
2) Identity is constantly being formed and reformed though the change process for one’s core identities is long-term and labor intensive;
3) Identity is multifarious – that is, consisting of a number of interrelated ways one is recognized as a certain kind of person, participating in social communities;
4) Identity is constituted in interpretations and narrations of experiences

(Luehmann, 2007, 827).

The following sections will attempt to untangle the overlapping definitions surrounding professional teacher identity and look to identify the most dominant components as referenced by the wider literature on the topic.

2.2 Viewing professional identity

2.2.1 Definitions

The literature surrounding identity theory as a general universal notion within individuals, can also be transferred to notions of professional identity, and more specifically, 'teacher professional identity'. Alsup (2006) positions the concept of teacher professional identity as "a productive combination of key personal and professional subjectivities, identity positions or beliefs" (in: Richardson & Alsup, 2015, 78). It is thus considered a sum of components through which teachers define him or herself (Beauchamp & Thomas, 2009) and furthermore, in this setting, is reciprocally related to the perception of professional belonging (Davey, 2013). Considered as a dialogical process, Meijer (2011) sees professional identity as "ongoing process of negotiating and interrelating multiple 'I' positions in such a way that a more or less coherent and consistent sense of self is maintained" (315). Teacher professional identity is thus considered to be situated at the core of understanding, interpreting and living the teaching profession (Johnson et al. 2010).

2.2.2 The nature of professional identity

With regards to the nature of teacher professional identity, is largely seen as finding form as "multi-faceted" "constantly shifting" and "unstable definitions of themselves as professionals." (Beauchamp & Thomas, 2009 in: Trent, 2013).

A review of teacher identity research led Beijaard et al. (2004) to determine the following as core components of teacher professional identity:

1) "professional identity as an ongoing process of interpretation and re-interpretation of experiences"
2) "professional identity implying both *person* and *context*,"
3) "a teacher's professional identity consists of *sub-identities* that more or less harmonize,"
4) "*Agency* is an important element of professional identity"

(in: Richardson & Alsup, 2015, 122-123)

2.2.3 Constituents of professional identity

Whilst common themes emerge amongst the literature regarding what professional identity is, the actual components of such appear rather vague. As previously seen, the notion of professional identity is an entanglement of a wide range of factors, influences, contexts and experiences, yet there are few clear definitions on which individual components are practiced or are effectively the product of professional identity. This disentanglement is important as we continue to attempt to identify elements of professional identity in order to observe its effect and accurately link behaviours and actions to the deeper concept of what it means to be a teacher and how this is formed by the individual themselves. A review of the literature has identified the following sections as frequently cited components of professional identity, and will attempt to clarify these terms, both in relation to one another, but also to assist in defining these various components.

2.3 Teacher beliefs and teacher values

Frequently, the terms of ‘beliefs and ‘values’ are used within the definition of professional identity, with the following being a clear case of their use:

> Professional identity can understood as a nested phenomena at the centre of which is a set of core, relatively permanent values based upon personal beliefs, images of self, role and identity which are subject to challenge by change which is socio-politically constructed.
>
> (Day, Elliot & Kington, 2005, 177)

Whilst it is clear that the two play an important part in the formation and continued negotiation of professional identity, few studies actively provide clear definitions of these two components and how particular behaviours and actions can be identified as either one or the other. On inspection, the literature reveals vastly inconsistent agreement towards the nature and observable practices of the two. This will be identified and analysed in the following section.

2.3.1 Teacher beliefs

In his 1992 review, Pajares characterised teacher beliefs as “a messy construct” highlighting that “the difficulty in studying teachers’ beliefs has been caused by definitional problems, poor conceptualisations and differing understandings of beliefs and belief structures” (307). One aspect of the definition of teacher beliefs which is relatively stable, however, is its distinction and separation from the concept of ‘knowledge’. This distinction is strongly put forward by Calderhead (1996) who claims that whilst beliefs generally refer to “suppositions, commitments and ideologies”, knowledge refers to “factual propositions and understandings” (715). This is further exemplified by Ertmer (2005) who provides the example of a teacher holding the specific knowledge about creating spreadsheets for student record keeping, and recognising that other teachers have utilized them effectively, yet still does not believe that this form of record keeping is an effective tool for their classroom use (14).

Despite acknowledging the difficulty of establishing a unified definition, Pajares (1992) put forward that “all teachers hold beliefs, however defined and labelled, about their work, their students, their subject matter and their roles and responsibilities” (314). Furthermore, he indicates the importance regarding narrowing teacher beliefs into their component parts to further specify what those beliefs center on.

2.3.2 Teacher values

Values, therefore, are considered to stem from our beliefs, yet are less concerned with the nature of something, i.e. epistemological beliefs or pedagogical beliefs, and hold much closer alignment with the broader notions of ethics and morality within both the profession and the micro-environment of the classroom.

Values, at their most fundamental level, are composed of “general beliefs about desirable and undesirable ways of behaving in everyday life and about desirable and undesirable goals or end-states” (Cory, Corey & Callahan, 2003, 100). These conceptualisations between ‘right’ and ‘wrong’, ‘desirable’ and ‘undesirable’ act

as ways to guide behaviour. As Mahmud, et al. (2019) state, values can be understood as “the cognitive representations of the important human goals or motivations about which people must communicate in order to coordinate their behaviour” (78). This is echoed by the much-cited quote of Rokeach (1973) who posits that “values provide standards or criteria that can be used to evaluate actions and outcomes, to justify opinions, conduct, plan, and guide behavior, to decide between alternatives, to compare self with others, to engage in social influence, and to present self to others” (78). Thus, values are guiding forces which assist in determining the behaviour choices an individual chooses and are born out of our greater beliefs.

Regarding education, Gudmundsdottir (1990) states that, “the act of teaching is saturated with values, both explicit and implicit, because teaching involves evaluation, judgment, and choice, all essential qualities in values” (114). It is seen amongst education philosophers, that value-free education does not exist, due to teachers being unable to avoid imparting values through their actions as a teacher and educator (ibid). Therefore, as Carbone (1987) states, “what we consider good, right or important constantly guides our practice whether consciously or not” (116).

Two of the most instantly recognised taxonomies of ‘optimal values’ within teaching are those of Rogers (1969) and Freire (1998):

1. Being Real
2. Prizing Accepting and Trusting
3. Being Empathetic and Understanding
4. Being a Fully Functioning Person

(Rogers, 1969)

1. Humility
2. Lovingness
3. Courageousness
4. Tolerance

5. Decisiveness
6. Living the tension between patience and impatience

(Freire, 1998)

In this sense, values can be closely related to qualities of educators in the pursual and enactment of greater driving forces which underpin not only the ethical and moral fabric of teaching and education, but what educators view as ‘good’ teaching and learning. It should be noted, however, that values are not only enacted within the classroom in their educational contexts, but span the entire landscape of what it means to be an educator, including higher macro-levels such as curriculum design, school ethos and local or national policy (Alsup, 2006).

Values, like beliefs, are considered malleable through a variety of potential influences. Mahmud et al. (2009) therefore state that “values may be analysed as variables, subject to changes that are consequent to changes in population, technology, economic production, political organization and so on.” (78) Values, thus, span outside of the individual and can be identified as shared systems across groups of people or cultures.

2.3.3 Teacher roles

At the intersection between beliefs and values are roles. This paper argues that roles can be understood as a categorization of behaviours which are the manifestation of a teachers’ beliefs and values regarding what it means to be a teacher in pursuit of particular educational goals.

The embedding of roles as a component of professional identity can be widely found within the literature. For example, Enyedy, Goldberg & Walsh (2005) put forward that teacher professional identity can be understood through teachers’ professional practices or actions (what they do) and through professional roles or states (who they are) (in: Cheung, 2008, 117). Beijaard et al. (2004) recognise professional identity as “a complex equilibrium where professional self-image is balanced with a variety of roles teachers feel that they have to play” (100). Furthermore, referring to Goffman (1967) and his notion of the social situating of

roles within the development of a professional identity, Volkmann & Anderson (1998) believe that “the roles teachers choose to play are representative of who they want to be and how they want to be perceived” and can therefore be understood as a manifestation of professional identity and representation of the self in a professional context (176). For Hofman (1977) professional identity is understood as perceiving their professional roles across three main areas of scrutiny: Centrality (how important their role is), Valence (how attractive their role is) and Consonance (the harmony between their professional and other roles).

Other studies, however, have put forward that the roles teachers take on and which they value are manifestations of their professional identities. With this, importance is also placed on the environment in which teachers attempt to integrate personal and professional roles leads to the creation of a professional identity (Berman, 1995). Particularly, the presence of professional role conflicts lead to introspection which aids in the greater understanding and definition of an educator’s professional identity. This is seen in studies by Pajak and Blase (1989) whereby their case-study on a teacher, Maria, developed personal metaphors of what it means to be a science teacher through the roles of role model, human being and favourite teacher. They go on to state that “her visualization of self as caring role model integrated her personal identity and professional expectations” (58).

In the aforementioned case, it was through ‘dilemmas’ of inability to enact certain roles within the larger sense of professional self as a teacher which lead to a heightened understanding of who she is as a teacher, and what she values as a teacher (ibid). This notion of change (either enacted or enforced) to the roles of the teacher and subsequent redefining of professional identity is similarly echoed by Goodson & Cole (1994) where, in the context of Karen, a high school teacher, they state that “changing professional roles or moving into a new professional community initiates a process of redefinition” (45). In the particular case of Karen and their colleagues, the authors claim she had to “reconstruct their notions of professional self-identity and develop new understandings about their new workplace community” (ibid). Through discourse involving the articulation of their roles, teachers “came to define and redefine their roles and see themselves as teachers” leading to what the authors call an “identification process”. This concept

of developing recognition of professional identity through discursive practices is integral to the literature surrounding the concept, and one which will be revisited later in this literature review.

2.4 Formation of identity

Identity is thus often considered to be ‘shaped’: a term which is inconsistent amongst the literature with regards to its lexical form yet persistently relates to the notion of an interplay of forces both internal and external whereby identity is a product of negotiation and renegotiation in light of these forces and interactions.

Teacher identity, thus, is the image with which the individual identifies as a professional and is grounded in the set of expectations the individual has formed to reflect both who they are within this particular sphere, and, importantly, includes others’ expectations which together guides their behaviour (Lasky, 2005). In its simplest sense, professional identity can be interpreted as “the means by which teachers define themselves to themselves and to others” (ibid, 901).

2.5 Value misalignment and philosophical congruence

It has been widely noted in the literature that changes in the workplace can impact the “continuity of the self and thus develop to ‘identity disruption’” (Young, 1988 in: Johnson et al., 2014, 128) Taking this into account, McGregor, Hooker Wise & Devlin (2010) take this as support for the conceptualisation “identity is therefore not simply a set of characteristics, but an ongoing and complicated process of developing behaviours, beliefs and attitudes” (13). Inconsistency and/or disruption of a teacher’s identity formed through transitions or changes in both personal and professional identities, can cause gaps or disconnects in identities. Recognising situations which may require a reshaping or entirely new identity could either prompt a defense of a teacher’s professional identity, or an exploration of a new identity (Ibarra & Petriglieri, 2010).

Pillen Beijaard and Den Brok (2013) studied the notion of professional identity tensions in beginning teachers within the Netherlands. Their results put forward the notion that professional identity conflicts can cause tensions among teachers

resulting in serious consequences, potentially leaving the program or profession itself. Their definition of identity tensions were as “internal struggles between the teacher as a person and the teacher as a professional regarding an undesirable situation” (662).

Professional identity can therefore be considered a vital space that is formed within areas of struggle between parties with competing interests (Ball, 2015). These sites of ‘struggle’ often lead to teachers having to “make sense of varying and sometimes competing perspectives, expectations and roles that they have to confront and adapt to” (23). Baxter (2012) identifies the potential ramifications of such sites of struggle as essential to the creating or inhibiting of “feelings of self-salience, personal efficacy and confidence” (87). This is similar to Miller (2009) who states that “the identity resources of teachers may be tested against conditions that challenge and conflict with their backgrounds, skills, social memberships, use of language, beliefs, values and so on”. For Miller, he claims that “negotiating those challenges forms part of the dynamic of professional identity development” (ibid, 175).

2.6 Meso and macro influences on professional teacher identity

In order to analyse the full picture of teacher identity, it is claimed that “both micro- and macro-analyses are necessary to capture the complexities and nuances” of the notion (Zembylas & Chubbuck, 2018, 87). Teacher identity, therefore, does not exist, or is formed, purely within the individual, but is “a socially situated construction rooted within socio-historical, cultural and political parameters with a determinative influence on teacher formation” (Chronaki & Matos, 2014, 14).

2.6.1 Teacher identity as a socio-cultural construct

From a Vygotskian perspective, teacher professional identity is “a commitment to an image of teaching that is both publicly and personally meaningful” (Van Huizen et al. in: Cheung, 2008, 48). It is believed to be socially constructed (Duff & Uchida, 1997) and that “the formation, negotiation and growth of teacher identity is fundamentally a social process taking place in institutional settings such as

teacher education programs and schools" (Varghese et al., 2005, 39). Thus identity takes place within the meso- and macro- level of social interactions and discourse surrounding the profession, including, but not limited to, colleagues, the institution and members of society teachers interact with.

2.6.2 Teacher identity as a socio-political construct

In his conception of identity politics, Britzman (2003) puts forward that the politics of identity can be understood as recognising how forces of social operation of power, discourses and social structures shape the identities found in the teaching profession. This notion is echoed by Zembylas & Chubbuck (2018) whereby they claim teacher identity is intrinsically understood as "a transaction between larger social forces found at the macro-political level and the internal psychic terrain of the individual and their working conditions (micro-political)" (190). Identity is thus considered to be politicised, whether through social interactions through those the teacher has frequent and immediate contact with, to larger forces which dictate and shape teachers' actions, beliefs and ultimately, professional identity. Thus, at this level we observe identity as being part of a wider discourse on the profession, including national and regional policies.

2.7 Technology and professional identity

Implementation of technology in educational literature is often tied to the concept of change, and thus has the potential to dramatically effect, both positively and negatively, an individual's professional identity. Such effects may lead to effects on areas such as psychological wellbeing, job satisfaction, and ultimately commitment to the profession. Specifically, the inclusion of technology appears to intensify this notion of change and has documented effects on professional teacher identity within the literature.

McNaughton and Billot (2016) claim that "pedagogy, values and professional and personal narratives of the self are all affected, particularly by technological change" (644). Online contexts, and online social spaces are thus frequently viewed as important environments for both the construction and performance of identity, particularly where it is conceptualised in discursive terms and located in

interaction (Kendall, 1998; Zhao, Grasmuck & Martin, 2008). Thus, the notion of professional identity in this digitised space of teaching and delivery, prompts Baxter (2012) to claim that given the proliferation of online delivery in the Higher Education sector, there is a need for tutors to “be able to work comfortably and confidently in the online environment” and is particularly linked to enactment of their professional identity (12).

In a study by Slater at al. (2005), the author cited role ambiguity, stress and emotional strain as factors experienced by faculty who transitioned to online teaching. Likewise, Schmidt, Hodge and Tschida (2013), utilising a focus group approach, found that participants described feelings of being “terrified”, “unprepared”, “overwhelmed” and “apprehensive” during their first sessions delivering content online. Furthermore, those who held no prior experience teaching in this mode reported strong emotions of uncertainty and confusion regarding their role. This leads us to question the particular catalysts of such psychological reactions, and their link, as a potential cause, to their professional identities during their moves to online delivery.

One theme which is particularly salient is the notion of losing power and identity during transitions to online, or technology-based delivery. Slater et al. (2005) highlight the faculty feelings of losing power over the classroom, a loss of self, lack of confidence in teaching abilities and “facelessness” (77). This is often ascribed to a shift, reduction or addition of roles which may affect how teachers view themselves in this space, and ultimately their preparedness for such delivery. In Thanaraj’s (2016) study on American university faculty’s move to online delivery of teaching, the author stated that all three participants “were challenged in recognising their identity” in online spaces of delivery, particularly, she notes that one participant recognised the need for change in her approach but was finding difficulty in knowing “what role she should adopt” (45). Another participant felt that in the online context, “her role was more of a learning space architect” which she didn’t feel equipped to take on. Volman (2005) similarly notes that in her study of faculty technology adoption, that teachers were no longer a “conveyer of knowledge” but now a “supervisor of learning” requiring the roles of “instructor, coach, trainer, advisor and assessor” (13).

The addition of new roles ultimately requires new skills, and as a result leads to the threat of ‘deskilling’ as teachers face situations whereby they no longer feel as experts as they would in their usual domain. In Wells’ (2007) qualitive study interviewing higher education academics on their perceptions and understanding of online teaching and pedagogy, he highlights the faculty feelings that eLearning had a “deskilling effect on practise, and that technology represented a re-positioning of the academic’s role in the learning / teaching process” (112). This may lead to highly emotional reactions, as teachers claim feelings of angry, frustration and of offended by the perceived technological disruption to their teaching delivery. Johnson et al. (2014) found in their study that participants felt that they ultimately would have to adopt the role of student again they recognised the gap between content knowledge and ability to transfer this to online delivery. Similar findings are present in Thanaraj’s (2016) study, where a participant discussed her identity was challenged as a result of the transition from “an expert face-to-face teacher authority in her subject area to be someone whose limited technological skills made it difficult for her to impart knowledge online” (45). McShane (2006) found lecturers expression feelings of anxiety regarding sharing teaching identity with a machine with the prospect of becoming a hybrid “teacher-machine” (11).

This ‘splitting’ of identities between face-to-face and online delivery is yet another common theme within the literature. Even early accounts of both identity and the Internet frequently emphasise the potential for performing and presenting online identities which differ from those embedded in the offline sphere (Kendall, 1998). This is echoed by Baxter (2012) who states that in his study, “separation of identities online, the personal from professional, was an interesting issue raised by several respondents” (18). For many teachers across related studies, it became clear that they could not enact the same identity offline within the online realm, however their values and beliefs remained in the offline: “as such, online identity and offline identity are viewed as being interrelated, with online performances being rooted in offline concerns” (Robson, 2014, 55).

This is often cited to as an ‘online persona’ by many commentators, including Baxter (2012) who links struggles of teachers to perform online to effectively creating a “salient online identity online: an online persona that enables the individual

to feel professionally competent within the role" (370). In a number of studies (Thach & Murphy, 1995; Lategan, 2002; Bayne, 2004) there is a recurrent notion of teachers voicing concerns that their online persona may often be in conflict with their face-to-face persona, thus leading to feelings of discomfort as a result of dissonance.

Values and beliefs regarding the nature of learning and teaching are also widely cited as sites whereby dissonance, tension and frustration may arise as teachers attempt the transition. Baxter (2012) claims of resistance discourse, that is teachers who voice concerns and protest against the imposed changes to the nature of their teaching delivery, was most identified at points where individuals felt that teaching values were being compromised as a result of moving teaching delivery online. Maggio, Daley & Pratt (2018) echo this notion, stating that the unknown challenges and expectations which result from the new context of online learning environments may find faculty members teaching "in ways that are dissonant with the existing assumptions, beliefs and views that are central to their pedagogical or teaching identity" (147). They therefore state that such "identity dissonance" may result in "dissatisfaction and frustration for the faculty and potentially suboptimal learning experiences for students" (ibid).

The final negative effect that may come out of the perceived dissonance of offline and online teaching identities is that of physical separation from students. Lackey (2011) found that among emerging themes in their data analysis were feelings of isolation and limited student interaction. Over 50% of participants in his study highlighted issues related to communication challenges with students due to the lack of face to face contact. Golden (2016) states that "physical separation from students cause discomfort for faculty who feel constrained by their inability to move about the classroom and to sense the energy of the student audience" (87). He thus concludes that "teaching in cyberspace disassociates the faculty member from a presence where teacher and students occupy the same physical space" (52). Such separation, therefore, beyond immediate feelings of dissatisfaction, is likely to be intrinsically linked to ability to enact professional identity, as teachers struggle with a new mode which may impede their ability to fulfil roles such as motivating students or feelings of being unable to be physically

present to enact socio-emotional values in education through nurturing or pastoral roles.

However, the picture is not always negative regarding such shifts to online teaching. Chronaki & Matos (2014) stipulate that in the development of faculty's transition to moving from face-to-face to online delivery, rather than passing authority over to the computer, power may be re-distributed in complex and unexpected ways. As a result, they state that "this discourse, in some way, entices learners by making them to believe that teachers are no longer the locus of power – but merely facilitators of learning" (188). Whilst previous studies have noted that this relocation of power away from the teacher leads to negative feelings and frustrations, the authors state that "technology is not seen, by the teachers as replacing them, but, on the contrary, as becoming their allies or advocates" (ibid).

For Robson (2014), there is a belief that online spaces provide some new users within the opportunity of engaging in and developing a new mode of being professionals: "performing and constructing identity, engaged in social learning and conceptualising themselves as teachers both in the classroom and in national and political contexts" (78). This ability to tap into macro-narratives leads Robson to state that "for some, being a teacher in the digital age meant embracing a broad understanding of professional practise, engaging in national political issues as well as relating online interaction purely to local classroom practise" (ibid). There is, therefore, opportunity for individuals to use such transition as a catalyst for forming a new sense of what it means to be a professional in their sphere, as they have greater access to greater socio-political discourses at both a national, and potentially international level.

2.8 The importance of professional identity and change

Whilst the previous section has highlighted a range of issues related to change, including the inclusion of technology and professional identity, the following section will examine the greater ramifications these changes can have. Furthermore, it assesses calls from the literature for greater inclusion of professional identity in analysis of teacher experiences, to equip both teachers and their supporting networks with the tools to analyse their professional identity, and for the field at large

to place greater emphasis of its inclusion as a major contributing factor of teachers' experiences of change, including inclusion of technology in their teaching.

Alongside the psychological effects that either a provide a supported sense of professional identity or one which is compromised or misaligned, studies have shown that these produce ramifications regarding the teachers' professional performance. In Hanson's (2009) study, resistance to new approaches, feelings of inadequacy and disorientation were established as a result of gaps in identity stability which affected teachers' self-efficacy. Golden (2016) states that such disorientation regarding professional identity, especially in the context of online classrooms, can impact teacher presence and subsequently the quality of interaction with students. For Hofman and Kremer (1985), they found a strong link between teaching personnels' job satisfaction, claiming that high school teachers are more likely to claim "burnout" or "think of leaving their job if their professional identity is relatively defective" (78). As Goodson (1981) states, "in understanding something so intensely personal as teaching, it is critical we know about the person the teacher" (61).

One key area in the literature is that through providing means by which teachers can better understand and communicate their professional identities and thus flag any areas of misalignment in their practises, then issues relating to this can be identified and approached. The result is of a teacher feeling like they have a stronger control over their professional identity, or, at least, the ability to initiate discourse surrounding this with key stakeholders. This has been shown by Day, Elliot & Kington (2005) to help improve teachers' commitment to the role, organisation and profession, and as a result of their development of commitment, they subsequently "derive a sense of pride in their professionalism" (Cheung, 2008, 87).

A strong sense of professional identity has been recognised as being key to effective practise: "important to the professional's sense of psychological wellbeing and motivation to succeed in their chosen field" (Baxter, 2012, 15). Other studies have shown that identity is closely related to motivation, self-efficacy, job satisfaction and commitment (Day, Elliot & Kington 2005). For innovation specifically,

Trent (2013) puts forward that “being afforded score to explore [teachers’] preferred professional identities, both discursively and experientially, is essential to the implementation of innovation” (161). Regards to online practise, effective adjustments to identity brought about by such shift is claimed to help influence faculty satisfaction, contributing to their sense of self and furthermore to their identity as teachers in online environments (Sword, 2012). Thus, there are strong arguments that in periods of implementation of innovation and change, as with the implementation of new delivery methods, there is a strong need for both teachers themselves to develop a discourse both internally and externally around their professional identity, and for organisations to provide their teaching staff the opportunity to voice issues, experiences and desires explicitly related to their professional identity in order to improve the quality of both the teacher’s professional qualities and the quality of both learning and teaching.

For Trent (2013), the call is to look beyond the practises of innovation or technology implementation itself but should “also examine the constraints and enablements to identity construction that exist within and beyond their individual schools” (47). Thus, linking back to the notion of identity being intrinsically linked at deeper levels to the macro concerns of socio-cultural and socio-political identity, this paper agrees that a wider understanding of the issues relating to professional identity when engaged in particular contexts will aid in providing relevant and useful tools to assist teachers to explore, enact and develop their professional identities in these new modalities. A professional identity which is enacted, empowered and reinforced by the context in which an individual works is thus recognised as being key to effective practise (Burke, 1991).

2.9 Vietnam: professional identities within the Vietnamese higher education sector

2.9.1 Confucian heritage

It must first be acknowledged that the role of the teacher in Vietnam is one which has deep cultural and historical roots. The role of Confucian philosophical notions is a lens by which many characterisations of the teacher, their beliefs, their values and their roles are framed within Vietnamese society (Pham, 2014; Vu, 2017).

According to these values, teachers are often considered as “gurus who can satisfy learners in their search for both truth in knowledge and virtues in life” (Phuong Mai, Terlouw & Pilot, 2005, 77). The authors add that “the teacher is the ultimate, one and only source of knowledge in the classroom besides textbooks, and the knowledge stream goes along a one-way street from teachers to students” (178). As a result, Vietnamese teachers are therefore considered masters of knowledge and respected by students for their knowledge (Phan, 2004).

Putting this lens into context, Kramsch and Sullivan (1996) highlighted that at the heart of pedagogical practises, is the view of the teacher-student relationship in which teachers are considered both mentors and masters of knowledge in the classroom. With regards to English teaching specifically, Pham & Fry (2011) assert that teaching methods in many universities remain traditional, where rote learning is the primary form of dissemination of knowledge whereby teachers do most talking in class, while students passively take notes. Shifts towards more learner-centered models is thus considered to upset the hierarchy laid out by Confucian teaching values, and new pedagogical approaches therefore face difficulties as teachers struggle to accept roles as instruments to learning rather than “fountains of knowledge” (Hiep, 2005, 23). In the attempted adoption of Communicative Learning Teaching (a form of teaching considered to be born more out of the constructivist student-centered paradigm) difficulties were found in its implementation within the Vietnamese context due to student-teacher relationships maintaining a strict, hierarchical form (Ellis, 1996).

Le (2007) grounds the traditional approach attributed to Vietnamese language teachers in more practical issues. She states that teachers’ inadequacy in English proficiency, pedagogical awareness, lack of in-service professional development and inappropriate teacher education as being the predominant factors holding back more student-centred forms of teaching and learning. Dang (2010) similarly claims that despite the attempted reform of university English pedagogy being in practice for a number of years, teachers continue to adhere to positioning themselves as centre of the teaching-learning process – where emphasis on knowledge of English rather than competence and use of English is commonplace. This is echoed by Salomon & Vu (2007) who state that within the Vietnamese context “as for any subject, the learning of English is expected to take place

through the accumulation of specific knowledge" (117). It is this emphasis of knowledge over skills and competence which many of the aforementioned authors view as a defining factor in the 'traditionalist' character of English language teaching in Vietnamese tertiary education.

2.9.2 Contestation of traditional identity of Vietnamese language teachers

However, whilst there seems an abundance of literature which frames the Vietnamese teacher and their pedagogical underpinnings as being strictly and uncompromisingly tied to Confucian and traditionalist values, resistance to this notion is put forward by a new wave of Vietnamese researchers.

Phan's (2004) study presented an in-depth look at two Vietnamese teachers of EFL at tertiary level. Within her findings, the teachers demonstrated acute awareness of the need to fit pedagogical practise around their learners. The first teacher claimed a desire to ensure her teaching methods were both not considered "boring" nor were considered too far removed from their communicative function (5). The second teacher identified herself as wanting to be a facilitator rather than a controller in the classroom. A study by Mai in 2017 looked to gain insight into notions of a 'good teacher' in young Vietnamese English language teachers and found conceptualisations of being patient, "flexible, knowledgeable, dedicated and caring" with "good communication skills but not necessarily linguistically perfect" (45). Of characteristics valued in the classroom, trainee teachers mentioned "humour, flexibility, commitment and responsiveness to the needs of learners" as being pertinent to fulfilling their role as a language teacher. They further put emphasis on the need for students to have a voice within the classrooms and be independent (ibid).

This shift is further exemplified in Le & Phan's (2013) study of a young Vietnamese teacher as he consciously attempted to surrender the self of 'status' and 'power' traditionally embodied in Vietnamese teacher identity, as he moved away from characteristics of "teacher-controlling" and "directing" (87). This conscious effort is echoed in Dobinson's (2015) study of Vietnamese English teaching faculty as he documents that "they seem to have left behind the Confucian-heritage mindset that promotes a somewhat hierarchical relationship" (23). This was found

in the form of greater acceptance and adoption of student evaluation, the relevance of which was even attributed to growing neo-liberal approaches to education within the country, with one teacher justifying student evaluations as they hold power and position as “customers” (ibid). Finally, more democratic approaches to teaching practises in Vietnamese higher education contexts have been found in studies such as Robson (2014) whereby one teacher describes her classroom a “negotiation” where learning goals are negotiated between student and teacher (21).

In this seemingly contested space between value-laden traditionalist approaches to teaching and more progressive conceptions of the beliefs and identity, Phan (2014) concludes that “Vietnamese teachers locate themselves within two identity umbrellas: a teacher of English and a Vietnamese teacher” (110). On this point, Dobinson (2015) claims that “Vietnamese local lecturers recognise the value in their local educational practices and beliefs but also fully embraced the imported ‘add-on’ pedagogy found in constructivist language-teaching beliefs.” (38). He then goes on to state that in his research, teachers “celebrated their ability to span what they saw as “Western” and “Eastern” educational discourses in what might be seen as a third space” (ibid). Phan (2014) concludes that the Vietnamese teachers in her study “facilitate in harmony with their cultural expectations…as good teachers of English they want to encourage students to have free and stimulating discussion, but as good Vietnamese teachers, they also need to perform their duty as ‘behaviour educators’ or ‘moral guides’“ (100). For these researchers, these perceptions of Vietnamese teachers are not in conflict, but coexist in a fashion which aims to fulfil students’ development needs whilst also adhering to the greater call of teacher morality as embedded in its societal context.

2.9.3 Socio-political framing of language teaching in Vietnam

It is important, therefore, in this constant reconceptualising and documenting of the reality of Vietnamese English teachers’ values, beliefs and practises to widen our lens to the overriding political and socio-cultural discourse surrounding both the profession and positioning of English language teaching.

The value of education is deeply rooted as being fundamental to the growth and development of the country, and the effect of globalisation and Vietnam's ascent to the global stage has re-centered English language as a fundamental driver for this. English language teaching has been provided a special place within the country, particularly with the nation's building of relations with foreign countries in the 1980s as a result of the Doi Moi era (Dang, 2007). Nguyen (2017) further states that the government recognises that English, as an international language, is playing an important role in Vietnamese society, providing greater educational and career opportunities as Vietnam becomes more involved with international trade opportunities. Thus, the Vietnamese youth now view "mastery of English and the acquisition of computer skills as vital passports to a good career, particularly in multinational organizations" (ibid, 66). In this context, Phan (2014) supports the notion that ELT in Vietnam will naturally witness further and more wide-ranging developments (117).

Vietnam's Higher Education Reform Agenda (HERA 2006-2020), Higher Education Law (2012) and the National Foreign Languages Project (2020) are among policies considered blueprints for driving reforms in higher education and ELT in Vietnam (Vu, 2017). Thus, Vu (2017) states that "education has been a political tool that the authority uses to maintain and enhance power – but it has also been a property of the people" (67). She goes on to specify this in the field of English language teaching whereby she states that "in the field of ELT, even when professionalism is defined instrumentally as a set of competencies, this interpretation cannot be separated from social-political contexts" (68). Thus, the construction of the teacher-self in Vietnam is characterised by external pressures and internal values, visions and realities (Vu, 2017). Therefore, in national policy and amongst societal views regarding English language teaching, reforms that are geared towards innovation hold a persistent role in the discourse surrounding the profession and sector.

2.10 Synthesis of literature and defining of conceptual framework.

The following section will outline the author's construction of a conceptual framework born out of the existing literature and defined by the context of the study.

2.10.1 Psychological component

Whilst the study acknowledges that identities of individuals can be perceived by others (Gee, 2002), that is, identity perceptions that lay outside of the self, this particular study focusses on the experience of individuals and thus the development, shaping and negotiation of their own identities. Thus, the concept of professional identity is situated within the psyche of the individual and is formed most dominantly by the interplay of values and beliefs. As highlighted in the literature, values and beliefs are messy constructs which are notably difficult to explicitly define and can take many forms. In this context, these can span a multitude of sub-beliefs and values, for example, epistemological beliefs, pedagogical beliefs, cultural beliefs, professional beliefs. The distinction between beliefs and values is a somewhat blurred concept, and so these are seen to interplay as they form the most fundamental concept of what it is to be teacher. The identity established at the psychological level is under constant formation and reformation (Luehman, 2007).

2.10.2 Meso level

It is important for the conceptual model in this study to represent the pertaining notion that “professional identity implies both person and context” (Beijaard et al., 2004, 78) and that it remains a socially situated construction within socio-historical, cultural and political parameters. Thus values, beliefs and identity are all subject to constant influence and negotiation within the wider meso and macro socio-cultural, socio-political and socio-historical discourse and influence and are constantly being shaped and reshaped as a result (Day, Elliot & Kington, 2005). Here, the ‘meso’ level represents the immediate and extended space in which a teachers’ actions are situated in. This can be within the classroom itself, the university, or in other socially-constructed spaces which both influence values and beliefs directly, but also provide a route of feedback for the actions of a teacher. Roles sit at the interplay between psychological as they can be established by the individual internally, but also are situated within the socio-cultural landscape. Narratives are being constantly drawn from the meso level to the psychological level which in turn help shape the teacher’s identity formation. The meso level is fluid and can span individuals, collective groups and physical spaces.

2.10.3 Macro level

'Macro', on the other hand, is the overarching, more abstract layer which has less direct contact with the actions of the teacher themselves, but is a constant influence of framing the teachers' beliefs, values and actions and further influences the meso-context in which it sits. At the macro level we find discourses surrounding the role of the teacher in light of socio-cultural and historical notions, as well as socio-political influences such as regional and national policy and even stretching as far as global discourses.

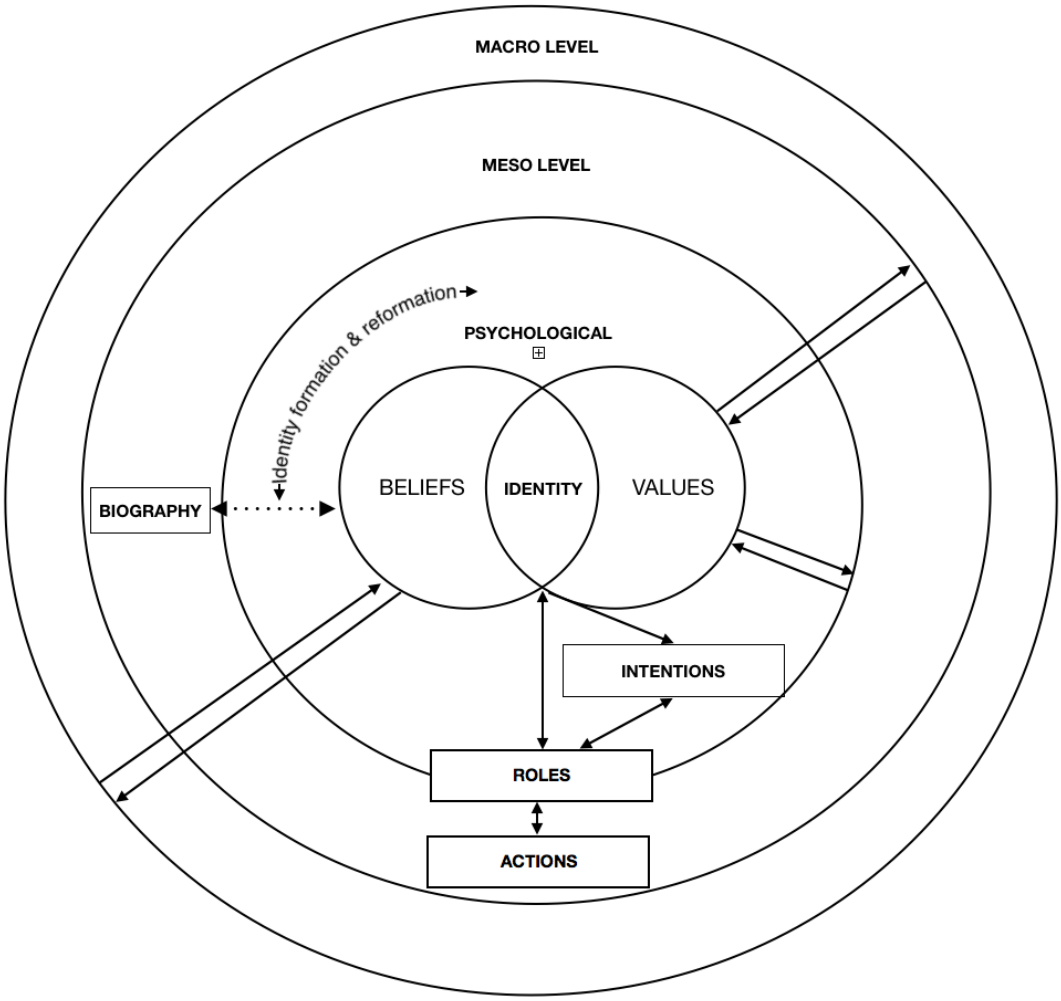

FIGURE 1. Conceptual framework of the study

2.10.4 Interplay

Teacher professional identity is constantly formed through the influences of the context in which it sits, and routes of influence are not necessarily linear or clearly defined. However, all aspects of a teacher's professional identity have some level of interplay with each of these contextual rings, either consciously or unconsciously, explicitly or implicitly.

2.10.5 Dealing with identity misalignment

In the event of identity misalignment, the teacher perceives either a role or action required of them as incongruent with their core beliefs and values. This can either be negotiated, whereby exposure to this misalignment shifts their values and beliefs to fit the source of the misalignment, or the source of the misalignment can either be modified or reconceptualised to fit with their existing teacher identity. The presence of a source of misalignment, therefore, has the potential to shift the teacher's professional identity through the routes noted previously, or can similarly act as a reinforcer to the pertaining teacher values as this concept or action is rejected and thus maintains perceived status as being misaligned with said values.

With the example of online learning as of this study, a teacher may view the format of delivering lessons via. this delivery as not aligned to their value as being the expert within an educational space as they find themselves taking on the role of learner in order to understand how to manoeuvre the technologies to present their lessons. A teacher may therefore find an identity shift as they accept this new, adopted role, or may reject this notion, reaffirming their already established identity. This could be realised by refusal to participate, or minimal engagement with the process of delivering online lessons.

2.10.6 Research questions

With the literature review and conceptual framework in mind, the following research questions have been established for this investigation:

1) What are the main teaching values that Vietnamese teachers of English at tertiary level hold?
2) What are the main socio-cultural, socio-political and socio-historical factors which shape these values?
3) What was the impact on professional identity as teachers were required to teach online during the teaching period affected by Covid-19?

3 RESEARCH METHOD

3.1 Overview

This study adopted a mixed-methods approach to observing the phenomena. A pre-interview questionnaire was developed and provided to participants, followed by an in-depth intensive interview aimed at providing greater context whilst allowing participants to demonstrate links between their biographical pasts, their values and beliefs as teachers, and detailed description of the situation in focus.

3.2 Research paradigms and ontological stance

As Hathaway (1995) states:

> Paradigms act as lenses through which scientists or researchers are able to perceive and understand the problems in their field and the scientific answers to those problems. Paradigms dictate what researchers consider data, what their role in the investigation will be, what they consider knowledge, how they view reality, and how they can access that reality (541).

Thus, the very nature with which the researcher approaches the theoretical framing, data collection and data analysis in their research is tied to wider epistemological and ontological perspectives, understood as “paradigms” (Lincoln & Denzin, 2000, 36) and “world views” (Creswell, 2007, 86). The defining and transparency of which, therefore, has important ramifications on the way the research topic is constructed, and thus the processes and tools with which it is investigated.

With regards to the very nature of the chosen topic, the researcher has first established two paradigms in which its ontological stance is situated. Firstly, a socio-constructive paradigm is adopted as participants in the study were viewed as understanding the world in which they operated professionally, and thus the individually constructed meanings provided in the study were considered subjective (Creswell, 2009). Furthermore, as a fundamental component of the research focus, individual experiences in a particular context were considered to be formed

through a process with others in their professional circles, alongside overarching historical and social norms (Creswell, 2007, p.8). Socio-constructivism is therefore an appropriate lens as it allows meaning to be established through dialogue and discourse: a key tenet of the nature of professional identity (Alsup, 2006; Baxter, 2012).

The second paradigm which aided in my ontological stance within the study was that of complexity theory (Clarke & Collins, 2007). This paradigm is based on the view that there are a multitude of interacting influences which interplay with each-other to have an effect on something or someone (ibid). Through this view, there is a rejection of influences being bound by a hierarchical structure, as they take place more like a network, providing feedback loops and are thus not dependent on single points or location (ibid). This ontological stance fits appropriately with the nature of professional teacher identity and the myriad of interconnecting forces which aid in its shaping, maintaining and dismantling as discussed in the literature review.

3.3 Mixed-methods approach

A progressive mixed-methods approach was considered as the most appropriate regarding the aim and research questions of the study. The two-phase sequential structure utilising both quantitative and qualitative data collection ultimately allowed for “a better understanding of research problems than either approach alone” (Creswell & Clark, 2011, 5). Thus, whilst the quantitative aspect of the study, the pre-questionnaire tool, allowed for a more deductive interpretation of teaching values and beliefs, the qualitative aspect pathed the way for more constructivist and inductive way of building on their responses to the extended questionnaire and thus assist in analysing how they came to be and their manifestations in practise (Blackwell & Green, 2007). Thus, one data base was utilised in order to assist in explaining the other (Creswell et al., 2011).

3.4 Pre-survey questionnaire

The quantitative aspect of the study was achieved by using an extended version of Teacher Perspective Inventory (Pratt & Collins, 2001) which looks to identify perceptions surrounding beliefs and values of teaching, categorizing into five main categories: as transmission, as developmental, as nurturing or espousing a social reform perspective (ibid). 'Teaching perspective' is defined as what we "do as teachers and why we think such actions are worthy and justified" (Pratt et al. 1998, 10). Teaching perspectives are, however, not to be mistaken for teaching styles, rather they are considered more innate and aligned with teacher identity:

> Each perspective on teaching is a complex web of actions, intentions and beliefs; each, in turn, creates its own criteria for judging or evaluating right and wrong, true and false, effective and ineffective. Perspectives determine our roles and idealized self-images as teachers as well as the basis for reflecting on practice.
>
> (Pratt et al, 1998, 35)

Whilst this list of teacher perspectives with regards to teaching is certainly not exhaustive, the tool has been developed and tested in over 100 countries and is considered widely to be valid, reliable and importantly, transferrable to different linguistic and cultural contexts (Collins & Pratt, 2011).

In order to further extend the tool, and to better encapsulate areas identified in the literature as being related to teacher professional identity within the Vietnamese context, the following categories were added: innovation, collegiality, authority and motivation. Details regarding breakdown of the categories that constitute the tool and relevant literature which informed their inclusion can be found in Table 1.

TABLE 1. Questionnaire instruments and supporting literature

	Factor	Detail	Reference
Original TPI Factors	**1. Transmission**	Transmission refers to teachers' placing weight on the ability to have mastery over a subject and efficiently communicate this knowledge to their students. Teachers high on this perspective set high standards for achievement and develop objective means of learning	(Pratt & Collins, 2001)
	2. Apprenticeship	Apprenticeship is the notion of the practical application of knowledge to real-life settings. Students are considered apprentices as they work through knowledge and develop independent and autonomous skills. Teachers high on this perspective frequently link content to contexts embedded in reality.	(Pratt & Collins, 2001)
	3. Developmental	The Developmental perspective is most similar to the constructivist view of learning and teaching as teachers develop students' competencies with the learning process itself. Teachers high on this perspective will view learning more of a journey rather than an end goal, typically utilising more formative forms of assessment and objectives.	(Pratt & Collins, 2001)
	4. Nurturing	Nurturing refers to teaching values which value understanding and working with the socio-emotional element of teaching. Teachers high on this perspective place focus on close student-teacher relationships and provide more mentoring roles.	(Pratt & Collins, 2001)
	5. Social Reform	Social Reform looks to develop students' into making positive changes in their contexts. Teachers high on this perspective will	(Pratt & Collins, 2001)

		frequently link content to ideas such as morality, ethics and what it means to positively affect one's surroundings.	
Extended Factors	**6. Innovation**	Innovation represents teachers' willingness in trying new pedagogical techniques and practises within their teaching. Teachers high on this scale are constantly looking for new movements within their fields and ways in which they can adopt these practically to their own classrooms.	(Goldstein et al., 2012; Ertmer & Ottenbreit-Leftwich, 2013)
	7. Collegiality	Collegiality is the extent to which teachers value being part of a professional network within their institution. Teachers high on this scale see their colleagues and wider institutional context as being important to their own view of professional identity.	(Cohen, 2008; Cruess, Cruess & Steinert, 2019, Vu, 2017)
	8. Authority	Authority determines to what extent teachers view the importance of authority, discipline and perceptions of 'good' behaviour in their classroom. Teachers high on this scale place great weight on disciplined settings as part of their teaching objectives.	(Cooney, 1993; Elliott, 2009, Kitchen, 2014, Phan, 2014)
	9. Motivation	Motivation measures the importance teachers place on motivation and engagement within the classroom as being conducive to effective learning. Teachers high on this scale see motivation as highly important, and view this as within their role and responsibilities to cultivate and maintain.	(Ames & Ames, 1984; Velez & Cano, 2008, Williams & Williams 2011)

Once the additional categories were defined through consultation of the literature, the researcher decided to develop the additional instruments required for the extended version of the TPI tool. The reasoning behind this was due to a lack of robust instruments found in the literature surrounding these additional categories, and certainly a lack of instruments in a form which would allow consistency with the original tool's instruments.

Additional questionnaire instruments were created by the researcher in alignment of the original tool's structure: 3 likert-scale instruments for each factor across 3

sections / areas: beliefs, intentions and actions. Thus, in total, the amended tool contained 81 individual questions. With this number of questionnaire items, average completion time amongst the pilot study candidates stood at 35 minutes. Whilst questionnaires are typically advised to take around a maximum of 20 minutes to complete (Worthington & Whittaker, 2006) this tool was to be utilised as a pre-test questionnaire once commitment to the research study had already been confirmed by participants. Thus, the potential negative effect such a large amount of questions would have on the completion rate and thus data size was not considered to be of concern. Furthermore, one of the motivations for taking part in the study was that each participant received a detailed break-down and explanation of their questionnaire results.

The created instruments were presented to a group of researchers at British University Vietnam for their input and revisions regarding clarity and appropriateness in relation to the factors to be observed. Through this process, revision of 10 instruments were made before a second round of inspection by the same researchers deemed the instruments and questionnaire to be appropriate.

The questionnaire was then translated to create a bilingual questionnaire in both English and Vietnamese to ensure reduction of ambiguity surrounding wording or phrasing. Considering the target population were English language teachers, English was retained, but Vietnamese translation was added to aid in questions the participants may have found difficulty in fully comprehending. Once translated, the questionnaire was piloted by a small group of bilingual professionals at British University Vietnam to ensure correct translation. Through this process, 3 instruments were identified as ambiguous in the Vietnamese wording, and were retranslated before approval by the pilot group.

In order to measure the reliability of the questionnaire, a small pilot study was conducted with a total of 28 respondents (N=28) of the target sample (Vietnamese nationals teaching English at tertiary level). Whilst checks on reliability typically are required to utilize larger data sets of roughly 200 respondents (Nunally & Bernstein, 1994), the nature of the pre-questionnaire's role in this study, alongside the fact that statistical analysis of the results was not to be utilised, allowed the small pilot sample to be deemed robust enough for checking of its reliability.

TABLE 2. Demographics of questionnaire pilot test (N=28)

	Gender		University Type		Age				
Category	Male	Female	Private	State	20-29	30-39	40-49	50-59	60+
Percentage	29.73%	70.27%	51.28%	48.72%	25.64%	46.15%	23.08%	2.56%	2.56%

To check for reliability of the questionnaire items in Section 1 construct (beliefs), Cronbach's Alpha was calculated using SPSS. The value of Cronbach's Alpha (0.801) obtained suggested a very good reliability. The overall reliability of Section 2 construct (intentions) was 0.749 which is considered good. Finally, overall reliability of Section 3 construct (actions) was 0.748 which is considered good. The overall reliability of the questionnaire was deemed as 'good' and thus appropriate to use in the study. Full calculations related to reliability checking can be found in Appendix 5, 6, 7.

3.5 Interviews

Semi-structured intensive interviews were chosen as the primary method of data collection in this study. Intensive interviews refer to a "gently-guided, one sided conversation that explores research participants' perspectives on their personal experience with the research topic" (Charmaz, 2014, 56). Through open-ended questions, intensive interviews aim to investigate "participants' experience and situations with high levels of detail", alongside "understanding the research participant's perspective, meanings and experience" (ibid). Thus, the nature of intensive interviewing with a semi-structured allows for greater flexibility and "opens interactional space for ideas and issues to arise" (ibid). This notion is important, as through the nature of establishing meaning through discourse and discovery, the researcher did not want to restrict the participants' exploration of the subject at hand, but rather allow participants to reveal "their ways of understanding a phenomenon, that is, to disclose their relationship to the phenomenon under consideration" (Bowden & Walsh, 2000, 9).

Interview questions were developed based closely on the research questions as informed by the conceptual framework. The same set of questions were used through all interviews, however there was space and room for the researcher to ask follow-up questions, alongside room for the participant to expand to additional comments and stories. The reasoning for this was two-fold: firstly, it is important to both challenge and allow participants to explain concepts that may be considered self-evident or assumed in their context, thus, allowing a richer and more insightful picture of the influences and processes at play when providing such comments. Secondly, it also added a more conversational style to the interview which allowed participants to dive deeper into certain concepts and promote richer material for later analysis. The researcher approached somewhat of a reflexive approach, asking follow-up questions and gently guiding the narrative to explore themes identified in previous interviews to provide more robust data for cross-case analysis and emergence of themes.

Interviews were conducted online with video conferencing software and recorded for transcribing. Online video interviews allowed for participants to participate in the interview in their own space at a time convenient for them. It has been suggested by Lo Iacono, Symonds and Brown (2016) that utilising synchronous audio-visual interviews may aid in allow participants to provide more information as they open up as a result of conducting the interview in the comfort of their own space.

3.6 Sample

The study utilised a combination of purposive sampling and convenience sampling (Acharya et al 2013). As the study sought to discover themes and patterns within socio-cultural and socio-political contexts, the aim was to find participants who shared the same university and thus professional teaching context. To add further insight, and to help with isolation and identification of impact of context on the data, the study looked for participants from one private university and one State university within Vietnam. In doing so, the samples, and findings, would look to establish particular themes both intra-contextually and inter-contextually

whilst both fitting the overarching socio-political and cultural contexts of which the institutions were embedded in.

Thus, the initial conception of the target sample (Vietnamese English teachers in one State university and one private university) was fundamentally purposive, however it was convenience-based in its actualisation of which universities were involved in the study. Colleagues at the researcher's university provided contact details for lead members of two universities (1 State, 1 private) whereby the invitation to participate in the study was distributed amongst their English-teaching faculty. In total, three members from each university agreed to participate in the study, thus establishing the sample. Demographic details regarding the participant sample can be seen in Table 2.

TABLE 2: Demographics of study sample

Site	Teacher	Age	Years Teaching	Highest Degree
Uni 1	N	24	1	MA TESOL (Ger)
	H	39	18	MA TESOL (VN)
	P	26	2	MA TESOL (UK)
Uni 2	V	38	15	MA Linguistics (VN)
	K	45	20	MA Pedagogy (VN)
	B	28	3	MA TESOL (VN)

3.7 Ethical considerations

The most pertinent ethical issues in research involving participants are those concerned with informed consent, confidentiality and anonymity (Piper and Simons, 2005). In order to achieve informed consent, participants were sent a link to an online form which stated the research aims, how participant data was to be collected, anticipated length of interviews and usage and storage of the data (Appendix 1). Participants were also assured anonymity of both their personal identity, alongside the identity of the institution they represented. Participants were informed of their right to withdraw from the study at any point, with subsequent

removal and deletion of information provided through either the pre-interview survey or interview itself if request. Interview transcripts were sent to participants to ensure that they felt it was a true representation of the interview, and that they were happy for the information within the transcript to be used within the research itself, alongside potential use in future academic articles utilising the data. All of the above stages were submitted to the British University Vietnam and received ethics clearance from their ethics committee (see Appendix 3)

3.8 Data analysis

Interviews were transcribed by the researcher and then uploaded to NVivo version 1.4.1 for coding and analysis.

Initial data analysis included a thematic analysis process utilising both deductive and inductive data coding as a "hybrid system" (Fereday & Muir-Cocrhane, 2006). For research question 1, deductive data coding was primarily utilised by consulting the researcher's extended version of the Teaching Perspectives Inventory to provide an initial framework for the responses provided regarding this aspect. The researcher aimed to contextualise the findings of the pre-interview questionnaire. It is important, however, to note that additional codes outside of the extended TPI were also included if it was believed that these provided insight into the research question.

Further thematic analysis was provided for research question 2 in light of the themes and codes already established for the first research question, thus establishing a reiterative process of coding. This allowed links to be drawn between identified and labelled concepts, and the realisation of these in light of the phenomenon in focus. Simply put, the research aimed to see which specific values as identified in research question 1 were affected by the move to online and the nature of their realisation within this defined context.

For research question 3 inductive coding was utilised, but made reference to those codes and themes established in research question 1 and 2. Whilst the study aimed to look at essentially 3 differentiated foci, the connection between

the three was an important element to the study, and thus the same codes were utilised to ensure clarity and continuity regarding the initial values identified.

An important facet of this study was identifying the importance of narrative and biography as a way of observing influences on teacher values and their subsequent impact on the phenomena in question. Thus, results of the interviews were displayed in a form which focussed on the individual, contextualised by their biographies and later categorised to sections dedicated to the research questions. In doing so, deeper links could be established on the individual level which may be lost if results were presented in synthesised cross-case form. Through doing so, the study adopts a form of results presentation often found in narrative enquiry, labelled as “narrative processes” by McCormack (2000).

Themes were established and intra-site cross-case analysis was conducted to assist in clarifying these themes and their related factors and influencers within larger socio-cultural and socio-political contexts.

4 RESULTS

4.1 University 1

4.1.1 TPI overview

Uni 1's average TPI results across the 3 participants identify wide gaps between proposed 'dominant' and 'recessive' perspectives. Innovation (42) held position as the most dominant perspective alongside being the only perspective which was found to be situated above the dominant line' The second most dominant perspective was that of Nurturing (39). Apprenticeship (37) and Motivation (37) similarly held positions above the mean line but were not considered as dominant. Social Reform (28) and Discipline (27) were identified as the group's most recessive perspectives, whilst Collegiality (34) held position just below the mean line.

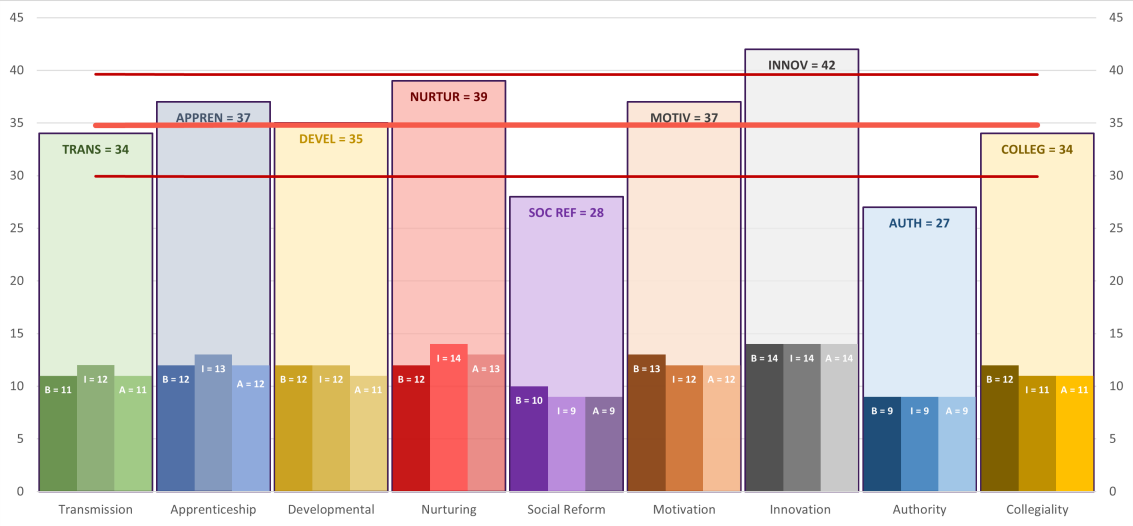

FIGURE 2. TPI overview for Uni 1

4.2 Teacher ‘N’

4.2.1 TPI results

Teacher N’s TPI results identify nurturing (42) and innovation (42) as her most dominant values and beliefs surrounding her teacher professional identity. Transmission (33), Developmental (35) and Collegiality (33) were all recognised as being mid-range, whilst Social Reform (22) and Discipline (23) were considered her most recessive values and beliefs by a considerable amount.

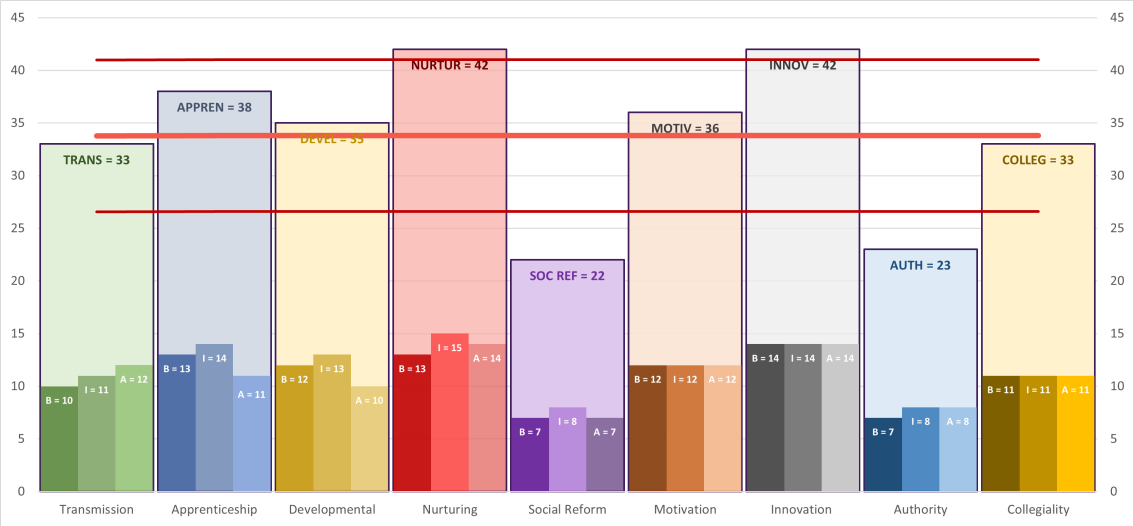

FIGURE 3. TPI overview for Teacher ‘N’

4.2.2 N’s Story

N studied a bachelors in linguistics at a German study and then went further to study a Master of Arts in TESOL at Hanoi University in collaboration with an Australian university. N currently holds a part-time position with Uni 1, and with the rest of her free time works at a private English centre teaching English grammar and IELTS (International English Language Testing System) – a widely used test for entry into universities and obtaining visa in English-speaking countries. N is in her early twenties and is in her first year of teaching with Uni 1.

N’s journey to becoming an English teacher is heavily influenced by her familial upbringing:

> *Like my mom is a math teacher. She is a very logical person. And, she like, from when I was like a little kid, she taught me how to think logically, and I should like take deep into learning and I know what's really going on in every single question.*

Her journey was further excelled by the notion of influential figures in her educational experiences:

> *And, since, and then after primary schools, secondary and high school, I was also taught by many inspiring teachers.*

This then motivated her to see this as a possible career passion in which she can instil not only the same experience in others, but maintain the identity of a learner - an important theme which will later resurface in N’s identity as a teacher:

> *I really like the idea of being a lifelong learner and, uh, can motivate others to, uh, to know more about the world around them.*

Regarding teaching English specifically, she was inspired by the notion of English as a tool for her to connect with the global world, at a time when Vietnam was fully in the Doi Moi (renovation) period, and thus opening up, not just politically and economically, but ideologically to global influences:

> *And I think it's a very, it's a very, interesting and novel to me. Yeah. Like, it seems like a tool to know more about the world, because at that time, at my time when I was young, I didn't, I cannot access to many information like in Vietnamese, but I can use English to find more information about the subjects or topics that I want to know more via. Internet. So, and, but now the resource may be more updated, but I think it's still a very important medium for people to help them to gain knowledge.*

One other area of particular interest is the career opportunities she sees as an English teacher in her hometown as a result of its development and the rise of international-focussed private educational institutions increase:

> *And, also my hometown and my hometown is located in the middle part of Vietnam. Uh, yes, my hometown, is now becoming more developing and I see it is a very potential place for me to, uh, go further in my career as a teacher as more and more international schools like Vinschool Schools, they have been built there and they are in need of more teachers quality teachers.*

4.2.3 Teaching values

Her most immediate description of a strong quality of a good teacher was that of being 'inspiring':

> *Uh, one of the most important factors that a teacher should have, when er, they deliver lesson is like being inspiring, the ability to motivate students to take part in your class.*

In her explanation for so, she rejected the importance of teachers' roles primarily being that of transmission, and how this is related to the influence of the internet and its ubiquitous use amongst teens in Vietnam:

> *Um, and actually the knowledge can be found on the internet or many sources and but the, how we deliver the content and how we instruct students to get the most use of that content I think it's very important.*

Her definition of motivation, as being tied to the identity of an 'inspirer' stated that the teacher's role is not to simply motivate students to gain knowledge, but to look wider and become aware of social issues and the attitudes of the learners themselves. For N, learning is about igniting students' curiosity in the world, whilst also attending to more micro-emotional requirements of the learner such as self-esteem.

Through her explanation of the manner in which she aims to enact motivation in her students, she rejected the notion of 'role teacher' and rather adopted the terms 'mentor' or 'friend', whereby attending the class with a positive energy and seeking personal connection with students is forefront of her strategy (Interview 1, 2021). On explaining demotivated students, she framed this through the potential context of that student, in her examples 'they can feel stressed out because of deadlines and cannot learn effectively' (interview 1, 2021). She recognised this as a natural element to the complexity of students' lives before they step into the classroom, stating, 'I can accept that, I just try to do my best' (Interview 1, 2021).

Whilst rejecting the notion of a 'role teacher' she further rejected the notion of strictness with being synonymous with exerting authority. Her most immediate example of this was referring to the use of mobile phones in class. She consciously utilised the word 'monitor' when referring to the teacher role, rather than 'disciplining', stating that utilisation of mobile phones in her class allow students to learn through a medium which is relatable to their context. The result being higher student interest, and, for herself, fulfilling the need to be innovative within the classroom.

Both of these values were further pursued and defined by N as she explained her teaching strategies. Through the aforementioned self-described roles of 'mentor' and 'friend' she adopts a scaffolding approach to her pedagogical practices through recognising the multiple levels of competence and progress each of her students make. Her approach mentions ways in which she aims to make students feel that daunting tasks, such as listening to an entire audio recording, as 'easier' where students 'take it easy, take the listening easy' and thus 'get them to build more competence' (Interview 1, 2021).

Furthermore, she lends weight to the notion of storytelling in her classes:

> *So I also really, I really value the ability to a story to tell story to the whole class and for students to share their personal experience and then use humour like to, um, have them to really evolve, to trigger their curiosity.*

Innovation is key in being able to deliver this personal, tailored learning experience for her students:

> *Creativity and Innovation are important. Teaching is, to me, is sometime, like, you will be becoming an actor or actress and you'll have your own stage. And, um, how you are like you renew your like renewed lesson or you like you and each, class that I used to teach, they have like different students and different characteristics. And, their levels of progress is different also, it varies amongst students and it varies also among classes. And, um, it's important to notice the subtle differences and ha- and that's when, like, you have to be aware of the not only of the teaching materials, but also the tools that you use and how you adapt the materials to help the students to gain, to reach their goals.*

Through her teaching English, the notion of connecting the content with concepts or issues outside of the classroom remains a constant theme, as she frames her reasoning for inclusion of collaboration activities within her classroom not strictly through a pedagogical lens, but through a way of developing students' interpersonal skills with a clear link being made to future employment and the requirements of the 'outside world':

> *Yeah. So, um, I think, um, but to the ability to collaborate with each other is still one of the, um, ability that one should gain in their life. Because when they go to work, they will have to work with many different kinds of people. And, um, I also try to prioritize, um, my, the activities in the class, not only the individual work, but also the paperwork and the team work on.*

When expressing the notion of apprenticeship in her teaching, N openly recognises her limitations with being a novice teacher and how to prepare students for the working world:

> *Yeah. So, um, to a novice teacher like me, I also like, um, I'm also thinking about that topic, that question, like nearly every time I go to the class, my students have their own degrees and will have their own jobs, will have the*

> *own careers, um, after graduations and, uh, as an English teacher, sometimes I feel, I actually feel like in insecure also when, when the world today is developing rapidly with different kinds of jobs actually in the IT or the artificial knowledge.*

Her way of coping with this inability to provide advice in these areas is to firstly upskill her own knowledge through personal research on the topics and positioning herself as a link between the students, herself and experts:

> *So, um, so yeah, so, uh, I also thinking, try to update myself about the knowledge about them. I just reading newspapers in asking, uh, about my friends to share their stories in experience in that. So, um, if my students happened to want to know more or want to research, about those fields, I can help them to contact with those are really have the knowledge about that, to be more aware of those societal changes around them.*

Her framing of herself as a 'novice' teacher is consistent throughout her transcript, and when explaining about her thoughts on the importance of collegiality, she positioned herself immediately into the role of 'learner':

> *Uh, also as a person, um, kind of like a solitude learner. I, um, I, uh, I can be, I am able to work as a team. Um, but most of the time I find myself effectively work as an individual and learn effectively as an individual.*

She actively brings her personal experiences of being a learner and contextualises this through examples of learning within her friendship group. When transferring this context to working environment of her department, she recognises the importance and value in sharing in the workplace, but highlights the lack of enthusiasm from other teachers as being a barrier to successful establishment of such practices.

4.2.4 Teaching online

During teaching online, N was required to teach her students through utilisation of Zoom, an online video-conferencing software, and Google Classroom, a free LMS available from Google.

Her most immediate challenges were related to not being able to ensure a connection between herself and the students, and thus be able to monitor their progress in the individual classes and overall progress of the course. This was most prominent in the lack of students' cameras and microphones being turned on and active, however N's framing of this was not through the lens of motivation, but rather equity in learning:

> *Yeah. I still find it very hard because to, some students, not only some but many students, they, at that time they have to study at their homes and then they and their network maybe low and they have some problems that come up that you cannot anticipate. And, yeah. So there was still, I found it really hard to know what's going on behind the black windows.*

Alongside assurance of effective learning, N highlighted the lack of emotional connection this enabled her to have with the students, a facet of the mentoring / friend role she had already established as being integral to her current, and aspired, teaching identity:

> *Yeah, I think the most, most difficult thing is like the emotions, emotions, right? The, atmosphere of the class, like when you are in, when you enrol in online teaching, as I mentioned before, they may have been some problems, some problems that you might see that you cannot anticipate and some students that will not open their camera. Yeah. So that we can't see all the faces and, uh, and even if we can see the faces, there's something, this there's some blocks between us, yeah.*

Interestingly, N framed these issues as 'unanticipated' and when talking about whether such experiences affected her satisfaction in teaching, she referenced her personality and own personal values in such circumstances:

> *Um, as a person, I kind of, uh, a person who see a glass would have full. So I rarely get upset about that. Um, I just try to think positively that's, um, this too shall pass and I would fight try to find more ways to, um, help my students to become motivated and more engaged in the class. Try to check up on how they, uh, how they, what they learned, what they already gained really gained after their lessons.*

She therefore framed the experience in two ways, firstly that of temporality – in mentioning 'this too shall pass' she recognises that this experience is not the 'status quo' of her teaching and is subject to ending when lockdown restrictions were lifted. Secondly, she framed it as a challenge whereby it is her role to seek new ways to ensure engagement and motivation in her class, whilst also ensuring the quality of learning taking place.

One source of satisfaction, despite the difficulties, was, for N, her students. She noted that the attentiveness of her students and their continued motivation throughout the online period was a source of satisfaction during the experience.

Her way of coping with issues related to losing connection to students was to see this as an issue that not only she was encountering:

> *Uh, yeah seeing that this is what other teachers are facing, um, emotionally it helps.*

She extended this to not only a coping mechanism for herself, but for others in the department:

> *Okay. Um, and, um, and when, I share how I feel about the class after like they rarely get responses, um, uh, idea the teacher also, like they share the sympathy and, and it's the ease also helps the teacher who may cope with the lack of reactions in the class.*

In practical matters, N looked to her colleagues in uncovering new practices which would assist her in fulfilling her goal of ensuring quality within her classrooms, framing it through 'fighting' the challenge:

> *Yeah. I also fight, I remember that on my on those lessons too, when I learned about when the students have to learn about the important figures, like the important athletes or artists or singers, and, I want to deliver, an activity that helps them to find more about the, those important people. And, um, I, uh, shared the problem that I met with my co-teacher and she, um, suggested using Padlet.com.*

(Note: Padlet.com is an interactive tool widely used in the educational community to aid in allowing students to participate synchronously via. digital mediums.)

Further sources of support were found in management. In her transcript, N directly mentioned the experience of her Head of Department in having 'more experience' than she did and was able to give 'valuable advice' in terms of ideas for achieving her lesson aims.

N positioned herself as a 'young teacher' when adapting to the new environment of teaching online, stating that she was able to use her laptop confidently alongside applications and games which she had already featured in her offline lessons. She further claimed that in reference to a good teacher as being a 'learner' she was able to learn coding lessons to deal with technological problems in the exercises she created for students.

4.2.5 The legacy

She framed the experience of teaching online as 'online teaching opens up a new aspect of teaching. I shouldn't stay still, and I should get more updated about the knowledge and the fields I am not really confident in' (Interview 1, 2021). She claimed in the interview that she believed the experience of teaching online had made her more aware of the need to remain innovative within the profession. The experience's legacy, in terms its effect on her values and teaching practices upon returning to face-to-face classes can largely be compartmentalized to two major

themes: a reaffirmation of her love for teaching in face-to-face settings, and, in a more practical sense, equipping her with a wider range of tools and applications which can be utilised in her classroom. On the former theme, she notes:

> *I think online teaching, like I have mentioned let me be more aware of the roles the teachers had in the past, but also I make me appreciate the, the, like what I can do now when I go to conduct my lessons in the face-to-face classroom. I appreciate more the being able to talk face-to-face directly with my students to see my students to see and to feel the emotions.*

For N, the experience gave her time to reflect on the multitude of approaches one can bring to learning in a variety of formats but continued to confirm her deeply rooted values in the nurturing aspect of teaching which she believes can only be conducted best through face-to-face interaction.

4.3 Teacher ‘H’

4.3.1 TPI results

Teacher H’s results show a greater level of consistency amongst all of the values within the study. For H, her most dominant values are identified as Innovation (43) and Motivation (41), whilst Developmental (34) and Discipline (33) were considered her most recessive, according to the data obtained from the TPI. Interestingly, H saw differences between her teacher beliefs and actions within Transmission, alongside Innovation.

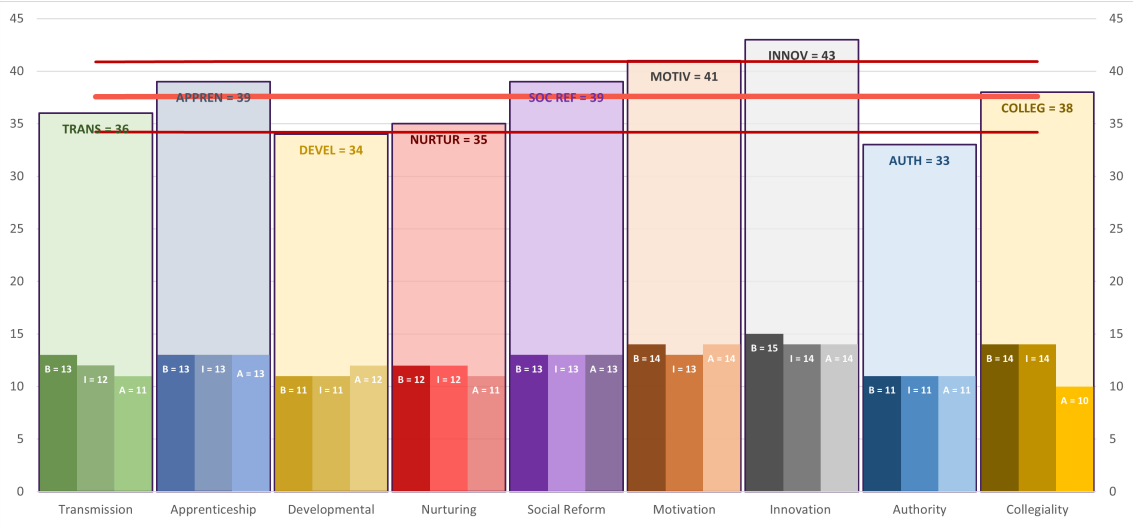

FIGURE 4. TPI overview for Teacher 'H'

4.3.2 H's story

H currently holds Head of Department position at Uni 1. Graduating with an MA in TESOL from a local university, H went on to teach at another State university before joining Uni 1 18 years ago. H is currently in her late fourties, and her resistance against traditional concepts of 'the older teacher' is a theme which runs throughout her transcript.

H comes from a teaching family spanning generations and claims her first glimpse into the potential of teaching was when she was in primary school where she would find great satisfaction in helping other students in the neighbourhood understand things they previously struggled with. This expanded to high school, whereby she stated her breaks were filled with assisting other students, and felt great motivation in feedback such as 'oh it seems to be easier to understand from what you explained to me than what the teacher explained to me' (interview 2, 2021). From these two short anecdotes, H's passion from teaching seems to have stemmed from being able to empower individuals by allowing them to understand previously not understood concepts and ideas.

H positions herself strongly as a lifelong learner, another theme which runs throughout her transcript and is congruent with the resistance that 'age is just a number' when it comes to professional development and upskilling within the profession.

4.3.3 Teaching values

Regarding the most immediate values, H indicated the importance, especially as a language teacher, of both knowledge of the language and ability to transmit this knowledge effectively:

> *It's like the combination of different things because you know, to become a successful language teacher first, you need to be good at that language, of course, but then it is not enough. It is not enough because, uh, you know, there are a lot of native speakers and native teachers here, but then the second thing is a methodology. So the methodology here referred to a lot of things like whether you understand different ways to deliver your, your lessons, like the deductive or the inductive, right?*

Immediately she recognised the limitation of the concept of the teacher as the 'fountain of knowledge' whereby Vietnam, now as an evolving ever-globalised teaching context, has the presence of native speakers who may hold a higher level of understanding of the language. She thus emphasised the importance of pedagogy and utilised specific terms no doubt obtained from her extensive quest to remain a lifelong learner and to keep updated with teaching practices.

Secondly, she values the ability to reduce the space between teacher and student in the effort to cultivate motivation within the student and thus establish a comfortable learning environment. As an advisor to other teachers, she stated:

> *So I advise them to kind of like try to connect the content of the lesson, because we often have the curriculum so we have to follow that recurrent, but then you need to try to think about how to connect that kind of content with the student interests, basing on their age and then, uh, their backgrounds. So it means like you need to have kind of small talk with your students, get to know them, their family background, their interests. And then of course, if, for example, I have a very big generation gap with my student. I still, I need to know what kind of music they like and then what are their tastes. And then it will be easier for me to connect the content of*

> *teaching with what they like. And then it motivate them more and also try to create an environment that makes them feel very comfortable.*

Motivating students, for H, is inextricably linked to understanding who her students as individuals are and meeting them at their level:

> Whether you understand the psychology of the student so that you can provide them with the motivation and then you can build up their autonomy because learning in university is different from learning in the schools because the student have to self study a lot. And that's the reason why the motivation and autonomy is very important.

The most imminent need for autonomy, for H, is equipping students for the immediate university structure and the requirements of the type of learning and behaviour expected of them. This is further amplified by the restrictions she faces in terms of the amount of time available to transfer knowledge in her lessons:

> *So, for me, as I told you earlier, a learner's autonomy is very important. So for example, I, um, I am in charge of teaching them listening skills and speaking skills. But I do always think that the time in class is never enough for them. So if the student will just wait for the time for the speaking class and the speaking class to practice, so however effective my lessons are, they still on, can not upgrade their level. So my value in teaching is that I try to, to create, and then to build up their motivation and then also gradually help them to build their learning autonomy so that they can self-study. And then they have the, the learning methods that can suit them. Yeah. And then that can help them the best in their learning.*

She therefore does not see inability to fully transfer the knowledge or concepts within the strict timeframe as being a failure on her part, but rather, regardless of the effectiveness of her lessons, this constraint will remain. Thus, it is important for her to build her students up at the individual level in order to confront this.

When assessing situations whereby she is unable to motivate students in the classroom, H provided an insightful line of reasoning which helps document her progression as a teacher:

> *So for some situation, it is a kind of challenge. And then sometimes after that kind of lesson that I have prepared a lot and then most of the students in the class were excited, but then, except just one or two students, at first I felt very sad after the lesson because I thought that, okay, that's my lesson was not successful because I could not involve. Um, okay. All the participation of the student in the class.*

However, she takes this as rather a challenge, in which she identifies as her role to work on the reasons behind the demotivation and the practices and methods she can attempt to resolve this situation:

> *Yeah. And I tried to think the problem and try to reflect and think about the problem. Why, why did they, uh, not feel motivated and interested? Maybe because it is a topic that they are not interested in, or it is just their own problem. And yes, sometimes they tried to fix the problem and then, have some kind of solution in the next lesson.*

There is limit to this, however, as she notes that through repeated attempts to address the issue of demotivation amongst students without progress, she must accept that that is the situation but only once robust attempts have been made: ‘we have to try first’ (Interview 2, 2021).

The perfect scenario, in H’s view, for bringing motivation to the classroom, is a combination of self-cultivated motivation within the students with the teacher helping to enact and further increase this sense of motivation:

> *Yeah, I think that both, both, but then students, sometimes I have to say that sometimes, even though I try my best, I try to make the lesson as interesting as possible. I bring a video to the class, um, okay. poster and colours et cetera, but some students as de-motivated. Yeah. I mean, like they themselves don't want to have any kind of motivation to learn, so it*

> *can be very difficult for you. And then, yeah. So the students should also, uh, go to the class with their own motivation and together with the help of teacher so that is the best environment.*

H believes discipline is important, but frames it through much more of the role of 'mentor', whereby she develops and instils discipline through a scaffolding approach:

> *Of course, discipline is important, but then it is, okay, I think the word discipline has a different way to understand. So discipline means it doesn't mean the students have to sit still and listen to you, but discipline in the class mean the student will, kind of, they have different kinds of activity, but in the with the structures of, with the guidance of the teachers.*

For H, this is a rejection of the traditional notion of discipline found in Vietnamese education, whereby a much more democratic approach is adopted. In doing so, she provides herself the labels of: "consultant" "instructor" "facilitator" and "mistake corrector" (Interview 2, 2021). These labels identify some reminiscence of the importance of providing students the expert knowledge needed, but in a method and manner which frames the experiences as one of guidance rather than top-down authority. This continued effort to reduce the hierarchy between student and teacher to enhance learning is documented in a short anecdote provided by H:

> *Because I still remember one experience when I, were, okay. In my last year, when I was a student, I mean, we worked, uh, in the high school and then there was some very stubborn students and student, and then almost all teachers were scared of them and they did not cooperate. They did not listen to, any teachers voice and advice in the class and that they often try to make the chaos in the class. But then, um, I, I got some troubles and the challenges at that time, but then I decided to talk to that guy in the break time. And gradually I understood that he had a very big problem. His mom and dad divorced, and then he has a kind of, um, okay. Uh, stress and then shocked, uh, with his psychology. But then from that time on, okay. He never made the mess in my lesson and then he seemed to be*

> *more cooperative. Yeah. And I think that, that is one of the lessons that I learned from my first experience in teaching.*

This experience clearly had a profound way on the way she views interacting with students, both through being identified by herself as a particularly salient memory in which she attributes to the formation of her identity as a teacher, but also as elements of the story run through the various other areas of her teaching and her descriptions of these.

Another area that H believes is intrinsic within her role as teacher, is to ensure students are aware of societal and global issues:

> *I think that, uh, it is one of the things that can, that can be said that also is my focus in the lesson because what we, uh, what the teachers okay. I would like to do is to prepare them for life, for the society. Yeah. I'll do to get, to make them ready. All right. For their future job and also to become a citizen. Okay, a helpful full citizen in any country, any environment that any community that they are brought up.*

The way in which H incorporates this into her lessons is through both pedagogy (pairing stronger students with weaker students to encourage collaboration and assistance amongst students) and through the materials and subsequent discussions explicitly provided in class. She considers the subject of English language as being particularly fertile ground for such social awareness, whereby more global issues can also be accessed, analysed and discussed through her choice of materials within the class.

H attributed this notion of moral responsibility as being intrinsic and clearly linked to the cultural notion of the teacher within the Vietnamese context:

> *I think that because maybe it is because of the, the effect of the culture or the mindset, so yeah. All teachers in Vietnam and we tend to be more aware of the moral, morality in the lessons and will try and imply it.*

In terms of her own professionalism and development of her professional identity and her values as a teacher, she mentioned her extensive involvement in professional development groups, many of which are linked with embassies or overseas organisations. These took place in both physical spaces, but also through online communities where individuals shared methodologies and practices related to both Teaching English as a Second or Other Language (TESOL) and technology-enhanced learning (TEL). When asked if she was required to be involved with such organisations and trainings by her employment, she stated:

> *For me, I am not forced to join those kinds of workshops and program, but I love it because I think that, if you are a teacher, okay, so you are in the journey of learning in the whole lifetime. It will be never enough for you to learn. So when I attend those workshops, I still hope to learn something maybe from the attendee and maybe also from the professor. And sometimes I did not get any new content, but I get the thing the way they deliver the workshop. And I think that I learned from their manner.*

For her, being a teacher is absolutely connected to the notion of continuously upskilling and being aware of new movements within the field and how these can be practically applied to her own context. In her explanation of this, she continued to identify as being a teacher of a particular age, and also continued to resist the associated predominant stereotypes. She not only views this as a value within herself, but projects this onto the image of what a good teacher is. She goes further to state that teachers will not be able to obtain ‘the beauty of the programmes’ if forced to attend, and thus, for her, intrinsic motivation is a key factor for teachers themselves to enact this area of their professionalism.

This notion is especially resonant when talking about the uses of technology in the classroom, and other teachers’ lack of integration, once again highlighting distance age can bring if such approaches are not taken:

> *And you also need to be very resourceful. That means you should not depend just on the textbook, but then you need to combine authentic materials like magazines or films and other sources of information and also technology because now the student belong to okay, the digital to world.*

> *And if the teachers do not master some of the technology okay, tools and devices. So it will be very difficult for the teachers to motivate the student. And also it is something like they will feel the generation gap and they think that, oh, this teacher is old fashion, and then I'm not motivated to learn with him or her. I think that technology is very important and if the teacher cannot explore those kinds of tool and introduce to the students, I think that it is a very big pity.*

Importantly, she doesn't talk about the integration of technologies being purely a form of novelty in which to increase student motivation in the classroom, but heralds their use as particularly useful pedagogical devices.

Finally, with H's position as head of the department, collegiality is extremely important, but she largely framed this as an ecosystem of which she is a mutual member within rather than instigator or manager:

> *Uh, I think that working in a team or sharing the experience with our teachers is very important. And for me sharing is my habit. So, I don't only focus on my work individually, but when I, for example, during the online, the period, when we have to deliver the online lesson, it will be, it was, a big challenge for my colleagues, especially those who are over 45 or 50, they found it difficult for them because, um, they, they do not master the technology. And then it was very hard for them to deliver, okay. The lesson via. the screen. So whenever I find something new and then I applied to my class and I found out that, oh, it was a success so I shared with my colleagues.*

She once again linked this drive to work as a team as being part of her 'habits' as an individual. Her recognition of the process of discovery and upskilling is not an individual journey but one which can enhance the teaching ecosystem of which one operates within. The materialization of such sharing, H explains, is also enacted through a social media group where teachers use the page to share ideas and experiences in the attempt to provide other teachers with ideas regarding their own teaching practices.

4.3.4 Values online

As soon as the requirement to move to an online form of teaching was announced, H took this upon herself as a challenge in which to attempt to translate her dominant values and beliefs regarding her approach to teaching and the way in which students learn best, and present this in a digital, distance-based delivery form.

Interestingly, the areas she initially purported as being the most affected were those that were more related to participation and completion of work rather than the more socio-emotional and nurturing roles she previously mentioned as being dominant. Her biggest challenges, she stated, were not being able to observe students to ensure they were on task and progressing with the lesson's content. Throughout H's speech, she intertwined an explanation of the challenge she faced with the mechanisms in which she utilised to mitigate the issues initially caused by the switch to online. This constant framing of issues as being part of a larger discourse about how she dealt with these seems to be very much in line with her exploration of her off-line teacher self and the role she takes to ensure that she addresses any perceived limitations to effective learning within her classes:

> *So I use PowerPoint and apart from that, because, I'm okay with the online lesson it will be more difficult for us to observe all the students in the class. We just, the screen will be divided into very small windows with about 25 or 30 students in class. So I use, Kahoot or quizzes to, okay like design my own activities that include the knowledge of the lesson there so that I can, um, okay. Right. Deliver it online or even with the homework so that I can check their participation and their completion.*

In her explanation she continued to reference applications such as Google Forms (an online form-completion application with the ability to create quizzes) which were utilised to ensure students' homework was completed on time.

With ensuring she maintained a facilitating and mentoring role with the students, she noted the added initial difficulty that this brought, however, as with many of

her explanations of her experience during the online teaching period, automatically wove her recollection with the methods adopted to work around such constraints. When asked about the difficulty of working with students with whom the teacher was to meet for the first time in an online capacity, H stated:

> *Um, yeah, I think that for me, it will be, okay, for online approach, I think that it is more difficult, but I still can do that because for example, in the lesson, I have an idea and impression that some students, did not pay attention or they were not focusing. So I sent them private message. So, uh, that kind of-, and also maybe after the lesson, sometime, with the face-to-face, I can make them in the break time, but then I think that technology can help because sometimes they feel shy. Then if they can, if they speak directly to the teacher, it will be very difficult for them to share their problem. And some of my students texted me and, um, even during the face to face time with teaching, I mean, teaching face-to-face or online, so they texted me they email me, and then they share their problem. So I think that, um, it is more challenging that it doesn't mean that we cannot do it online.*

In some aspects, technology was no longer an inhibitor to her fulfilling her nurturing role as a teacher, but she saw this as an enabler. Through allowing students the channel of communicating with the teacher through a means which did not require face-to-face, H believed that it helped allow those students who struggle in such situations usually to reach out and communicate their issues.

Regarding motivation, H again noted that motivating students was typically an easier process in the offline classroom, but once again directly diverged into the methods she developed to assist in alleviating this issue.

> *So if you call them face to face, it would be easier for you to encourage them to say something, but then online it is more difficult. So I often use the wheels of name that helped me choose the name at random so that when it is a name there should be applause and then okay. The fireworks and then they'll feel, oh, excited. Right. And then there's a rule that when-*

> *ever their name appear in the Wheels of name, they have to say something, yeah so it became a habit, and then they're going to become more responsible for their learning.*

Again, the notion of autonomy, motivation and engagement with students are interlinked in H's pedagogy, and clearly she makes an effort to enact this in both offline and online contexts.

Overall, for H, she did not identify online teacher self to being different to her offline teaching self:

> *Um, I think that I am the same. I am the same because, um, in fact, in my face-to-face class, I also apply technology and in online class. It is just more because I cannot see my, my student face to face, but I see them virtually, via. the screen. And they also see me via. the screen only, but what is happening in the lessons seem to be very similar. Yeah. I mean, like just the tools and the tools and the devices are different, but the procedures of teaching, the content of teaching and also the activities are similar.*

She conceptualises the offline space as being very similar, if not the same, as the online space. Through the methodologies, applications and pedagogies applied to her online teaching, H believed that she was firstly able to enact the values and beliefs that were intrinsic to her professional teacher identity prior to the move to online, and continued to create lessons which aimed and achieved the same learning goals as those offline.

4.3.5 Legacy

Thus, through framing the experience as an opportunity to continue her values of lifelong learner and constant pedagogical up-skiller, H's professional identity remained intact and she did not encounter any serious areas of value misalignment. When talking about the legacy of the period of time whereby she was teaching

offline, her takeaways were purely on a practical level – utilising Google Classroom as an LMS in her offline lessons post-lockdown, however she communicated no lasting change in the way she viewed technology or herself as a teacher.

4.4 Teacher ‘P’

4.4.1 TPI results

P’s most dominant value regarding her teacher professional identity is that of Innovation (41), closely followed by Nurturing (38). Apprenticeship (37) and Motivation (36) also hold place above the mean line for P, with Development (35) and Collegiality (33) holding positions just below the mean line. Most striking are the regressive positions Social Reform (25) and Discipline (26) hold within her results.

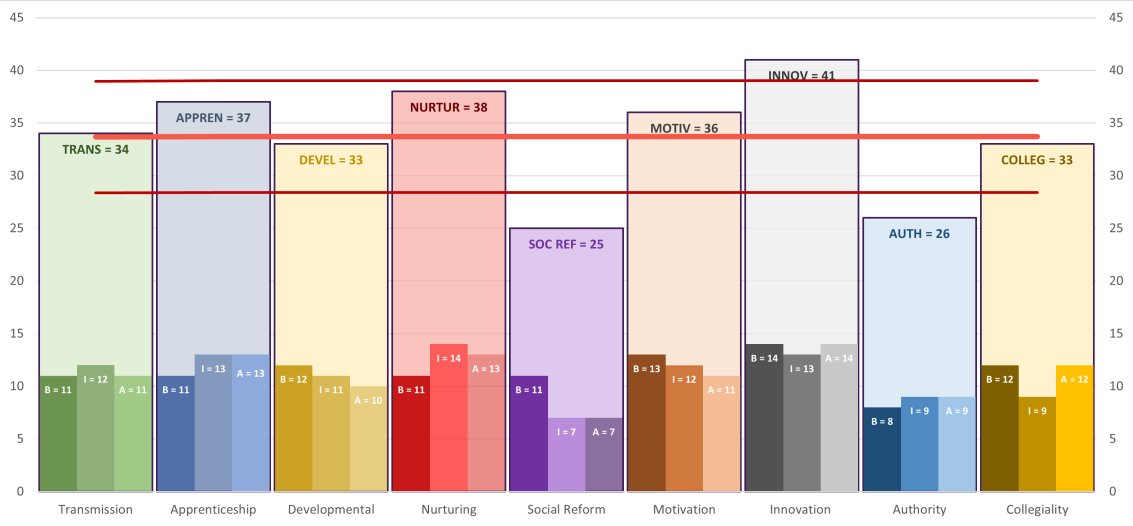

FIGURE 5. TPI overview for Teacher ‘P’

4.4.2 P’s story

P’s perceptions of her identity appear to be largely grounded in her fairly recent experiences as a student at her current working university, alongside the influence of studying in the UK and being exposed to different pedagogical techniques but also a more general sense of what she appreciated in the teachers she encountered. P is in her early twenties and has worked for Uni 1 for a total of two years, with a break to study her Master’s in TESOL in the UK.

P's initial interest in English language came directly from the inspiration of a teacher at high school whom was the first of her teachers to teach only using the medium of English.

> *And I was like, how do I understand all this? It's so amazing the way she delivers lesson using a language, I wasn't even that good. And, just the way that she would tell us the stories about how English got her to, you know, places in the world and how she use that to connect with people.*

P's recollection of this ignites firstly the values she sees in a good teacher – one who inspires and demonstrates the potential to use this knowledge for wider purposes, but also of English language specifically and where pursuing the language can take the individual in terms of the opportunities and experiences available. Importantly, this will be further reflected in her answers on values as a teacher as she puts emphasis on social connection as existing within these opportunities.

> *And I was like, she's just so cool. I want to be like her. So, I think from that point on, I realized that English was just more than just a subject of school. Yeah. Like give you high scores and, you know, take you to, um, good schools. I started to think about it more as a tool. And it also want to be that kind of cool person who would talk in a room and students looking at me and be like, oh, I want to be like her. So from that point on, I knew that I wanted to be an English teacher.*

Almost immediately, she recognised the value in the teaching of the language extending further than purely the acquisition of knowledge of the language, but its use in reality.

Her story to English teacher tracks her success in university, and her experience whilst at university as working as a translator for diplomatic events and foreign non-governmental organisations. Early on, before even graduating, she was able to utilise her knowledge of the language to bring her experiences very much embedded in the global opportunities of the language. After being contacted by her

teacher, she was invited to join the teaching team at Uni 1, and, after a year of studying in the UK pursuing her MA in TESOL, she returned to the department to continue her role of English teacher. P's eyes are currently set on doctoral programmes in the UK and is currently drafting up her proposal focussing on sociolinguistics of non-native English teachers.

4.4.3 Teaching values

P immediately recognised the importance of having a robust grasp of the language as being fundamental in what it takes to be considered a 'good language teacher'. This is quickly followed up by the need to establish social connection with the students. As she did this, she consciously framed a rejection of the stereotype of 'Asian teachers' and the social distance often ascribed to such teacher-student relationships.

> *I think it's really important to, um, build rapport with students. So in my opinion, teachers, I know traditional Asian belief is that teachers are in a high position that students always have to respect and listen to no matter what, but in my opinion, I think teachers are just a facilitator. So they, um, they instruct students and, um, accompany them on the learning process.*

Here, her strong framing of teacher as 'facilitator' and the cooperation required between teachers and students to help with the learning process indicates her desire to close the power distance between student and teacher. When explaining report, she went further to specify the link this has with teachers recognising and responding to students' socio-emotional needs:

> *I think rapport here, not necessarily just limited in how, um, you create a harmonic comfortable atmosphere in the classroom, but it's also like taking care of the students' wellbeing. Yeah. I tend to, you know, ask them if there's anything in life that was troubling them.*

Her student-centered attitude remained constant through her depictions of the aspirational language teacher and P maintained a high level of consciousness of

her desire not to establish an overly authoritative role on the students, or to forcibly exert her own biases or ideas on learning onto students.

> *Yeah, well, I think now, like more a way when, whenever I design a task, I like to think about whether I'm giving students enough freedom. Yeah. You know, it's, um, go around the task or I'm like kind of like enforcing some of my own ideas onto them.*

For P, this involves consistent, conscious awareness and monitoring of student's reactions to activities and practices within the classroom:

> *So I think one thing I learned, um, I learned from it and another thing is that I started to think more about the emotional aspects of learning. Like whether it's students will actually be interested in that and, you know, by looking at the way they interacted in the task, I can, I can try to tell into that photo thing or whether they would not that interested, even though I think that the task is useful.*

Her approach to student-teacher relations and a rejection of teacher-centered authoritative presence seems to be linked with her own experiences as a student, and further clarified between her experiences at high school with university:

> *I think that role kind of diminished, I don't know if it was because, um, we were older, so university teachers tend to, um, be less, um, how to say - controlling, yeah, I don't know if it was that or the fact that I studied with Hanoi university, which is known to be quite liberal. Yes. Especially teachers at my department. Um, how to say, so they give us a lot of choice.*

Her earlier comment regarding the freedom she aims to provide her students within the classroom appears to also be directly linked to her experiences as a student within the university:

> *I think they even expected us to challenge their viewpoints. Like they didn't expect us to agree with everything.*

This was found alongside comparisons between her own faculty, the faculty of languages, and her interaction with teachers who taught the Vietnamese subjects required in her studies:

> *Well overall, I would say back in high school, all teachers demanded a high level of respect from us and they liste- they expected us to just, listen to them, with the homeroom teachers a bit more because, if there were issues and like personal issues then we will be expected to report to them to kind of like take their advice..*

This was also observed through comparing the teachers in her faculty to those who taught the compulsory Vietnamese subjects:

> *So the teachers at our department who taught us English and linguistics, they were really, open but we also had to study some other subjects in Vietnamese. And I remember those teachers were really strict and they would expect us to show up on time and it had parts of the lesson where they would say, this is important now listen, and copy what I say. So, it's not like saying I'm right and you're wrong, you have to listen to me. But I think the, that way of teaching is it's implicitly saying that what I say is something like the rule that you need to copy down.*

She views authority, in its traditional sense, as being an implicit theme within traditional Vietnamese teaching rather than explicitly stated. The level of respect required and relevant behaviours towards the more ‘traditional teacher’ seemed to be an unspoken code of conduct when dealing with teachers, perhaps a result of being embedded within the culture and role of the Vietnamese teacher within society.

When reflecting on why there may have been a difference between the teaching style of those in the languages faculty and those who taught the Vietnamese curriculum, she highlighted two main factors: training and experience in other countries (typically Western countries) and professional development programmes and training widely available to English language teachers which aided in making

these implicit expectations explicit and thus questioning their effectiveness in the learning process:

> *Well I guess most of the language teachers had more or less chances to go abroad. Well, I would say most of the teachers in our department had education abroad. So maybe they've had that kind of influence from the teachers abroad. They brought it back with them in their teaching and that just passed on and on, you know, but with Vietnamese teachers. Well, I'm not saying that none of them goes abroad, but I think maybe it's the, it's the way that those subjects that taught, they just so been so used to teaching it. And another reason is with teaching English, for example, we have quite a formal, like how to say, professional teacher training that would ask while your own values or biases, and we will talk about approaches or methodology, but I don't think we have that kind of thing with, saying teaching Vietnam, uh, philosophy. I don't think they have a school where they teach philosophy teachers how to teach.*

Indeed, through teaching the subject of English language, a subject taught internationally, teachers would have access to a wider range of resources and programmes which specify teaching methodology and principles than those who taught subjects in Vietnamese would.

Another area which P seems to reject, and once again her description of this seems inextricably linked to her own experiences receiving such education in high-school, is one which encourages morality within the teaching classroom.

> *For me, it's important to like also deliver some of the like moral values and have that kind of like moral discussion with my students, but coming from, you know, the position where I had to be aware of my own bias, which is being taught in a way that is, you know, so hierarchical, like students being the fountain of knowledge and telling you what to do coming from that place, I don't want to be that person who tell students, what is right and what is wrong.*

Her rejection of using her lessons as an opportunity to instil moral values or raise moral issues with her students remains strongly tied to her consistent rejection of the power-distance she wants to establish with students. This is further exemplified by an awareness of the minimal age gap she holds with the students, but also links it directly with her personality:

> *I just, I just realised maybe it's more to do with, with my own kind of like personality. Yeah. So I think I'm a people pleaser and I want to, I want to be liked. So, when you are only a few years older than me than your students then, so for example, me, my first class, they were only three years younger than me. So I have, um, I have this feeling that I'm just, you know, someone older than them who is studying with them, giving them tips and, going through the journey with them, not necessarily someone older and wiser. So I think with that kind of belief, I, which I still have now, I don't want to like make a big deal about things and I don't want to highlight the social distance between me and that I want us to be more or less equal.*

In her eyes, however, this doesn't come without its costs:

> *And sometimes yes. Um, so sometimes I tend to be too nice because I don't want to socially distance myself from them. So I try to be their friends and be really, but sometimes they would do things, um, out of my boundary.*

In terms of her professionalism, P, as the keen learner, lends great weight to the notion of continuous development as a teacher as she continues to hone her craft:

> *Well, I mean, approaches and methods change every time. And I think with, um, it just like with every other job, you, you have to make progress. Um, I mean, even with my own materials, I'm teaching the same modules that I taught two years ago, but I like to go through them and revise them and maybe add a little bit of other things. And, you know, even looking at, um, things that I did a while back now, I have this thing like, why, why did I choose that activity? Because now, like at that time I thought I was doing*

a perfect job, but now after I'm getting some formal education, um, I realized that what I did wasn't ideal and maybe a better way would be to use things in that.

She notes the importance of both critical reflection and her own formalised learning as being integral components to this constant process of refining her techniques within the classroom to enhance student learning.

4.4.4 Teaching online

When expressing her experience teaching online, P's most immediate answer was the effect that the online delivery had on her ability to connect with students:

So internet connection, human connection. So, um, a lot of students, I would say most of the students preferred to have the camera off and I couldn't convince them to turn it on. So I just decided to go with it. So most of the time it felt like me talking to myself and I kind of had to beg them to please talk, talk to me. Yeah. So it's about like connection between teacher and students and also among students.

Her negotiation strategy for this was to utilise the breakout room function on the video conferencing software to establish the ability for students to continue to work and connect with each other.

Um, because it's a language class. Um, there, I mean, ideally there should be a lot of, um, pair work or group work, and of course with Zoom you can, uh, do the breakout rooms and all that stuff, but it's just hard because even when we have like, um, let's say we have a group of four and three of them are talkative. Uh, one of them decided to mute themselves, then the dynamics wouldn't be as good as we expected to be.

This statement highlights P's frustration with the barriers which she perceived to impede a central part of her subject: communication, but also on a higher level, the student's abilities to connect with one-another.

Being a self-described student-centered teacher, P's offline values held motivation of students as a core goal within her teaching, and with the online delivery she identified this as an area which was particularly affected:

> *I shared my screen and I also used some kind of other, um, educational technology, like Quizziz or, there were a couple of other ones there's, um, Quizlet and something or Kahoot something like that. So I, I, yeah, so I tried to incorporate them into the lesson, but I mean, it will only stir up the lesson for five or 10 minutes. And then after that, they go back to their laid-back mode. I can imagine just lying on bed. And so, um, students were definitely not as engaged as they would be in a traditional classroom.*

For her, these educational technologies were largely implemented to 'stir up' the session in order to increase motivation and she indicatively does not mention her reasoning for utilizing these technologies as part of a pedagogical aim within this period of offline teaching.

Perhaps the most prominent area P struggled with, in terms of her values and aspired role as a teacher, was that she believed her teaching style was affected as a consequence of the mode of delivery.

> *I've, I feel like with online teaching, I'm more like a presenter than an instructor, because most of the time it was just me talking and, um, I mean, I was always, I mean, I tried to be conscious of my teacher talk time and try to reduce it. But with online classes sometimes it's, yeah. It's like you would ask one question and no one says anything and then you think, oh, maybe they didn't hear me well enough. Let me just repeat that one more time. And that time's like 20 questions and you ended up talking a lot. Definitely more.*

'Teacher-talk' is a term widely used and negatively portrayed in contemporary language teaching pedagogies, and so not only was her role affected, one which she previously adopted out desire to reduce the power distance between student and teacher, but also the pedagogical implications this had on her students' ability to practice the language.

Her perception of whether the lack of motivation was a result of her teaching was largely based on her knowledge and relationships of the students in the offline realm, prior to the lockdown:

> *If it is a class that is usually talk- very talkative because I had some weeks teaching them, uh, traditionally before we got to move online. So if it's a class that was normally active and now they're not that talkative in class, then I would think that maybe I didn't prepare the lesson well enough, but with other classes and I just, I just, you know, just accepted that this is a limitation that cannot be overcome. And I just, I mean, it was frustrating, but I accepted it.*

Again, similar to N, P seems to have coped with the frustrations surrounding teaching online as viewing it through a temporary lens. She recognised that whilst teaching in this new mode of delivery, she is not her usual teacher self, and once teaching would be moved back to offline delivery, her aspired teaching values and roles could be enacted.

4.4.5 Legacy

P clearly highlighted that the period of online teaching had not developed any lasting changes in her values or beliefs as a teacher. With regards to what she enjoyed about the experience, she noted ‘pragmatic, practical things’ such as not being required to commute to work (Interview 3, 2021).

In terms of how this period of teaching has affected her offline delivery post-lockdown, P mentioned that it’s legacy purely takes the form of some additional technologies which help to gauge student answers and increase interactivity in large class numbers, however her pedagogical approach and overall value system, she claimed, had remained unchanged.

She continued to see her values as a teacher deeply rooted in the connection made with students, and, in her experience, the online mode of delivery did not allow her to achieve that. Due to the nature of the technology, she found herself

unwillingly reverting to a more traditional role, whereby the technology continued to exacerbate or even create social distance between teacher and student. Despite being an individual who recognises the importance of innovation and change in education, she was unable to transfer her core teacher values to the online teaching period and thus believes it had no lasting impact on her teaching style or beliefs.

4.5 University 2

4.5.1 TPI overview

Uni 2's TPI results show a greater level of consistency amongst the perspectives. For Uni 2, the most dominant perspectives found were those of Social Reform (39) and Discipline (39), with Transmission (38) following close behind. Developmental (31) and Nurturing (32) held positions below the 'recessive line'. Collegiality (35), Apprenticeship (34) and Motivation (36) held positions around the mean line, with Innovation (33) being situated closer to the recessive boundary.

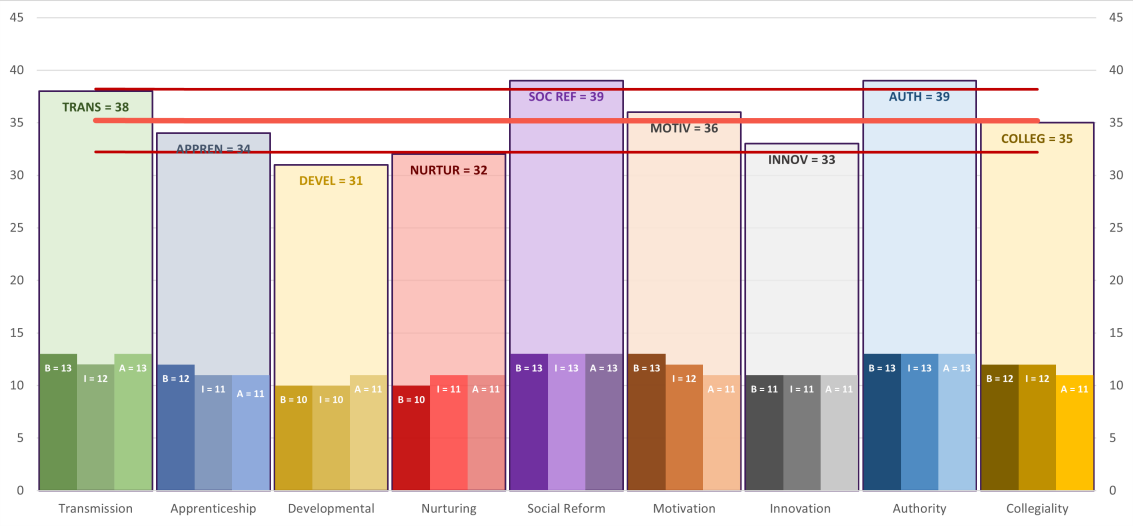

FIGURE 6. TPI overview for Uni 2

4.6 Teacher ‘K’

4.6.1 TPI results

Teacher K’s results identify Social Reform (41) as being her most dominant value within her teaching practices and beliefs, followed by Transmission (38) and Discipline (38). Collegiality (37) also held a position above her mean line. Apprenticeship (30), Development (33), Nurturing (30) and Innovation (31) all held positions close to the recessive line. Some of the starkest differences between Beliefs (B) Intentions (I) and Actions (A) can be found in Developmental, whereby her beliefs are considerably lower than intentions and actions within this particular perspective.

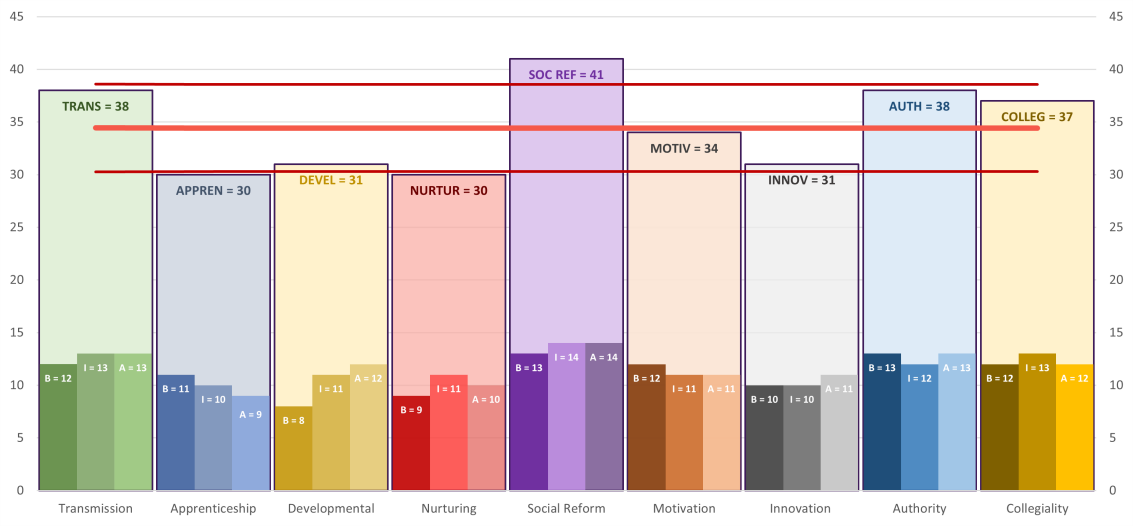

FIGURE 5. TPI overview for Teacher ‘K’

4.6.2 K’s story

K has been teaching at Uni 2 for over twenty years. Originally, K’s path was towards working in accounting, however after advice from her parents she shifted this towards teaching. After teaching with children in her neighbourhood, she recognised that teaching was a fit for her, changing her original route to pursue studying pedagogy at Uni 2. After graduating, she was presented the opportunity to join as an English teacher after fulfilling the department’s examination requirements. In reflecting on her decision to stay at the University for over twenty years, K stated:

sometimes that's, I, saw that maybe I could do something for a change. However, I think that now maybe working at [Uni 2] is the best for me. So I decided not to do something risky or something challenging and then that's why I still be there all the time.

For her, studying and working at Uni 2 has provided her security within her professional life.

4.6.3 Teaching values

K's immediate teaching values was immediately framed through the students' perceptions:

To be a good English teacher? Um, that's, I think that it's quite difficult, because I think that all of us here, just when we decided to be a teacher, of course, we want to be good teachers and we want to be favourite teachers for those students yes.

She then immediately went to put forward that the most immediate thing she can do in her pursuit of her notion of 'good teacher' is to understand her students, and to cultivate an atmosphere whereby students do not feel excessive pressure. She does, however, define this further through laying claim to the importance of maintaining a certain sense of discipline in the development of the ideal learning environment:

However, if we give them a lot of freedom, you can see that the students, they are quite lazy and they think that oh the teacher is easy going and then they try to trick for example. So what I mean here is that we, we know how to balance, um, with, we treat our students, like, does not actually just for, for my classes. So the students, I think that they, they, they have the same. Um, what can we say here? Uh, they have certain rights yes during class. However, sometimes I think that, uh, in some circumstances I have to be very strict, yes, to show the students that they can't do whatever they want.

Thus, whilst her most immediate value is to provide a nurturing and student-centered environment, this is to be achieved by establishing discipline within the classroom in order to set out expectations and guidelines for the students: achieving a 'balance' between these roles.

K holds an interesting view of knowledge as part of her teaching values, for whilst she believes it is important for teachers to hold expert knowledge in their subject, she recognises the limitations of attempting to lay claim for this knowledge to be unlimited:

> *Teachers, um, can't be know-, what can we say, 'Mr. Know-all,' in fact, we can't however, we try to satisfy the students with the answers yes we try to respond to students' questions, to their requests. Yes and yes I think try our best, if sometimes I, myself, if I cannot answer the questions directly in class, so I will ask my students to wait for me. And then when I'm confident about my answers and I give them the answers, and I think that the students, they also understand me too yeah.*

On how she would feel if a student asked a question she couldn't answer, she stated:

> *Maybe I think that it's when I have been teaching for a long time, and then I have the experience. That's all. And I felt that now I, now I do not feel embarrassed if I cannot answer the students immediately.*

Interestingly, K referenced this to her experience and thus confidence in the fact that teachers can, at times, not hold the answer to all of the students' questions. She also referred to younger teachers who lay claim to holding absolute knowledge about their answers and highlights this as affecting student satisfaction:

> *However, the other teacher, he or she, um, says that, no, his or her answers are correct. But the students, they are not satisfied. And they tell me, so I say, oh, maybe, for young teachers now, they don't want to be*

> *embarrassed in class. So they tried to answer the questions, although maybe they are not really confident. So I think that it takes time for us to be, um, familiar with the circumstances and to accept the fact that no we cannot cover everything at all that we need time.*

She recognises this development and acceptance of teacher presentations of limitations to knowledge as being part of the experience one achieves when working in the field for some time.

The significance of K's nurturing presence with her students is further exemplified as she explained its importance to her as a core value and once again framed this through what she aspires to be seen as through her students' eyes:

> *I tried to be as friendly as possible. And also for students just, when they think about me, they can think of a friendly teacher who's is almost ready to help them when they are in need. In fact, that's, before I start a course, I always give them my contact number, my email. Uh, so during the course, whenever they have any problem of course with their study, they can email me, they can text me so that so that, I, I think that, that I just give them. That's the feeling that, I'm, there to help them, uh, with their study. Yes. Um, so I, um, I, it is what now I want my students to think of me.*

She went on to explain her mentoring role to her students as she assists them with deciding on their futures post-graduation:

> *So during the course, I also have to orient them to, um, think about what they are doing and what they really wanted to do in the future if they want to change their major yeah so that when they graduate, they can, um, feel more confident or just they can meet the needs to apply for certain jobs. That's how I think that, um, uh, being a teacher, sometimes it seems that I, uh, I also work like an advisor.*

For K, developing the individual, and developing the skills for her students remains a core value within her teaching and wider role as 'advisor'. Within this, she also aims to develop students' autonomy, however this is only a viable option

for students who are able to cultivate it, for those who struggle, she indicated her need to introduce strict discipline into the classroom:

> *So, I think that, students, they can learn best when they have the autonomy, so that they can decide the time for their study. But I think that not for all students, some students, yeah we can give them the autonomy, some other students, um, maybe they, you know, they also have, like a part time jobs. And, now of course there are many interesting things outside so they do not really focus on their study. And if we do not force them yes, they will lose the track and now fall behind easily.*

K thus portrayed, in her reflections, a notion of 'tough love' whereby students' best interests as individuals remain core to her goals as a teacher, however these may require 'force' as she takes on a more disciplinary role for those students who struggle to find themselves focused and in charge of their own learning (Interview 4, 2021). On the concept of motivation, she explicitly stated that it is the role of teachers to motivate students to ensure they are on the 'right track' to achieving their requirements and goals (ibid).

With regards to whether K introduces moral teachings or societal issues within her classrooms, she claimed that her classroom is not the most suitable place for such content and ideas, an answer starkly different to those found in her TPI results:

> *Actually I, uh, in my class just, I, I don't think that that is, um, it's not really a good place to mention, moral lessons or to, um, uh, ask them to be just to raise that awareness just about social issues … in fact, when we are in class and for topics, if the topics are related. For example, to the environment or to the society and then I can spend some time talking with my students and I hope that now they can learn more about the lessons from the lesson that's about the outside world. Otherwise I think that now it's not only a classroom, it's not enough that they also have to learn from other sources.*

K also referred to limited time as being a prohibitor to involving such lessons. On this topic, she mentions that in the Vietnamese curriculum, there is a compulsory subject designed to teach students about issues regarding how to be a 'good citizen' in the eyes of the Vietnamese Communist Party. The subject she is referring to is *Giáo dục công dân* – a compulsory course for all Vietnamese university students which aim to equip students the skills needed to be positive contributors to society.

Finally, K positions herself as, with her students, also a learner – and identifies her journey as being one which accompanies the students as they continue to learn and inform one-another as they work through the contents of the courses:

> *So it seems that now teaching and learning, both work together. And sometimes, I don't know about you, but for me, I think that I can also learn from my students. That's when I, when I asked them to answer some questions, of course I just focus the book, however, for students that's when they answer my questions, they look for different sources. That's when they go to class and they answer my questions. Anything that, oh, something new for me to learn. That's of course not all of these things I can accept them immediately. However, at least I know that, oh, there are different views about the subject, about the matter or the topic*

She thus values the insights and views her students provide her about certain topics, despite not being able to 'accept them immediately'.

4.6.4 Teaching online

When describing her online experience, she mentioned the mode of communication led to a feeling of loss of connection with her students which, in turn, affected her motivation as a teacher:

> *You know, it's just like a talking with a wall when we are in class. I can look at the students. I can see how they feel. Uh, for example, now I am, do we both turn on the camera so that we can see each other. However, now if you turn off your camera and it seems like I am just talking to myself and*

> *I, and I felt that when we are in class and when we look at the students, we have the motivation to pitch. When we just now look at the screen and talk. So I, at first I felt that I didn't have any motivation. Uh, just like I tried to remember my lecture and, um, I look at the slide, that's look at the worst?. And then I record that and then I just, um, speak out. And, um, I didn't know if the students could follow my lecture, you know, they all turn off the cameras. Yeah. I didn't see anyone any face.*

When explaining this further, she mentioned the emotional state that this repeated process placed her in:

> *Yes, of course I felt a little bit depressed. I tried to ask the students to turn on the camera. Uh, I also know, uh, want the student, if they didn't turn on the camera and then I would mark them as that absent from class. However, they had a lot of excuses for not turning on the camera. Yes for example, my, power is not enough that's okay. So a lot of reasons. And, um, so some for one or two classes, and then I failed so, I got used to it. That is, uh, I just know taught, and I didn't care actually, uh, if the students could learn anything, because I asked- before the class yes I asked that my student, if they have any questions and then they can type in the chat box or they can raise their hand and ask the questions, um, but it seems that now, um, the students, they, they were out of my control. So I, I, myself, I thought that learning and teaching online is not actually what we say here, effective for me.*

Her attempt to remedy this situation was firstly by applying disciplinary measures such as a mark of absence if the student was not seen to engage in the class. This then led to K's reduced involvement and consideration of the students' learning progress within the classes, placing the responsibility onto the students if they required assistance. She mentioned a sense of losing control, but also interestingly she framed this experience, unlike other depictions of her values, as being ineffective for *her.*

She later noted how the online teaching model inhibited her ability to maintain a nurturing student-centered role, and in this new space of teaching questioned her

professionality. K was now not establishing her professionalism amongst a group of teachers she knew, but amongst the multitude of teaching and learning personalities available to students through mediums such as YouTube, subsequently affecting her confidence in her teaching realm:

> *Yes, that is that's as I mentioned. I wanted to be a friendly teacher, a teacher that does, uh, can help, uh, the students, however, just for online teaching. I think that I didn't fulfill that task, um, because I didn't know about my students, what they really wanted. I, uh, I don't know why when they are in class, that's when I asked them now it's easy for them to answer me, however, with the online class, just when I stayed here. And I asked my students, if you have any questions, uh, if you, uh, is there anything, uh, is there any problem, is there the, that you want the help for me and no reply, no answer. Um, sometimes I, uh, yes. Um, for online classes, I, I thought that no, um, I'm not a real teacher and, uh, and it seems that, um, no the students, they can go on YouTube and they can watch, um, thousands of lectures there. And also note the lectures are more professional. than my lectures, my, um, talk to us. So that is why you know at that time yes I felt a little bit now. I lacked my confidence. Yeah.*

Her framing of not being a ‘real teacher’ is particularly poignant, as she works through the feeling of having her status and professionality stripped of her in a new, unfamiliar teaching situation.

K’s tactics for dealing with issues such as lack of motivation and collusion amongst students was to effectively beat the students at their own game. K expressed in detail one tactic she developed whereby her aim was to ‘trick’ the students. Upon realising students were colluding when asked questions, she would ask a student a question, and immediately before they spoke, she would call out another student to hear their response. Alongside this, she also provided detail on how she would log out of the room, to then re-enter in an attempt to ‘surprise’ the students and draw their attention.

In addition to her unorthodox approaches regarding these issues, she also utilised the flipped classroom model to provide students questions or prompts to

prepare ahead of class. Interestingly, when reflecting on the effectiveness of this, K highlighted the following:

> *Uh, so somehow I think it's good because it seems that when we ask the students to do a lot of things to do, to do a lot of things, we have a lot of time to relax, yeah to enjoy the class. So I just stayed there and listened to the students.*

Not all was considered negative regarding K's experience with online teaching, in fact, being able to be based at home meant that she felt more able to fulfil the transmission side to her teaching:

> *When we are in class, yes, all of our activities will be witnessed by our students. However, we are at home with the online classes there. So I have a lot of, uh, books around me. And it means that, I'm ready to answer any questions from students.*

Thus, she felt that by teaching at home, she had the time and resources to be able to answer the questions posited by her students.

K expressed that she believes her colleagues worked closely with each other in preparation and of the online classes. She stated that, because the majority of teachers had little background teaching in online contexts, teachers used communication channels such as Whatsapp to inform others regarding the technical delivery of the lessons and provided assistance for troubleshooting in this area.

However, once the courses were in effect, she stated the sharing reduced and that it quickly resorted to a channel whereby teachers 'complained about the students', adding: 'I think that we all have the same complaints about the experience' (Interview 4, 2021).

4.6.5 Legacy

For K, she saw no difference in the values she held as an offline or online teacher, but purely regarding it as 'how we can adapt ourselves to the situations'. For K, the legacy of online teaching only reached her offline teaching in terms of providing students through embedding multi-media slides of videos, images and text into her offline PowerPoints.

4.7 Teacher 'B'

4.7.1 TPI results

Teacher B's most dominant perspective can be identified as Motivation (40), closely followed by Apprenticeship (39) Social Reform (39). Innovation (38) and Discipline (38) also hold positions above the mean line. The most recessive were Developmental (23) and (Collegiality, 33) with Nurturing (34) situated just below the mean line. Interestingly with B, her beliefs and intentions for Nurturing are found to be lower than her actions, whilst the opposite is true for her sense of collegiality, Transmission and Apprenticeship.

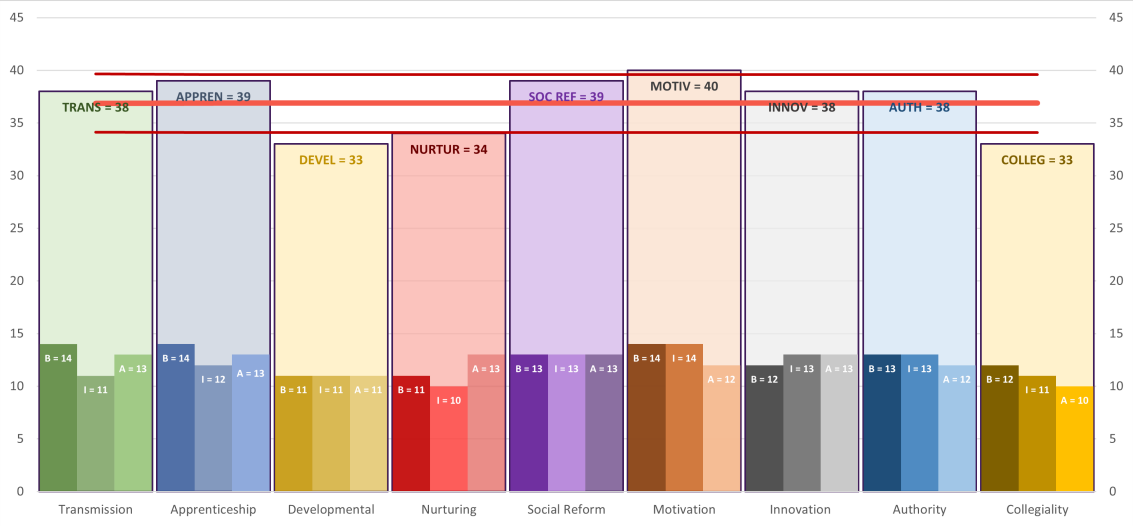

FIGURE 5. TPI overview for Teacher 'B'

4.7.2 B's story

B joined Uni 2 in 2018 and was the first university of which she held full-time teacher status.

Unlike others, English teaching was not B's first choice and the reasoning for her choosing the path of becoming an English teacher did not stretch as far back as other participants. B initially had her eyes set on pursuing Chinese language, yet she chose to divert this to English language teaching due to fears that the former would not yield as many career prospects. Her original plan was to study to become a teacher and then return to her hometown, a rural town situated in the central Vietnam. However, after graduating she decided to stay and pursue her career within the capital city of Hanoi.

4.7.3 Teaching values

B instantly highlighted the following four components of what she believed to be a 'good language teacher': dedication, enthusiasm, knowledge and methodology.

With regards to enthusiasm, B explained:

> *I mean, the teacher needs to be enthusiastic, even at home when he or she prepares for the lesson makes the lesson plan. Uh, and, uh, course when, when the teacher has the lesson, um, he, or she needs to be like energetic and enthusiastic in front of the whole class. Right. So you cannot just come in the class and then with a face like this, and then you talk things like that. So also, I, I, myself often smile a lot in class because I want to do show my students that, okay. Today I'm very happy to work with you. Of course later they can, they can drive me crazy. But at the beginning, yeah, at the beginning, I always try to be friendly, to be energetic, to show that, okay, today I'm ready for the lesson. And I hope that you guys are ready too.*

Instantly she recognised that teachers should embody a sense of enthusiasm, and one that particularly communicates their readiness to assist and support the

students. Through doing so, B hopes that this leads to reciprocated enthusiasm regarding the lesson.

She believes, however, that with regards to motivation, it is not purely the teacher's role to develop this within the students, yet highlights particular methods which she utilized to assist in cultivating this sense of motivation within her students:

> *Uh, I think when the student takes a course he, or she must have clear objectives and, and of course they, they should find their own motivation when taking a course. But, um, in the course, I, I believe that the teacher should try to encourage students to learn, to motivate them maybe in different ways, telling them some stories, the, the, the stories that the teacher know or, uh, telling them about, um, the experience that the teacher has. I think students are interested in listening to those stories and then they, they will find the subject useful or interesting, and they will know that what they learn may be are useful for them in the future.*

This notion of storytelling to motivate students by linking the potential of the language to possible benefits or effects is firstly one which was have seen in N's (Uni 1) story, but also is directly linked to B's desire to make clear and consistent connections with the subject knowledge and its utilisation outside of the classroom:

> *Um, I, I often tell my students, um, some stories when I was at university and some stories when, when I started to work, uh, I hope that they will have a, a better understanding of what they are learning and what they are going to do in the future. Yeah.*

For B, this often takes place of personal stories whereby she positions herself as somewhat of a role model, allowing her personal experiences to help inform students of the links between content and reality.

However, she makes it clear that inclusion of nurturing, of understanding the students at a personal, emotional level, does not hold particular place in her classroom. Her reasoning for such, was that she perceives students of this age as being ‘old enough’ and thus not requiring such explicit emotional assistance or moral guidance:

> *Uh, I think maybe the reason is that I work with university students and I think they, uh, old enough to, in that in that area, I think I don't, or teachers don't play an important role in nurturing the emotional, um, emotions. I don't think university teachers play an important role in nurturing or changing the students.*

Interestingly, whilst she does not explicitly state it, and in fact somewhat rejects the notion of nurturing in her classroom, she did comment that typically when break time comes around, she remains in the classroom to talk to students. At first, she linked this to the idea of talking about issues such as the environment, but also sees it as an opportunity to ask them about daily life:

> *you know, when we have, uh, a break, I don't often go to the teacher's room. I often stay with them and I talk to them about, about daily uh, things like, uh, how they live. And, yeah, and in, in that time, I often talk about the environment.*

Thus, perhaps whilst she does not label these notions as explicitly nurturing or being moral in nature, she may be rejecting the more explicit approach these hold as they take place in the Vietnamese K-12 classroom – through clearly highlighting the fact that she believes it is not the role for university teachers to do so and strengthening her identity as ‘a university teacher’.

As a relatively young learner, B identified herself as constantly updating her teaching techniques:

> *Um, I really like, uh, taking part in webinars or training courses on the internet. Uh, actually I, I do it quite often. Um, and I think the webinars or the training courses that I took were really useful. I cannot say that I can apply*

> *100% what I learned from the webinars or the courses into my teaching experience, but, uh, I try to apply some parts which are practical in my class.*

She stated that whilst one of the main reasons for attending such workshops are government policies on professional development, she also attends many of these workshops purely out of interest and desire to obtain more knowledge in the field:

> *Uh, okay. So, um, in Vietnam, uh, university lecturers are required to, uh, have a certain number of hours to do research, to take part in seminars or workshops. So it was, I think this is part of my job to, to do those training courses or to join the webinars. But, even when I have enough hours, I still register for other webinars, which are, which interests me.*

Through this, B highlighted her love for learning in itself, and actually identifies more strongly as being a learner than actually of holding a teaching role, stating 'I like to be a learner rather than a teacher' (Interview 5, 2021).

B's approach to authority within the classroom, and her application of discipline, is largely determined on her student's progress and whether they are able to complete the set tasks. In this sense, B lets her students' results 'do the talking':

> *So when I teach, uh, that group, I don't mind if they, um, a bit talkative or if they do something else. Um, actually I, I pay more attention to the practice part if they can do it well or not, if they can do well, I say nothing, but, but if they, they don't listen to me and then they cannot do it, uh, maybe I'm going to give them some warning or warning first, and then punishment comes later.*

For B, ultimate discipline or authority is only deemed necessary in light of whether students are able to progress and learn effectively. Her interventions, therefore, are largely based on her perception and calculation of this.

For her, witnessing and enhancing student progress is key, even if it means she has to take a more disciplinary approach to challenging her students, making a reference to Vygotsky's Zone of Proximal Development (1978):

> *Um, but sometimes I can be very hard because actually it depends on the class that you are teaching. Sometimes you have a class of excellent students and they know a lot. And the fact is that the curriculum cannot meet their demand. So what, what I teach is it's not, I mean, uh, I don't remember this part very well, but I remember that there is a zone in which what you, what you teach should be a bit out of the zone. I forgot that one, but I know that, but you know, the, for excellent students like that, what I teach is still in the zone.*

With regards to notions of teacher knowledge, she lends great weight to the notion of the teacher as the expert within the learning environment, and this is greatly influenced by the advice given to her by past teachers in her learning to be a teacher:

> *That is very important. I remember one example given by my teacher, when I was at university, she told us that if you want to teach a subject, you, you must know, okay, You must know more than 100% because, because when you teach, the students may come up with some questions that you cannot expect and you must be ready to answer those questions. And she also says that, um, something like, um, if you know, 10, 10 parts of what you teach in class is only seven parts. And the other three parts, uh, uh, you know, in, in this case, in case that students have some questions or, um, something comes up in the class, you should be ready.*

When asked how she would react to a student asking a question which she did not know the answer to, she stated:

> *Uh, first of all, I have to say that I, I am a bit embarrassed. If a student asks me something and I don't know the answer, or I have to tell them, okay, I'm going to check it carefully. And then I'll tell you the next time we meet. I don't like when I have to do that. But I think if you, if you're not sure about*

> *the answer, you shouldn't do that, sorry, you, you should, uh, you shouldn't, uh, invent or make up the answer. You should check it very carefully.*

Her view of this situation as being embarrassing indicates the weight she places on her identity as a teacher as being able to provide expert knowledge to the student, with little room for uncertainty.

Finally, regarding her beliefs towards teaching and working as part of a professional teaching team, she indicated that she finds it of great value. Interestingly, as she previously stated, she identified herself as the 'learner' in this situation, perhaps a combination of both her status as a new teacher, but also as her personal preference of learning than to teaching:

> Um, so actually, I, I appreciate, uh, working with other teachers, I, uh, you know, uh, when we have, uh, a break a long break where that we don't have to, that we don't have class. Uh, I often talk to other teachers and sometimes I can learn a lot about how to teach.

Thus, in B's eyes, collegiality is largely about placing herself as a continuation of her student self as she continues to utilise the resource of more experienced teachers within her professional environment as assisting with her development as a teacher and the refining of her practices.

4.7.4 Teaching online

In her reflection on teaching online, B referenced the opportunity it provided for her to immerse technology into her teaching practices:

> *Um, I think when I teach online, I can have more opportunities to use, uh, uh, new technologies and I, and I also have the chances to try, um, still try new technologies or the applications that can support, uh, students. So I think I love to have the chance to use, uh, different platforms or technologies into the teaching practice.*

In some ways, she stated that students actually reacted better to some of online applications than their offline equivalents. She found great satisfaction in adopting her offline teaching practices to find new ways in which these could be delivered in the online setting:

> *So, I taught, note taking skills and, normally when, before the pandemic, okay. When I teach that class, I often ask a student to take notes, uh, and they just use pen and paper, and then I go around the class and take a look at what they have done. And then, uh, when I have to teach online, I ask them to take notes as usual, but, but they have to, um, but they have to take a photo and upload it onto Padlet, you know, that one. Okay. So, I think it's, uh, it's a great, uh, innovation in, in the class because, when students, did that other, students can, take a look at the notes and they can give comments and they can, I also, uh, I didn't give the score, but I gave the stars. So the students would know that, which one is a good version of note-taking and they can learn from, the, um, excellent version.*

Her most immediate challenge she identified with providing lessons online was its limitation in allowing her to transmit the entirety of the lesson's information to students.

> *Um, actually, an online lesson is, is, uh, much more tiring than an offline lesson. I think I, I don't have enough time to have all the parts, like when I have an offline, uh, face-to-face lesson. Right. So most of the time I have to focus on the objectives of the lesson. And sometimes I have to add a one, but I have to cut some, some other less important parts of the lesson to focus on the main, the main ones.*

The other site of dissatisfaction was her inability to have the opportunities to informally talk to her students outside of the class hours. Through explaining this, she also expressed sympathy for the students and noted that despite wanting to provide more content in the lessons, she was aware of not allowing lessons to extend past their scheduled end time in an effort to avoid overloading students:

> *Uh, I was not happy when I didn't have a time to chat with my students. And also I, I thought that I, I don't know, but I, I think that, um, my students, I mean, they, they didn't have break time and, and then they, I think that, uh, learning online is also very tiring for them because, they have a lot of lessons, uh, on the internet. Right. Uh, they didn't study only English. They have, they had other subjects. And, and I think if I can, I want to finish the lesson, um, on time. I don't want to do, to take that time because they need to have the eyes relaxed or things like that. They cannot just sit in front of the computer and then, uh, uh, listen to the teacher or do some other activities.*

Thus, whilst her desire to maintain the core value of information transmission remained, she also recognised the importance of her values as a nurturing teacher in avoiding negatively impacting her students' wellbeing.

Whilst B identified learning within a professional circle as being key to her identity as a teacher, she highlighted that the sharing taking place was focused largely on the technical side of things rather than pedagogical methods in their actual application within the classroom. For B, she recognises the strength of utilising technologies in the classroom, but only when contextualized and justified through sound pedagogical reasoning. She therefore felt dissatisfied with the focus of the collegial sharing during this period of time.

4.7.5 Legacy

Regarding the legacy, B's values remained largely unshifted as a result of the online teaching experience. She also noted that for some time she had also been planning and thinking about starting her own online class of her own. Therefore, the approach she takes to this form of learning, and how it fits into her wider values and beliefs, were already established before the event, and therefore the period of online teaching resulted in little shift, but rather a strengthening of these ideas.

4.8 Teacher ‘V’

4.8.1 TPI results

V’s most dominant perspective is equally weighted between Transmission (39), Social Reform (39) and Discipline (39), with Apprenticeship (35) and Motivation (35) holding positions on the mean line. V had a wider group of perspectives which held position close to the ‘recessive line’ than other participants: Developmental (31) Nurturing (32), Innovation (32). Collegiality (33) was positioned slightly above the recessive line.

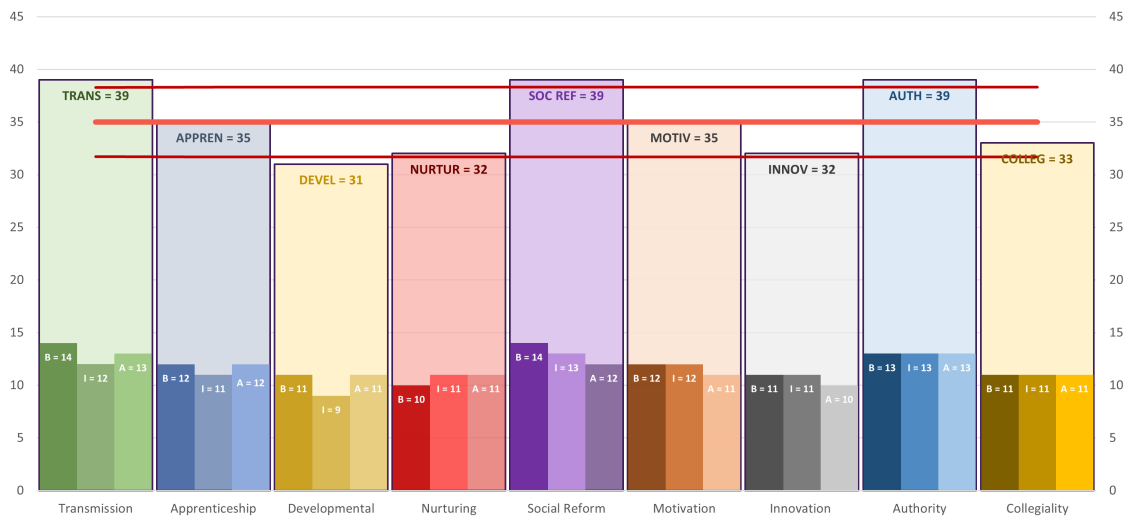

FIGURE 5. TPI overview for Teacher ‘V’

4.8.2 V’s story

V’s journey to becoming a teacher, in her eyes, is very much framed within the broader cultural lens of gendered career expectations within Vietnam:

> *You see, um, in Vietnam it is, yeah, being a teacher is very, very popular. Um, yeah. Uh, it is quite traditional thinking that girl's should become a teacher. Also my mother used to be a teacher, so now she's 70. She's retired now, but, she used to be a literature teacher, so I, when I was very small, I also, yeah. I also thought that I would become a teacher in the future.*

V also cited her older sister's influence in igniting her passion for the language, as her sister was studying at university in the capital and would bring back English texts and materials from her studies:

> *Yeah, I, and then I borrowed, uh, English book from my sister and I see some name like Mary or Peter or something. And, um, I like their appearance and the story in the book. And from then on, I can, uh, I want to sing English song and then, I, and I think that, uh, I don't find any difficulties in, uh, I didn't find it difficulty in doing, uh, English exercises. So I think that, I quite good at learning languages.*

For V, this was an opportunity to access a wider world of knowledge:

> *When I can read things in English, I can listen to some news things in English.*

With her natural talent in the language, she continued her curiosity in the language, however, she was met with traditional grammar-translation based teaching, focusing on the language in its written form:

> *So actually when I studied at high school, I didn't have chance to listen much. I think speaking and, um, we just focus on reading and writing. Yeah. No listening or speaking.*

V believes that her route to becoming an English teacher was easy, she stated that she could "decide to become an English teacher immediately and everything is quite easy for [her]" (Interview 6, 2021).

After high school she took the university entrance exams for the Hanoi National University's languages department (now known as University of Languages and International Studies). She then continued to take a Master's in Teaching English at the university.

The university she attended is a very well-respected public university in Vietnam, where public universities are viewed as typically of higher quality and more prestigious than their private counterparts. This is a recurring theme which V revisits throughout her transcript and works as an important frame to her teaching values and beliefs within the classroom. In her own words:

> *And I think that is one of the best university to train, um, uh, English as a major for students still now.*

4.8.3 Teaching values

V's most immediate answer for what she believes constitutes a good language teacher is being a role model for her students. Her depiction of role model is largely based on the premises of modelling the language, whilst also developing motivation and confidence in her students as she demonstrates her expectations of the task:

> *Like when I want to, I want my student to do a presentation. First of all, I have to make a good presentation in front of them first. Yes. To do, to make a good example of them like, or even writing or things. I need to be good at such skill first so that they can do the same. So I have to be patient and listen to them and give them advice. Why? Because my students are quite lazy and they, they are not confident enough. So I have to motivate them and have them to be more confident*

V's perception of her students of being "lazy" and "lacking confidence" runs throughout her explanations and justifications for her beliefs and practices within the classroom (Interview 6, 2021). In terms of how she does addresses this, she recognised this as a wider departmental issue:

> *Yeah. So we have try to, we have to think, different ways to motivate students. It's quite hard for us. Um, we really, sometime we have, the seminar in a small group of teacher who are teaching the same subject, we discuss, different ways to, uh, to help, students how to assign project, how to create a group meeting or things like that.*

On asking whether motivation is a core part of her role as a teacher, she instantly framed her answer through reflection on her own experience as a student and the roles she experienced with her teachers during her studies. She in fact cites her students' inactivity as a major cause for her own demotivation in her teaching:

> *You know, I started at a very famous and one of the most, um, the, one of the best university in Vietnam. So, um, um, 15 years ago, when I was, when we were students, we, actually our teacher didn't do much. We can, we could have the motivation. We, we tried to create motivation ourselves. Yeah. We had to find a source of listening and like from BBC or VOA. And then we listen and try to note try to note down the transcript of the listening in, we, um, practiced, uh, writing. And, um, then we help each other to correct the writing them ourselves, but now our students are quite lazy and they all depends on teachers. So we have very hard work to do.*

She admitted that the notion of quality differences of student between public and private universities is an issues she is "obsessed about", particularly regarding the future of her daughter's education:

> *Yes. I'm obsessed with that idea. I have a, I have a daughter and now she is 17 years old. And next year she will, um, prepare for the, uh, university exam. And I told her try to try, she needs to try her best to go to the state university, one of top university, not the private one like mine, because the environment is very important.*

With regards to transmission, she indicated awareness that now access to English sources and materials is widely available due to the ubiquity of teenage internet use in Vietnam, however she instantly highlighted that this is not the reality of how students utilise such tools:

> *Nowadays students have a lot of opportunity to practice their skills. They have YouTube, they have, uh, the internet, Google and a lot of English material are available on the internet that they spend time on surfing net, or watching movie or playing games, very lazy. So we have to, yeah, we*

sometime we are demotivated by the student themselves. I feel the same way sometimes, but I don't, but I think the situation is different in my old university, because you see the student are smart, very intelligent, then they can self-study. My student don't have the ability to self study.

Her students' low level in language ability and motivation is what K claims to be the main reason behind adopting a traditional approach to teaching:

Actually, the student in my university, to be honest, they are not very good at, uh, the qualification to start the university in my university is quite low. Okay. Yeah. So when I, um, taught, when I teach them, I just try to have them to learn like in a very traditional way of teaching.

She went on to specify 'traditional' in terms of strictly abiding by the curriculum, and referenced failed attempts to introduce more constructivist approaches to her teaching:

Yeah, um, we just, uh, usually we, we base on a coursebook and when we try to, uh, cover from the beginning to the end of the book, um, we focus on grammar, vocabulary. Yes, when we teach students, of the English major department, we also teach some, uh, 4 skills. We also assign them to work in groups or to do project, but they are so lazy and not creative enough. So finally, teacher have to do a lot, have to talk a lot and have to help them a lot with doing exercise, correcting the mistake. Okay. They uh, they're quite passive.

However, a moment of reflection arose as V started to explain this as being a wider issue than just being situated within her students:

Maybe. Um, the reason is, uh, from both teachers and students. Hmm. Okay. I see. Yes. Okay. Um, Hmm. Yeah, maybe I blamed student on their laziness or in activeness, but I have to say that, uh, maybe the teachers ourselves, uh, that's quite lazy maybe.

Regarding an apprenticeship stance to utilising the language, V identified this as the most prominent challenge in her teaching:

> *Yeah. So I think that is, uh, the most challenging one for us to, to help student to, um, to use language in work or in daily life.*

V recalled her initial ambitions to teach students to utilise their learning in class with the wider world:

> *I'm quite ambitious at first. Yeah. At first I was quite ambitious to help them to, uh, uh, they, they can use knowledge at university to apply to, um, yeah, they can practice, they can link between their, what they learned in university into the reality that is my ambition. But, uh, in fact um, based on the, the real ability of my students, we just hope them to get the knowledge. Yeah. Teacher try to, to have them understand the very basic, um, level of language.*

However her students' ability, she claims, holds back this ambition:

> *Yeah. We don't have much chance or opportunity to, uh, give, to give opinion or discussing or, um, things like that. We just try to focus on doing exercise, finished paper and complete the tasks and things like that. That, uh, but w I think it's very difficult for my students to do that because their ability of language.*

She extended her perception of this issue to wider national and cultural contexts:

> *The, the most challenging things, um, which prevent my student from, linking what they learned to the reality is that, um, because their ability to practice the language. Vietnamese student in general, uh, just focus on grammar and vocabulary. Even the teachers, the teacher ourselves we used to be taught, just, um, with just vocabulary, not much discussion, not much debating like that. Yes, now I am nearly 40 and I, uh, have just understood about critical thinking for just some, for a few years, to be honest.*

Regarding the need for teachers to continue innovation, V reflected on this point and positioned her answer with direct reference to her age:

> *Um, yeah. Um, I don't think that getting old means I will stop learning new things. You're always struggling to find a modern way for, uh, to, uh, update the way of teaching to adapt to the, um, the new situation, maybe in the future.*

Further reflection from V on this point showed that she embraced the notion of continuous professional development on a wider, socio-political level, considering teachers, the profession, and what this means for students at the national level:

> *Yeah, I agree that, um, nowadays, um, teachers are trying, there are a lot of program of training for teachers, not only at university, but also at a different level of school, primary, high school and secondary school teachers are, uh, taking part in different training courses and, um, a workshop or conference or seminar or things they are finding new way of teaching. It's good. Of course. It's good for English teaching for Vietnamese student.*

4.8.4 Teaching online

V's explanation of the challenges encountered whilst delivering her teaching through online methods was one again framed by her students' performance and attitude:

> *Uh, we, we sat that, teaching online, offline, are, both okay for us. We, we didn't find any difficulties in preparing lesson or, updating technologies or things. However, the problem, I think the most challenging thing is the students' focus and they are too lazy. Some, some of them, we cannot control the quality of such student that is the most challenging one.*

Controlling students was the most dominant issue that arose in V's description of her online teaching experiences, yet she differentiated 'types' of students based on their motivation:

> *And, um, I think teaching online is not very effective for lazy students for, for, for hardworking students, they find, they, they found learning online is okay, was okay because they didn't have to go to university. They, they can save a lot of time and energy. They still got the knowledge in sometime when I'm talking face to face not actually face to face but, uh, they, they, um, they didn't turn on the video. Yeah. So they, they, they felt more confident to express themselves to ask questions from teacher. So, um, some hardworking student said that they like, uh, studying online more effectively, more effective, but I cannot, I could not control lazy ones. Could not, I found no way.*

For motivated students, she believed, the online methodology actually held some advantages for those students who already possessed the motivation to work in her classes, for not being required to display their faces when providing answers improved their confidence when responding to the teacher's questions. However, V admits a sense of defeat in her inability to establish methods which encouraged students of low motivation to participate.

Regarding transmission of knowledge on the subject and ability for students to practice their language skills, she identified these are main areas which restricted the quality of the lessons:

> *When I taught online it is just spend about 5 or 10% on speaking because the teacher delivered the lesson and sometimes I called student one by one, one after the others and that's it. And we, we, we nearly missed interacting with them. Yeah. Very little interaction between student and teacher. Just one way from teacher deliver the lesson to students.*

When attempting to introduce group-work into her online classes, she recalled their ineffectiveness, and this was once again identified as an opportunity to re-establish her ongoing differentiation between experiences at public and private schools:

> *Okay. Well, when are in class, at least we can do some group work or pair work or things like that. But when we are online, I also break them into smaller room that, um, when, when I was not in the room with them, they try to speak Vietnamese or they kept silent, or - yeah. They are very inactive, they're not willing to study. That is my - maybe, maybe that is only the problem with those student of lower level that may in, um, yeah, I I'm, I'm obsessed with the different between a student at public school, private school, maybe I believe that student in other public school, they are more motivated and they can self-study. And even without the teacher, they can do all kinds of activities.*

Despite this, she did not see the experience as a deterrent for bringing innovation into the classroom, even once the classrooms were brought back into their face-to-face environments:

> *If I can adapt, I can adjust the way I teach online. I think that I'm willing to adapt the way of teaching offline as well.*

When asked if she would consider teaching online in the future, V remarked:

> *Um, if I, uh, have to be in charge of the, um, the quality of the student, it's quite, I have to consider, but, if it is just a short time and the students are motivated, they have a huge motivation. Okay. Yeah. I think I will be very happy to teach online. It depends on the student.*

V maintained great consistency regarding her references to the dominant themes which she believed either enabled or restricted her values regarding teaching, both in the offline classroom as well as the online. Through identifying the ability and motivation level of the students as inhibitor or enactor with regards to the values she holds, V conjured an interesting picture of a teacher who is in constant reflection of her own experiences and expectations as a student, and utilises this in her framing of her current teaching practises. Whilst not shying away from innovation and the need to adapt, V identified her students as a major factor in whether innovation can be enacted.

5 ANALYSIS & DISCUSSION

This chapter puts forwards the findings of the research project by summarising the findings and providing a cross-comparison with the relevant literature on the subject.

5.1 Research question 1

What are the main teaching values that Vietnamese teachers of English at tertiary level hold?

5.1.1 Values surrounding knowledge and transmission

From the interviews, one of the most prominent and consistent themes which aided in sculpting the teachers' values in their role as English-language teachers, was the concept of 'knowledge'. Whilst the notion of the teacher being an expert in their subject was a dominant theme amongst the teachers, the realisation and limitations of this notion became very apparent. Teachers N, H, P, K and V all rejected the notion of teachers as a 'fountain of knowledge' – recognising that that firstly there were practical limitations in this belief, but also a sense of celebration of transparency where teachers can accept that they may not hold the answer to all of their students' questions. H and K also referenced the rise of the internet and the ease of which students can access both information on the subject, alongside resources in the target language, therefore stripping teachers of their relevance as 'ultimate holders of knowledge'. This was further exemplified by K and H's positive response to the hypothetical situation of not being able to answer a student's question, whereby they do not see such scene as a threat to their identity, but rather a reinforcing of their values in the drive to reduce teacher-student distance. Only one teacher, B, held the above view of teachers holding role of 'the guru' and subsequently indicated that she would feel embarrassment if such event would occur.

The notion of knowledge was clearly also extended to pedagogical knowledge, as highlighted by H's P's and B's explicit highlighting of its importance in their aspirations of what it means to be a 'good language teacher'. Whilst others may

have not identified it as clearly in their depictions of ‘the ideal teacher’, through their transcripts and explanations of the various techniques, and rationales, for their teaching practises, almost all of the candidates alluded to the importance of an awareness of how to enact effective transmission of knowledge within the class setting. Thus, unlike Vu’s (2017) study on Vietnamese university teachers’ perceptions of ‘professionality’ of language teaching, the notion of pedagogical awareness was more often subtly implied rather than explicitly identified by the teachers as a core element of their teaching values.

5.1.2 Teacher as influential figure

Rather, the teachers in this study tended to focus on the role of the teacher as an influential figure within the classroom, rather than the practical aspects of teaching methodology. One example of this is the frequent occurrence of assessment of the role of authority, and its manifestations within the classroom. As stated in the literature, the traditional role of the teacher is one often depicted as “authoritarian” (Vuong, 1976) and a figure who leans heavily on the presence of discipline within the classroom (Le & Phan, 2003). Within this study, the presence of authority and discipline ranges from clear rejection of this model, (teachers P, H and N) to more subtler indications as a role, and method, in which teachers maintain control of the class in order to achieve determined aims (participants K, V and B).

Of those teachers who reject this notion, we find similar findings to those of (Le & Phan, 2013) whose research participant viewed the authoritarian role as “problematic” in the Vietnamese classroom, and thus attempted to “surrender the self of status and power” in attempt to move towards an identity less established on power-distance – a theme common in typical projections of the Vietnamese teacher (Vuong, 1976; Le & Phan, 2013).

The ways in which teachers typically achieved this was by devolving such power-laden and authoritative notions of the teacher, to roles which were labelled ‘mentors’ (participants N, H, K) and ‘facilitators’ (participants H, P). These roles, were not, however, fully removed from the sense of some level of guidance, but were ways in which to encourage a more democratic view of the teacher as they

worked *with* their students. In doing so, we found roles more associated with gentle yet firm parental figures, which echoes the findings of Kramsch & Sullivan (1996), where they depict the Vietnamese classroom often being "like a family, in which the sense of supportiveness, politeness and warmth both inside and outside the classroom is obvious" (53). Consciousness of power-distance between these participants was high, and they explicitly indicated their desire in their teaching to reduce these to depictions of their role as being closer to a 'friend' than a teacher (P and H).

Many of the teachers established themselves more along the lines of 'role model' in a softer attempt to achieve motivation, engagement and progress in their students. For N B and P these were through storytelling as a way of depicting the possibilities studying the English language could bring them, whilst also establishing themselves as a figure to 'aspire to'. For V, this included modelling the language as a desired outcome, and for K to position herself as her students' "favourite teacher" (Interview 4, 2021). Thus, whilst we witnessed some rejection amongst the teachers regarding their identity being one holding despotic control and respect through discipline, there is still a notion of power-distance being established, despite being formulated in a much 'softer' realisation.

In participants' transcripts, the notion of parental-like 'guiding the individual' was identified as a common role, where teachers would assist students through areas of importance which lay outside of the purely content-related realm of their studies. With this, an indication of the classic role of the teacher within Vietnamese culture seems to be enacted, whereby the teacher acts not only as providing and developing knowledge within their students, but also embodies the role of "behaviour educator" and "moral guide" for their students (Phan, 2014, 43).

5.1.3 Moral guide

The notion of a moral guide was explicitly identified through the inclusion of recognition of moral values and teachings within many of the participants' lessons, aligning with findings from Ha & Que (2006) whereby they similarly found that their "Vietnamese participants' understanding of the role of morality persists despite being teachers of English, a foreign language" (67). The nature, scope and

practise of these moral values, however varied amongst the participants within this study. For some, this was focussed on more of an implicit micro-level guidance of the importance of cooperation and harmony between students through choice of collaborative exercises for students (participant). For other teachers, this was through careful selection of materials and subsequent discussions which would raise such themes (participant H). For others, it was understood on a wider, more global scale, whereby identified themes within the curriculum allowed them to explore issues such as environmentalism and climate change (participant B). Others also identified sites that existed in the blurring of defined class boundaries, such as in break times, to talk to students about such themes and issues (participant B). Some teachers identified these moral teachings as being situated within the Vietnamese context, whereas others looked to develop the individual in a more intentional context (participants H, B).

This role took further forms in areas which existed outside of formal classifications of 'moral teaching', but rather were established in their aims to develop students as a whole. This included areas such as autonomy (participant H) self-motivation (participants H and V) and through providing nurturing roles (participants P and N). This is in stark contrast to the literature review findings of Pham (2005) who identified that Vietnamese university teachers "appeared to have little inclination to foster learner autonomy in their class or, indeed, had little awareness of how such thing could occur" (78). It is thus closely aligned with Vu's (2017) findings of teachers' use of metaphors describing their ultimate goal as providing students as "to give them a fishing rod so they can catch the fish themselves" (117). Through inclusion of these approaches, teachers' practises were aligned to the historically steeped notion of the teacher in Vietnam: developing the 'full' person of a combination of good morality and, in this case, competences.

On elements such as motivation, we found that some teachers believed that it was their role and duty to establish this within their students through their practises and approaches to teaching, whereas others placed much higher weight on the responsibility of the students to cultivate their own motivation and autonomy (participant K). Many of the teachers saw a collaborated effort between teachers' attempts and students' willingness as being the ideal site for engagement and motivation to be cultivated and sustained (participant H).

5.1.4 Innovation

Almost all teachers identified innovation as being integral to their identity as a teacher. Whilst some appeared to attach this to notions of their personality as 'life-long learners' or their position as novice teachers, and thus 'learner' – an extension of their student self, others ascribed this to be important for their professionality (name person) and extended this to identifying it as not just professionality within their immediate context, but professionality for the profession at a national level (participant K).

The way in which this sense of innovation was realised varied amongst participants. For P this was through conscious reflection of her activities and practises in class and constant shaping and reshaping to ensure they fit students' needs. Others attended more formalised workshops and trainings on the subject, whilst others found themselves as active members within online communities of practise (Wenger, 2011) which extended outside of their immediate professional circle. This notion was raised by both B and H, as they state that professionalism now is no longer confined to geographic boundaries, and through use of the internet it has allowed them to reach other sources of professional development, and an extension of their group belonging and collegiality. This is similar to the findings of Nguyen (2017) whereby he found that if teachers recognised the limitations of their immediate professional circle in terms of developing as a teacher, that they would engage in other circles and groups of professional development in order to fulfil this. Thus, the teachers' "professional development was not only confined to teaching knowledge and theories from their colleagues … but expanded to pedagogical practices and discourses in other communities" (Nguyen, 2017, 14).

5.1.5 Collegiality

Sense of collegiality amongst participants was mixed, and the manner in which participants positioned themselves within their immediate professional network was often related to the status they had in terms of their official role whilst also with reference to their stage within their own professional journey. Those who

approached their teaching practises more independently related this to personal learning preferences (participant N), whilst others highlighted their desire to share, but not finding a reciprocated or fertile atmosphere for the sharing of teaching ideas and practises. This shines somewhat of an interesting light on previous claims of high sense of collegiality largely as a result of the cultural impact of collectivist values and thus great weight placed on high group interdependence and mutual relationships (Huang, Ku, Chu, & Hsueh, 2002; Tran, 2013). Such depictions are not what is clearly shown through participants' sense of collegiality in this study, where many worked largely independently, sharing their ideas with colleagues or co-workers if conditions permitted.

5.1.6 Conclusion

The findings of this research, in terms of identifying the most dominant values and beliefs within Vietnamese teachers of English in Higher Education, unearths the complexity and intertwined nature of values and beliefs and their actual manifestation with teachers' practises. Whilst notions towards depictions of the traditional Vietnamese teacher were often rejected, the core value of teacher acting as a guide which transcended purely subject content remained rather consistent. Traditional concepts such as authority, social-distance and knowledge were at times rejected, yet their presence could be found implicitly in the practises and approaches taken. It is a rather complex task to draw a clear and defined picture from the narratives presented, especially considering the implicit nature many values work their way into teachers' conscious and subconscious depictions and implementations within their practises, but it does provide insight into some of the main themes regarding the current state of values within the English teaching community in Vietnam, especially in contrast to previous literature depictions of the authoritative Vietnamese teacher.

As we can see, notions, constructs and values are messy, and their sources, development, influence and practise are not always immediately identifiable. It is clear, however, that either implicitly or explicitly, through rejection or acceptance, central themes run throughout the participants' stories.

5.2 Research question 2

The second section of the discussion section looks at research question 2:

What are the main factors which shape these teachers' values?

A main focus of this research was to acknowledge the wider forces and influences at play to better contextualise the teachers' values within their notion of their professional identity. Thus, we look to influences at the meso and macro level, including, but not necessarily limited to, the teachers' own learning and teaching biography, cultural-historical and socio-political factors- both with and extending beyond their immediate professional environment.

5.2.1 Biography

The study, through its analysis of teacher narratives, found that the biography of the teacher holds a strong influence on the way teachers narrate their own experiences in teaching, draw explicit links to their own biography, and implicitly embody notions of the biography which can be seen to influence their teaching practises and beliefs. This is in congruence with much of the literature, which highlights teachers' personal stories as having a persistent, if not particularly transparent, impact on the way they both frame their experiences and inform their values as a teacher (Beijaard et al., 2000; Flores and Day, 2006; Bukor 2011, 2015). Most prominent in this study, was the influence on one's own journey into the teaching profession (including childhood experiences); teachers' educational backgrounds and experiences; teachers' experience with the language; and their age. Further analysis highlighted that within each of these themes, as teachers consciously or unconsciously referenced them, their actions, beliefs and practises were often either a rejection of these experiences, or an embracing of them.

Early experiences, either with the notion of teaching or with the language itself, were found in H, K and V's stories, as they used these pivotal moments as framing their spark that ignited their desire to go into teaching. Interestingly, especially in the case of H – these stories indicated not only the overall decision to become

a teacher but set the foundation of *what* type of teacher they would like to become. In H's case, she enjoyed the idea of demystifying complex topics in order to provide other children's access to these ideas and a subsequent sense of empowerment. For V, the excitement brought by able to tap into another world of knowledge through the medium of English instilled her apprenticeship-focussed style of teaching as she attempted to utilise this in her motivating of students in their studies. Important figures, such as the teaching parents of H and V, and the inspirational teachers of P and B, ignited an interest in the craft of teaching and influenced the way in which they approached their teaching values – an experience Bukor (2011) similarly reported as shaping individual's approach to what it means to be a 'good teacher'.

5.2.2 Participants' own educational experiences

Closely linked to their biographies was the participants' own educational experiences - the influence of which has also been found in a whole host of studies looking into the sources of influence of teacher professional identity (Flores and Day, 2003; Bukor 2011, 2015; Hunter-Johnson, 2015) and specifically in terms of their education regarding a language (Tsui, 2007). Previous experiences of education were sites of perhaps most contention when it came to development of beliefs as either a rejection or embracing of their own educational biographies. For example, P's recollection of the inspiring teachers and liberal approach she experienced at the university has likely inspired her more democratic approach to teaching, but her rejection of social-distance between students as teacher and decision to exclude moral teachings in her current practises seem to be very closely linked to her negative experiences with these at high school. Furthermore, her experience studying in the UK has clearly had a great impact on the way she approaches not only her pedagogy, but also her awareness and framing of the certain cultural aspects she would have received in her own education – a theme which will be covered in more depth later in this chapter.

5.2.3 Age and stage of professional career

Age and stage of professional career were also contributing factors for many of the participants. The conceptualisation and recognition of age found itself a

theme within P's explanation as to her exclusion of attempting to 'lecture' the students on moral behaviour – stating that age reduced the appropriateness and ability of doing so, and rather took on the role of 'guide' and 'mentor' in an attempt to approach such issues in a manner which did not attempt to establish social distance between student and teacher. This is a finding similar to Ryan's (1986) finding of novice teachers attempting to establish a closeness with their students in the attempt to avoid tensions. For N, her reference of herself as a learner when situating herself within the immediate professional circle of her department, indicated her identity as a new teacher, and thus, in her eyes, still very much in the learning stage of her professional career. This supports Varghese et al's (2005) main tenets of language teacher identity as being multiple: N establishes herself as teacher in relation to her students, but learner within the context of her professional peers.

Age was also explicitly referenced by some of the older participants of the study, including H, whose methodology involved getting to know students and their interests in the attempt to reduce perceived age-related power distance, thus making her more 'relatable'. Her reference to age also arose when establishing herself as a life-long learner – identifying age as irrelevant in the attempt to continuously upskill herself and her practises through self-pursued professional development. Stage of professional career, similar to P and N was also recognised by those further along their professional journey, as they highlighted experiences and events which helped shape their views and approaches to teaching. These stories, and their continued relevance in the shaping of their later approaches, is similar to what Samuel & Stephens (2000) label as "identity baggage" – experiences and memories that teachers established in their early years assist in the formation of their self-identities later on in their professional teaching career (36).

5.2.4 Cultural factors

Cultural factors were found to be a strong theme which played a role in determining both teachers' values and beliefs regarding not just the teacher role in the classroom, but also their positioning at the wider societal level. The previous chapter regarding values has touched upon the notion of presence of culture within the participants' stories and is embedded in the analysis and findings in

the literature. This presence of socio-historic culture and placing of the teacher within Vietnamese society runs most prominently through the themes of values regarding knowledge, authority and purpose in developing the student as a "whole person" (Phan, 2014, 76). Thus, whilst teachers may have been informed by pedagogies, and teaching a language which exists on a global level, my study supports Phan's (2014) notion of 'the third space' whereby Vietnamese teachers, influenced by Western practises and influences, also maintain the core notions of culturally-embedded values, typically evidenced by the inclusion of morality in the classroom and the drive to develop key areas of the students' competencies to make them into positive actors within their societal surroundings.

This awareness of culture, however, was not always embraced, and within the narratives of P this was sometimes explicitly challenged, most likely because of her education abroad and the subsequent perspective she was able to reflect upon traditions found in her home country and the education she received. In doing so, P used terms typically found in the literature when explaining such culturally embedded practises, such as use of the phrase "a fountain of knowledge" which she attributed to being a strong component within "traditional Asian beliefs" in teaching (Interview 3, 2021). Thus, whilst she explicitly rejected this notion, as likely influenced by her exposure to foreign notions and perceptions, within her classroom she enacted the Vietnamese teacher role of 'mentor' – establishing her "third space" (Phan, 2014, 78).

5.2.5 Socio-political factors: English as a global language

The notion of English as a global language and its current status of prestige within their rapidly-globalising national context seemed to influence the very goal of the education of language itself. Many of the teachers referenced, partly through their own biographical experiences, of the language, and the study of it, being 'a tool' – providing their students with an opportunity to access a wider world of opportunities and information. Furthermore, in terms of teachers' own professionalism, many recognised their position and opportunities as being part of the international English teacher community – highlighting their awareness of wide professional development programmes and opportunities available to them. Membership of such group also influenced their view of innovation and how this was directly

linked to their professional identity through the opportunities available as part of this larger network. The community of practise (Wenger, 2011) that many of those teachers found themselves in is no longer constrained by boundaries, as the Internet has established national and international platforms for practitioners to share ideas and further interact with their wider professional network. Thus, if their immediate professional network now no longer provides a sense of confinement, as teachers can interact with the wider discourse to fulfil their values of innovation and continued professional network – a finding also found in (Ha & Que, 2006).

There was also brief reference to the increasing commodification of higher education in Vietnam. This was referenced in P's reference to teaching as a "transaction" whereby she stated, "I know some people think that education is the kind of service that you pay and then you come to class and you receive that service" (Interview 3, 2021). Whilst this was only a brief mention of the increasing neoliberalisation of education in the country, this reference highlights important awareness of trends in the sector, especially with English language, as the views of the profession start incorporate these shifting views of education as "a service" (WENR, 2017).

5.2.6 The Internet

The internet also had an impact on the way teachers viewed themselves in terms of their role as 'holders of knowledge'. As K, states, there is no room for the role of a teacher who considers themselves to be the primary source of information, but rather their role has shifted to be those who help guide students through this mass of information, teaching them how to utilise the information rather than provide it. Furthermore, the internet, as mentioned by H, is where their students situate themselves, and as this participant put forward –contemporary teachers must now meet the students in their situated 'digital world', through utilisation of technology within their pedagogical practises.

5.3 Research question 3

How did teachers' values, beliefs and professional identity influence their experiences teaching online during Covid-19?

The third research question of this study was aimed at viewing the teachers' experiences of teaching online, through the lens of their values and beliefs as teachers as established in research question 1. By looking in detail at the teachers' values in offline settings, the research attempts to provide more enriching insight into the impact these had and how they subsequently negotiated their identities when teaching online.

As mentioned previously, sites where there may be conflict in terms of fulfilling one's professional identity may lead to "philosophical congruence" (Oldale & Knightley, 2018). Moving from offline delivery to online delivery is very much established as a sight of potential conflict for teacher's identity, where they move into unknown terrain, labelled by Alsup as the "point of metanoia" (2006, 23). In this study, this "point of metanoia" was identified as a site that could potentially enact certain values, resist and challenge others, and have effect on teachers' conceptualisations of their values and practises that allowed them to continue to fulfil these values despite the new environment and site of delivery.

5.3.1 Sites of conflict

The most consistent site of resistance and challenge was those feeling unable to fulfil their nurturing roles and perform maintenance of student-teacher connection as a result of the conditions of online learning. Teachers P, N and K likened the use of digital video conferencing platforms as a 'block' between students and teacher – whereby meaningful and positive interaction between students and teachers could not be established and failed to develop ways in which to remedy such situation. For B, the practicality of not having a break time during online teaching meant she did not have an equivalent opportunity connect with students as she had done previously in her face-to-face classes. Closely related to this was in the transcripts of N, H and K as they found their previous ability to enact mentoring roles as being diminished, pushing themselves to a more didactical

model of distanced student and teacher relations, thus making awareness of student progress much less immediate available to them.

For other teachers, the sites of struggle were found more in the inability to carry out the more practical elements of their teaching values, especially as language teachers – as they found the online teaching platform unsuitable for speaking classes, alongside supporting collaborative learning amongst students. For teachers such as N, being able to ensure control over students' behaviour and involvement in the class was greatly affected by the online delivery. Importantly, the notion of 'deskilling' arose, particularly through the story of K, whereby she compared herself to other sources of online teachers, including YouTube, leading her to lack confidence and to not "feel like a real teacher" (Interview 6, 2021). This is a claim supported in the literature, as Volman (2002) notes, the inclusion of technology simultaneously deskills the teacher whilst requiring them to upskill, leading to, as found in Wells' (2007) study, a wide variety of highly emotional responses. In this case, it was found in the extreme form of K questioning her very professional identity as a teacher.

5.3.2 Sites of enactment

However, the experience of teaching online also held moments were aspects of teachers' wide variety of identities and values were in fact enacted and empowered. Taking H as a prime example, whilst H approaches her teaching and pedagogy with very much a student-centered view, she did not see the format of online delivery as necessarily a barrier to her values, but in fact leaned more weight onto her value of innovation with the classroom in the attempt to establish more routes towards fulfilling her other values.

This highlights the multiplicity of identities (Luehmann, 2007) and how, upon infringement of some values, other values, such as innovation, can be used as a lens through which the entire experience can be framed. This supports findings from Vanetta & Nancy's (2004) study which identified two of the most dominant factors involved in successful technology adoption in the classroom are openness

to change (closely linked with innovation) and amount of hours spent on professional development outside of their contracted hours. For these teachers identified, both factors were dominant in their transcripts.

H identified this experience as a ‘challenge’ and ‘opportunity’ in her quest to find practises and tools to assist her in enacting her values and practises within the online classroom. N, the ‘lifelong learner’ similarly enjoyed being able to upskill herself throughout the experience as she learned skills such as coding to address technical issues in her online activities. As Golden (2016) states, teachers can view methods adopted during periods of online teaching or disruptions to the status quo as ether being “embraced as an innovative teaching method or rejected as being sub-standard to traditional teaching methods” (78). In the above cases, these were clearly embraced.

5.3.3 Value coping mechanisms

As stated above, for those teachers who embodied a value of lifelong-learning and constant innovation as being among their prime beliefs, the move to online was experienced through lens whereby areas of compromised main values were mitigated through enactment of their innovative values. Thus, in a sense, these teachers utilised ‘value coping mechanisms’ whereby they attempted to alleviate the direct threat on their values but sourcing a different value. Such ‘value coping mechanisms’ were widely found in participants’ transcripts as they attempted to navigate through an experience which led to restriction of ability to enact certain values and beliefs regarding their teaching practises and approach.

Such mechanisms were wide, varied and particularly idiosyncratic. For P and K, they made the decision to view the experience through a lens of temporality – a non-acceptance as this version of their teaching selves as being a permanent representation of reality, but rather, one which was limited to the duration of the required experience (in this case – dependent on the duration of the online teaching period due to enforced lockdowns). P and H frequently used reflection on both their lessons and past experiences to determine whether lower levels of motivation were likely a result of the mode of delivery, of the student group themselves. After establishing the root cause, P would then view the lack of motivation as

either a threat on the performance of her values as a teacher (one who wants to motivate) or recognises that context and situation were beyond her control. For H, such reflection led to deep research on methods and techniques in order to solve the issue of motivation in her classroom. For H, if repeated attempts were made but no progress was established, then she knew not to blame her inability to not motivate students.

Others utilised specific tools in order to achieve some level of consonance with their values and beliefs in teaching. For H this was using text messaging functions in order to fulfil her nurturing role of providing a caring figure for students. B utilised a wide range of technologies in order to ensure her lessons were engaging and student motivation was maintained, and V used the break-out room on her video conferencing software to emulate group work within the classroom. It must be noted, however, that utilisation of tools did not always lead to success. Recall P's introduction of a wide host of technologies which were introduced – and, as she stated, "stir[red] up the room" momentarily, which were ultimately rejected as she felt they did not allow her to accurately her classroom-based pedagogical approaches (Interview 3, 2021).

Communities of Practise (Wenger, 2011) were also utilised as sources of assistance through periods of values conflict. For N, she utilised her immediate community of practice within her professional teaching network at the university when sharing her frustrations and concerns, noting their sympathy and advice helped her "emotionally" place her experiences into perspective (Interview 5, 2021). For B, who identified her immediate professional network as purely built on a discourse on the technologies utilised, she found membership in a wider Facebook-based community of practise which went into detail on available educational technologies through a pedagogical perspective rather than a purely technical one. Other teachers also highlighted the importance of sharing amongst teachers and emotional support during the online experience.

5.3.4 The legacy

The overall finding from the participants' stories is that despite a period of teaching whereby their values were challenged, enacted or compromised due to the

nature of online teaching, the lasting legacy of this period in terms of their values in teaching remained largely unchanged. Those who generally positively engaged in the experience were evidenced to have applied a similar innovative mindset to their teaching pre-Covid, and for those who generally found the experience difficult were those typically more aligned with traditional approaches to teaching, placing innovation lower in their hierarchy of teaching values, and notions such as authority and knowledge transmission higher.

Of our participants, the majority only referenced practical positives from the experience (reduced commute – participants P & N). Approaches to implementing technology in the classroom seemed rather a continuation of pre-existing values and practises, with the experience teaching online identified more as an opportunity to explore and trial a wider range of technologies. These findings echo those of Hurst (2015) in her self-study as a teacher transitioning to an online mode of delivery as teaching online was conceptualised in the same way as its offline counterpart, and she learned to transfer her offline practises to a new online model.

The impact on face-to-face teaching thus only referenced inclusions of a handful of technologies which were utilised during the move to online. This somewhat supports Akkerman and Meijar's (2011) claim that whilst professional teacher identity undergoes negotiation and interrelation of beliefs and values to teaching and education, after time a "more or less coherent and consistent sense of self is maintained" (315). Thus, whilst the online experience dramatically changed the way our teachers delivered their teaching, the change has not, in terms of their current perceptions, drastically altered their values and beliefs as teachers in their face-to-face setting. The implicit and unconscious effect of such experience, however, would be much harder to identify and document.

6 CONCLUSIONS

6.1 The status of English teaching in Vietnam

This research project sheds light on the rapidly evolving English language profession within Vietnamese universities specifically, and the nation in general. With socio-political factors shaping the status of prestige of the profession (Vuong, 2014) alongside socio-cultural and historical factors maintaining a strong persistent influence on the way these practises are enacted at the teacher-level, we are introduced to the picture of a profession undergoing change, whilst simultaneously echoing the cultural values which run deep within its roots.

The study highlights the complex interrelation of factors as the profession, and the individuals who occupy this space, navigate through an ever-globalised world, with the teaching and learning at the forefront of the nation's rise as a notable player. The impact of Western-style pedagogies and movements within the profession are clearly highlighted as they both directly and indirectly shape perceptions of the practise, whilst deeply engrained beliefs remain a consistent force of influence.

Through doing so, the research, like others in this field, continue to paint an ever-complex picture of 'the Vietnamese English Language Teacher' which recognises some findings congruent to previous depictions, yet allows space for a more nuanced understanding of this role, and its influences, to come to light. It reminds us, therefore, that when looking into teacher education, individuals are key and their complex stories and evolving identities at the macro level can aid in understanding the wider picture of the profession as a whole (Vu, 2017). Change is clearly taking place within the Vietnamese ELT profession, yet the source of which is multiple, dynamic and shifting.

6.2 The experience of Vietnamese teachers during Covid-19

The research also gave voice to Vietnamese language teachers during the online teaching period as a result of Covid-19. Indeed, as anticipated, there were sights of struggle and conflict as teachers had to place themselves in a new setting

which required different skills, practises and, ultimately, posed misalignment with their established professional identity (Karavas-Doukas, 1998). The research, however, also encountered stories of celebration of innovation and an embracing of the challenge presented as teachers developing mechanisms both psychologically and through their immediate and extended professional networks.

A particularly interesting finding in the study is the debunking of age as a major factor in the adoption and utilising of technology within education. It thus casts further light on the “digital nativism” and “digital immigrant” debate (Prensky, 2001; Thompson, 2007), showing that ultimately mindset and values appeared to a more consistent indicator of the embracing of technology and innovations than simply age. It highlights the readiness and potential reaction to further periods of online teaching as an immediate result of the ongoing pandemic, whilst also indicating how teachers may continue to evolve and adapt as the education sector moves towards the promised ‘era of digitalisation’ and the impact this may have on the very nature of teaching and learning not just within Vietnam, but globally.

7 IMPLICATIONS & LIMITATIONS

7.1 Theoretical implications

The study echoes other calls of greater inclusion of wider sources of influence when approaching the topic of teacher professional identity (Day, Elliot & Kington, 2005; Vu, 2017; Zembylas & Chubbuck, 2018). As many sources in the literature have pointed to previously, teacher professional identity is embedded in a myriad of factors, forces and influences. Thus, as Zembylas & Chubbuck (2018) state "teacher identity foregrounds the cultural, political and historical context in which identity claims are constituted and thus micro- and macro- analyses are necessary to capture all complexities and nuances" (190).

Specific to the context of which the study was situated in, absence of recognition of the wider factors at play would ultimately lead to a less informed and enriched picture of the status of professional identity within this sphere. As previous studies have attested, the lack of recognising the importance of cultural and historical factors in observing teacher identities within the Vietnamese context has led to misunderstanding and ultimately misrepresentation of teaching practises and rationale within their own context, as previous 'Western lenses' failed to account for cultural significance when conducting analysis and interpretation (Phan, 2014). Thus, we can only assume that other cultural groups and contexts could be prone to similar shortcomings in research of localised professional identity if meso and macro contexts are not taken into account.

Furthermore, as complex and shifting as professional identity has been identified not only within this study, but amongst the larger literature on professional teacher identity, this paper puts forward narrative inquiry as being a key research tool in the collecting, analysing and interpreting of this highly-nuanced topic. The ability for the researcher to look at the wider picture, including teacher biography and detailed insight into their negotiation and forming of their identity at a personal level, allows rich data to be unveiled on the nature of professional identity and its construction. This is evidenced in this particular research through the comparison of quantitative data and the stories told, whereby a greater awareness and understanding of the multiple factors which play a hand at shaping professional

teacher identity were only able to be established in the latter. By doing so through the means of narrative inquiry, researchers can build much deeper awareness of the complex interplay between these factors and observe these variables as they come to light in the actual teaching practises of participants. Through the form of narrative inquiry, participants also unveiled awareness of their own influences, where insight, justifications and answers can emerge from the participants themselves which may not have been previously apparent as they are provided a key opportunity to reflect and dissect their experiences.

Finally, the research also supports calls for a greater inclusion of utilising professional identity as a lens through which to research technology's impact and relationship with education. The literature highlighting the reciprocal relationship between professional identity and technology-enhanced-learning or online-learning is vast and continues to grow. As the presence of technology in our education systems increases, there is a need to recognise this interplay as research into technology and education similarly increases in order to obtain a fuller picture of its effects at the micro level. Whilst theoretical lenses and frameworks such as 'T-PACK' (Mishra & Koehler, 2006) have been adopted to observe and theorise teachers' proficiency in being able to implement technology into their teaching, authors such as Cox (2008) highlight its shortcomings in its inability to provide information on the context of which such frameworks sit, thus signalling for greater need for nuance in researching elements such as professional identity within the field (Phillips, 2016).

7.2 Practical implications

As put forward by the literature review, and as highlighted within this research, the emergence of "value misalignment" (Karavas-Doukas, 1998) or inability to enact "philosophical congruence" (Oldale & Knightly, 2008) often leads to tensions and conflict. This study therefore recognises the value of utilising professional identity as a way of allowing educational management to better understand the causes of such conflicts, and for practitioners themselves to also become aware of sources of tensions. Therefore, a tool such as the TPI utilised in this study, can be implemented as a 'conversation starter' which would allow deeper

understanding of issues, and aid in informing routes through which these can be resolved (Pratt & Collins, 2010).

Insight into professional identity and values regarding teaching and learning do not necessarily have to be focussed on 'when things go wrong', as the study shows, teachers were able to tap into certain values in order to overcome the initial challenge presented to them as their institutions were rapidly required to switch to an online delivery. Thus, the development of individuals to form an awareness of their own identity in teaching has the potential to lead to an increase in more effective practise, wellbeing, motivation and commitment to the profession (Baxter, 2012). Therefore, forming professional development tools that build on an awareness of professional identity, either as individual or peer-to-peer activities may lead to a healthier teaching and working environment. Through doing so, teacher agency through including teachers in the dialogue and more authentic teacher evaluations could lead to a wealth of benefits (Trent, 2013).

Furthermore, as a form of professional development, the ability to reflect upon one's values within teaching and learning through utilising of narrative can specifically aid the aforementioned professional development practises. Through unearthing these "secret stories" (Clandinin & Connelly, 1996), narrative can lead to deeper reflection of values and identity, building on Schon's (1987) model of the reflective practitioner and the wealth of literature which supports reflective practises within the teaching profession. The use of narrative can therefore be woven into professional development practises and activities to provide teachers new perspectives for their actions and aid in informing relevant development plans (Johnson & Golembeck, 2002).

7.3 Critical evaluation of research design and implementation

The first limitation to address is the nature of the study and the ability to extend these findings wider than the contexts in which they were embedded in. Whilst the findings provide interesting insight into the personal accounts of professional identity during this period, the small sample size, collection methods and idiosyncratic findings greatly limit their generalisability (Boyce & Neale, 2006). The sample also had issues with variability, with 100% female participants and Uni 1 being

overly represented by younger teachers, whilst Uni 2 had a higher proportion of older teachers.

Furthermore, the research was based on the assumption that teachers interviewed answered accurately, yet as research shows, use of interviews may affect participants' answers as they are aware of their image as represented through their responses (Boyce & Neale 2006). Alongside this, the nature of my position as an outsider, and one linked to an external organisation, may have affected any potential answers which could have led to more accurate insight into teachers' values and experiences if a closer connection had already been established.

With regards to the methods used, whilst the TPI tool utilised is widely researched and considered valid through a wide variety of replications of the tool, this is the first time it was used within the Vietnamese context. Typically, and as advised by the original creators of the tool, application in contexts whereby the tool needs translating, should undergo a process of back-translation (McGorry, 2000). For thus study, however, time-constraints restricted the ability for such procedure, and whilst the translations were peer-reviewed by native speakers, this could have an impact on the accuracy of the translation. Alongside this, as identified in the methods section, the small pilot study did not yield the data sets sizes typically used to check reliability as advised by literature.

Furthermore, the nature of utilising the pre-questionnaire tool may have had somewhat of a 'washback' impact on both researcher and interviewer, as they use this as a confining boundary of which to provide answers, develop questions and analyse responses. Whilst the project was to use the tool as an initial guide to assist in the categorisation of teacher values within analysis, the focus was not to strictly adhere to the classifications the tool provides. Whilst extensions to the tool were developed, these again may lend to a confining of the possible answers provided through acting as guide through the above processes. Thus, a single-method study utilising narrative enquiry methodology with analysis build on grounded theory (Charmaz, 2014) may have led to more organic identification of participants' responses and their subsequent findings.

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9 APPENDICES

Appendix 1. Interview consent form

Interview Consent Form

Consent form for Stewart Utley's Thesis for Partial Fulfillment of Masters of Business Administration at Tampere University, Finland.

* Required

1. Email *

Information of Research

Thankyou for agreeing to participate in this piece of research.

Research project title: An Exploration of Vietnamese ESL University Teachers' Move to Online During Covid-19 Research investigator: Stewart Utley ([redacted])
Thesis supervisor: Mark Curcher ([redacted])

The interview will take approximately one hour.

We don’t anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Ethics approval has been granted for this research by the British University Vietnam ethics committee available to view here: https://buveduvn0-my.sharepoint.com/:b:/g/personal/stew-art_u_buv_edu_vn/EchuJt9hDg1MgTY- 2vaMw9MBbxI8SUW7xSkL2K8m8R1Ngg?e=LVzGRm

Please note the following information:

• the interview will be recorded and a transcript will be produced
• you will be sent the transcript and given the opportunity to correct any factual errors
• any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not re-vealed
• the actual recording will be kept and used only for the purpose of this research.
• any variation of the conditions above will only occur with your further explicit approval

By signing this form I agree that;

1. I am voluntarily taking part in this project. I understand that I don’t have to take part, and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;
3. I have read the Information sheet;

4. I don’t expect to receive any benefit or payment for my participation;
5. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;
6. I have been able to ask any questions I might have, and I understand that I
am free to contact the researcher with any questions I may have in the future.

Appendix 2. Ethics approval letter

GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC ANH QUỐC VIỆT NAM

Hanoi, 16 June 2020

BRITISH UNIVERSITY VIETNAM BUV

To Mr. Stewart Utley

British University of Vietnam

Re: Request for Ethics Approval for MBA Thesis

Dear Mr. Utley,

I am pleased to inform you that your Request for Ethics Approval for MBA Thesis has been approved on behalf of the Research Committee. This approval is in effect for 18 months from the above date.

Any changes in procedures affecting interaction with human subjects should be reported to the Research Committee. Significant changes will require the submission of a revised Request for Ethics Approval.

This approval is in effect only while you are a faculty member of British University of Vietnam.

Sincerely,

Dr. Shashi Chaudhary

Research Committee Chair

Appendix 3. Extended TPI questionnaire instruments

	Instrument Name	English Instrument	Vietnamese Translation
BELIEFS	Transmission_Q1	Learning is enhanced by having predetermined objectives.	Nâng cao việc học tập bằng các mục tiêu xác định từ trước.
	Transmission_Q2	Teachers should be experts of their subject matter.	Giảng viên nên là chuyên gia trong lĩnh vực của mình.
	Transmission_Q3	Effective teachers must first be experts in their own subject.	Giảng viên hiệu quả trước hết phải là chuyên gia trong lĩnh vực của chính mình.
	Apprenticeship_Q1	To be a good teacher, one must be a good practitioner.	Để trở thành giảng viên tốt, ta phải là người thực hành tốt.
	Apprenticeship_Q2	The best learning comes from working alongside good practitioners.	Cách học tốt nhất là làm việc bên cạnh người thực hành tốt.
	Apprenticeship_Q3	Knowledge and its application cannot be separated.	Không thể tách rời kiến thức và ứng dụng.
	Developmental_Q1	Most of all, learning depends on what one already knows.	Phần lớn việc học phụ thuộc vào kiến thức mà ta đã biết.
	Developmental_Q2	Teaching should focus on developing qualitative changes in thinking.	Cách dạy nên tập trung xây dựng những thay đổi mang tính định tính trong tư duy.
	Developmental_Q3	Teaching should build upon what students already know.	Cách dạy nên dựa vào điều sinh viên đã biết.
	Nurturing_Q1	It's important that I acknowledge learners' emotional reactions.	Quan trọng là phải hiểu phản ứng cảm xúc của sinh viên.
	Nurturing_Q2	In my teaching, building self-confidence in learners is a priority.	Khi dạy học, tôi ưu tiên xây dựng tâm thế tự tin ở sinh viên.
	Nurturing_Q3	students' efforts should be rewarded as much as achievement.	Nỗ lực của sinh viên nên được tưởng thưởng như là thành tích.
	Social_Reform_Q1	My teaching is rooted in societal concerns, not just the individual learner.	Cách dạy của tôi bắt nguồn từ những mối quan tâm trong xã hội chứ không phải chỉ của từng sinh viên.
	Social_Reform_Q2	Individual learning without social awareness is not enough.	Học tập cá nhân mà thiếu nhận thức xã hội thì là chưa đủ.
	Social_Reform_Q3	For me, teaching is a moral act as much as an intellectual activity	Đối với tôi, dạy học vừa là hành động thể hiện đạo đức, vừa là hành động thể hiện trí tuệ
	Motivation_Q1	Motivated students is a sign of effective teaching.	Sinh viên có động lực là dấu hiệu cho thấy dạy học hiệu quả.
	Motivation_Q2	It is the teacher's role to motivate students effectively.	Vai trò của giảng viên là tạo động lực hiệu quả cho sinh viên.
	Motivation_Q3	A good teacher motivates their students effectively.	Giảng viên tốt tạo động lực hiệu quả cho sinh viên của mình.
	Innovation_Q1	Innovation is at the heart of good teaching	Đổi mới là cốt lõi để dạy học tốt
	Innovation_Q2	Teachers should constantly look to update their teaching practises.	Giảng viên nên không ngừng tìm kiếm cơ hội hoàn thiện cách giảng dạy của mình.
	Innovation_Q3	Teachers should be aware of new concepts and findings in their selected subject fields	Giảng viên cần ý thức được các khái niệm và phát hiện mới trong lĩnh vực chuyên môn của mình
	Authority_Q1	students should be well-disciplined and listen to the teacher.	Sinh viên cần có kỷ luật tốt và biết lắng nghe giảng viên.

	Authority_Q2	A Well-disciplined class in conducive to effecting learning.	Lớp học có kỷ luật tốt sẽ giúp việc học tập hiệu quả.
	Authority_Q3	Teachers should be able to control the behaviour of their students	Giảng viên cần có khả năng kiểm soát hành vi của sinh viên
	Collegiality_Q1	Teachers are most effective when working as a team.	Giảng viên làm việc hiệu quả nhất khi làm việc theo nhóm.
	Collegiality_Q2	Teaching teams are important for the quality of teaching and learning.	Nhóm giảng dạy có vai trò quan trọng đối với chất lượng của việc dạy và học.
	Collegiality_Q3	Knowledge is most effective when it is shared amongst a team.	Kiến thức được phát huy hiệu quả nhất khi được chia sẻ với cả nhóm.
INNOVATION	Transmission_Q1	My goal is to prepare students for content-related examinations.	Mục tiêu của tôi là giúp sinh viên sẵn sàng cho bài thi liên quan tới nội dung.
	Transmission_Q2	I expect students will master a lot of information related to the subject.	Tôi kỳ vọng sinh viên sẽ nắm được nhiều thông tin liên quan tới chủ đề.
	Transmission_Q3	I want students to score well on examinations as a result of my teaching.	Tôi muốn sinh viên đạt điểm tốt trong bài thi nhờ bài giảng của tôi.
	Apprenticeship_Q1	My goal is to demonstrate how to perform or work in real situations.	Mục tiêu của tôi là minh họa cách thực hiện hay xử lý trong tình huống thực tế.
	Apprenticeship_Q2	I expect students to know how to apply the subject matter in real settings.	Tôi kỳ vọng sinh viên biết cách áp dụng kiến thức vào thực tế.
	Apprenticeship_Q3	I want students to understand the realities of working in the real world.	Tôi muốn sinh viên hiểu cách vận hành thực sự trong thế giới thực.
	Developmental_Q1	My goal is to help students develop more complex ways of reasoning.	Mục tiêu của tôi là giúp sinh viên phát triển cách lập luận phức tạp hơn.
	Developmental_Q2	I expect students to develop new ways of reasoning about the subject.	Tôi kỳ vọng sinh viên sẽ phát triển được cách lập luận mới về chủ đề.
	Developmental_Q3	I want students to see how complex and inter-related things really are.	Tôi muốn sinh viên nhận thức được mọi thứ thực sự phức tạp ra sao và có mối liên hệ đan xen với nhau như thế nào.
	Nurturing_Q1	My goal is to build students 's self-confidence and self-esteem as learners.	Mục tiêu của tôi là giúp sinh viên trở nên tự tin.
	Nurturing_Q2	I expect that students will enhance their self-esteem through my teaching.	Tôi kỳ vọng sinh viên sẽ nâng cao sự tự tin sau khi nghe tôi giảng dạy.
	Nurturing_Q3	I want to provide a balance between caring and challenging as I teach.	Tôi muốn mang đến sự cân bằng giữa quan tâm và thách thức trong bài giảng của mình.
	Social_Reform_Q1	My goal is to challenge students to build their societal and community values.	Mục tiêu của tôi là thách thức sinh viên để họ xây dựng các giá trị xã hội và cộng đồng của mình.
	Social_Reform_Q2	I expect students to be committed to developing our society and communities	Tôi kỳ vọng học sinh sẽ cam kết với việc xây dựng xã hội và cộng đồng của mình

	Social_Reform_Q3	I want to make apparent what students take for granted about society and their communities.	Tôi muốn giải thích rõ điều mà sinh viên cần quan tâm về xã hội và cộng đồng của mình.
	Motivation_Q1	My goal is to make the lesson content interesting for my students.	Mục tiêu của tôi là khiến nội dung bài học trở nên thú vị cho sinh viên của tôi.
	Motivation_Q2	I expect students will leave my class feeling motivated to study the subject.	Tôi kỳ vọng sinh viên sẽ rời lớp học của tôi với cảm giác có động lực để nghiên cứu về môn học.
	Motivation_Q3	I want to make students feel excited about studying the subject content.	Tôi muốn khiến sinh viên cảm thấy phấn khích khi nghiên cứu về nội dung môn học.
	Innovation_Q1	My goal is to continue to find new ways to deliver the subject content.	Mục tiêu của tôi là tiếp tục tìm cách để truyền tải nội dung môn học.
	Innovation_Q2	I expect to be able to utilise a wide range of resources and tools to delier subject content in novel ways.	Tôi kỳ vọng sẽ có thể tận dụng nhiều nguồn lực và công cụ khác nhau để truyền tải nội dung môn học theo cách mới lạ.
	Innovation_Q3	I want to keep updated with the latest movements in my subject area and use these in the classroom.	Tôi muốn cập nhật mọi kiến thức mới nhất trong lĩnh vực chuyên môn của mình và vận dụng kiến thức đó trên lớp học.
	Authority_Q1	My goal is to teach students how to behave respectfully in a classroom setting.	Mục tiêu của tôi là dạy cho sinh viên cách hành xử biết tôn trọng người khác trong môi trường lớp học.
	Authority_Q2	I expect students to learn how to behave appropriately in my lessons.	Tôi kỳ vọng sinh viên sẽ học được cách hành xử phù hợp trong lớp học của tôi.
	Authority_Q3	I want to ensure students control their behaviour appropriately in class.	Tôi muốn đảm bảo sinh viên kiểm soát được hành vi của họ một cách phù hợp khi ở trên lớp.
	Collegiality_Q1	My goal is to work effectively as part of a teaching team.	Mục tiêu của tôi là làm việc hiệu quả với nhóm giảng dạy.
	Collegiality_Q2	I expect to share and learn from other teachers as part of a team.	Tôi kỳ vọng sẽ chia sẻ và học hỏi từ những giảng viên khác trong nhóm.
	Collegiality_Q3	I want to be able to work closely with a team of other teachers.	Tôi có thể hợp tác chặt chẽ với nhóm giảng viên khác.
ACTIONS	Transmission_Q1	I cover the required content accurately and in the allotted time.	Tôi trình bày nội dung được yêu cầu một cách chính xác và trong thời gian quy định.
	Transmission_Q2	I follow the syllabus and course objectives carefully.	Tôi theo sát giáo trình và mục tiêu khóa học một cách cẩn thận.
	Transmission_Q3	I make it very clear to people what they are to learn.	Tôi nói rõ ràng với sinh viên về những gì họ sẽ học.
	Apprenticeship_Q1	I put my subject within a context of practice or application.	Tôi trình bày chủ đề của mình theo hướng thực hành hoặc ứng dụng.
	Apprenticeship_Q2	I model the skills and methods of good practice.	Tôi mô hình hóa các kỹ năng và phương pháp ứng dụng tốt trong thực tiễn.
	Apprenticeship_Q3	I arrange my classes so that novices can learn from more experienced people.	Tôi sắp xếp các lớp học để những người mới có thể học hỏi từ những người có nhiều kinh nghiệm hơn.

	Developmental_Q1	I challenge people's understanding of the content.	Tôi thử thách sự hiểu biết của sinh viên về nội dung.
	Developmental_Q2	I ask a lot of questions while teaching.	Tôi hỏi rất nhiều câu hỏi khi giảng dạy.
	Developmental_Q3	I encourage people to challenge each others' thinking.	Tôi khuyến khích sinh viên thử thách suy nghĩ của nhau.
	Nurturing_Q1	I find something to compliment in everyone's work or contribution.	Tôi luôn khen ngợi một khía cạnh nào đó của công việc hoặc sự đóng góp của sinh viên.
	Nurturing_Q2	I encourage expressions of feeling and emotion.	Tôi khuyến khích sự thể hiện về mặt cảm giác và xúc cảm.
	Nurturing_Q3	I share my own feelings and expect my learners to do the same.	Tôi chia sẻ cảm xúc của bản thân và kỳ vọng sinh viên cũng sẽ làm như vậy.
	Social_Reform_Q1	I use the course content as a way to teach about higher ideals.	Tôi lấy nội dung khóa học làm đề tài để giảng dạy về những lý tưởng cao cả hơn.
	Social_Reform_Q2	I emphasize values more than knowledge in my teaching.	Tôi nhấn mạnh giá trị hơn kiến thức trong việc giảng dạy.
	Social_Reform_Q3	I help people see the need for changes in society.	Tôi giúp sinh viên nhìn thấy sự cần thiết của thay đổi trong xã hội.
	Motivation_Q1	I try my best to ensure students are motivated in my lessons.	Tôi cố gắng hết sức để đảm bảo sinh viên cảm thấy có động lực trong giờ học.
	Motivation_Q2	I use a range of techniques in order to help students be more engaged in lesson content.	Tôi sử dụng các phương pháp khác nhau để giúp sinh viên cảm thấy gắn kết hơn với nội dung bài giảng.
	Motivation_Q3	I plan my lessons to ensure activities increase student engagement.	Tôi lên giáo trình để đảm bảo các hoạt động sẽ tăng cường sự gắn kết với sinh viên.
	Innovation_Q1	I like to be creative with my lessons.	Tôi ưa thích được sáng tạo với bài giảng của mình.
	Innovation_Q2	I update my teaching styles and techniques.	Tôi cập nhật phong cách và phương pháp giảng dạy của mình.
	Innovation_Q3	I keep updated with movements in the profession.	Tôi luôn cập nhật xu hướng ngành.
	Authority_Q1	I remind students of the rules of expectations within the classroom.	Tôi nhắc nhở sinh viên về các quy tắc trong lớp học.
	Authority_Q2	I maintain order through authority in my class.	Tôi duy trì trật tự lớp học bằng cách sử dụng thẩm quyền của tôi.
	Authority_Q3	I control students' behaviour using a wide range of strategies.	Tôi kiểm soát hành vi của các sinh viên bằng việc sử dụng nhiều chiến lược.
	Collegiality_Q1	I express my frustrations and concerns with other teachers.	Tôi thể hiện sự phiền muộn và lo lắng của mình với các giảng viên khác.
	Collegiality_Q2	I share and learn from other teachers in the department.	Tôi chia sẻ và học hỏi từ các giảng viên khác trong khoa.
	Collegiality_Q3	I work closely with other teachers in the department.	Tôi kết hợp chặt chẽ với các giảng viên khác trong khoa.

Appendix 4. Extended TPI questionnaire – demographic section

Welcome to My Survey

This questionnaire has been developed by Stewart Utley as part of data collection for his thesis on Vietnamese teachers of English and their experiences during the move to online during Covid-19 in pursual of his MBA in Educational Leadership at Tampere University of Applied Sciences, Finland.

The aim of the study is to firstly develop an understanding of the types of teaching and learning values Vietnamese teachers of English at university-level hold, and if these were enacted during the distance teaching which took place between March - June 2020 as a result of the Coronavirus pandemic.

The questionnaire is in English with Vietnamese translation to help clarify the statements. The estimated completion time is between 20 - 25 minutes and will ask questions regarding teaching values, intentions and your experience teaching English online during the period affected by the Coronavirus.

All data will be anonymous and used purely for academic purposes. If you have any questions about the study, please contact:

Research investigator: Stewart Utley ([redacted])
Thesis supervisor: Mark Curcher ([redacted])

This study has received ethics clearance from British University Vietnam. If you would like more information regarding this, please contact the researcher with the above email address.
At the end of the study you will be given the opportunity to inform the researcher whether you would be willing to participate in a follow-up interview with the researcher. If this is of interest to you, please click 'yes'.

In appreciation of your assistance, you will also have the opportunity to receive a short report with your results and explanations which indicate your teacher values. If you would like to receive this report, please tick 'yes' at the end of the questionnaire.

About You

Please help in providing some general information about yourself and your profession

* 1. Your email address

*(this will only be used if the researcher needs to contact you and will not be distributed to 3rd parties)

* 2. Which age range do you fall under?

20 – 29 30 - 39 40 - 49 50 - 59 60+

* 3. What is your gender?

Female

Male

Other / Prefer not to say

* 4. What type of university do you work for?

Public (State)

Private

Other (please specify)

* 5. What is your current job position?

* 6. How many years have you been teaching?

1 - 2 years

3 - 5 years

5 - 10 years

10 - 15 years

15+ years

* 7. Was your university required to teach online during the Covid-19 pandemic?

Yes

No

* 8. What were you teaching during the Covid-19 pandemic?

English as a Second / Foreign Language (ESL / EFL) / English Language / Linguistics / English for Academic Purposes (EAP) / Literature / English for Specific Purposes (ESP) Other

Other (please specify)

* 9. Have you studied or received teacher training overseas?

Yes

No

10. Are you a Vietnamese national?

Yes

No

Appendix 5. SPSS Reliability scores for extended TPI – Section 1: Beliefs

Correlations[a,d]

		Transmission_Q1	Transmission_Q2	Transmission_Q3	Apprenticeship_Q1	Apprenticeship_Q2	Apprenticeship_Q3	Developmental_Q1	Developmental_Q2	Developmental_Q3	Nurturing_Q1	Nurturing_Q2	Nurturing_Q3	Social_Reform_Q1	Social_Reform_Q2	Social_Reform_Q3	Motivation_Q1	Motivation_Q2	Motivation_Q3	Innovation_Q1	Innovation_Q2	Innovation_Q3	Discipline_Q1	Discipline_Q2	Discipline_Q3	Collegiality_Q1	Collegiality_Q2	Collegiality_Q3	Total
Transmission_Q1	Pearson Correlation	1	0.000	0.316	0.177	0.222	.529**	0.036	0.131	-0.038	0.262	0.133	0.185	-0.059	0.155	0.022	0.155	0.334	.509**	0.211	.487*	0.331	-0.079	0.300	0.298	0.034	0.347	0.376	.540**
	Sig. (2-tailed)		1.000	0.124	0.397	0.287	0.007	0.863	0.531	0.858	0.206	0.527	0.375	0.779	0.459	0.917	0.459	0.103	0.009	0.312	0.014	0.106	0.707	0.145	0.147	0.871	0.089	0.064	0.005
Transmission_Q2	Pearson Correlation	0.000	1	.509**	-0.133	-0.040	-0.176	0.048	0.206	-0.176	-0.150	-0.017	0.350	0.193	-0.089	0.176	-0.052	0.058	0.089	-0.070	0.070	0.102	-0.040	0.000	0.232	-0.068	0.132	0.147	0.200
	Sig. (2-tailed)	1.000		0.009	0.527	0.848	0.399	0.818	0.322	0.401	0.475	0.937	0.086	0.357	0.674	0.399	0.806	0.783	0.674	0.739	0.741	0.628	0.851	1.000	0.264	0.746	0.529	0.483	0.337
Transmission_Q3	Pearson Correlation	0.316	.509**	1	0.249	-0.007	0.143	0.221	0.316	-0.174	-0.108	0.055	0.242	0.359	0.140	0.341	-0.100	-0.003	0.249	0.157	0.338	0.287	0.219	0.193	0.274	-0.027	0.154	0.284	.484*
	Sig. (2-tailed)	0.124	0.009		0.230	0.973	0.495	0.289	0.123	0.405	0.606	0.793	0.243	0.078	0.504	0.096	0.634	0.990	0.230	0.452	0.098	0.165	0.293	0.355	0.186	0.898	0.463	0.168	0.014
Apprenticeship_Q1	Pearson Correlation	0.177	-0.133	0.249	1	.571**	.644**	-0.083	.440*	-0.261	0.153	.583**	0.283	0.141	0.348	0.332	0.237	0.206	0.387	0.140	.452*	.446*	0.079	0.244	.400*	0.287	0.029	0.141	.608**
	Sig. (2-tailed)	0.397	0.527	0.230		0.003	0.001	0.693	0.028	0.207	0.465	0.002	0.171	0.501	0.088	0.105	0.254	0.324	0.056	0.504	0.023	0.026	0.708	0.241	0.048	0.164	0.890	0.501	0.001
Apprenticeship_Q2	Pearson Correlation	0.222	-0.040	-0.007	.571**	1	.551**	-0.041	0.159	-.400*	-0.060	.712**	0.245	0.003	0.321	0.227	.553**	.580**	.571**	0.361	.425*	.401*	0.203	0.343	0.378	0.368	0.353	0.158	.680**
	Sig. (2-tailed)	0.287	0.848	0.973	0.003		0.004	0.844	0.448	0.048	0.775	0.000	0.238	0.989	0.117	0.276	0.004	0.002	0.003	0.076	0.034	0.047	0.330	0.093	0.063	0.070	0.083	0.450	0.000
Apprenticeship_Q3	Pearson Correlation	.529**	-0.176	0.143	.644**	.551**	1	-0.061	0.302	-0.282	-0.016	0.263	.435*	-0.020	.698**	0.214	0.270	0.198	.522**	0.244	.531**	.460*	0.192	0.286	0.263	0.218	0.051	0.133	.597**
	Sig. (2-tailed)	0.007	0.399	0.495	0.001	0.004		0.771	0.143	0.172	0.938	0.204	0.030	0.926	0.000	0.305	0.192	0.342	0.007	0.240	0.006	0.021	0.359	0.165	0.204	0.295	0.809	0.525	0.002
Developmental_Q1	Pearson Correlation	0.036	0.048	0.221	-0.083	-0.041	-0.061	1	-0.020	.442*	-0.041	-0.202	0.080	0.131	-0.051	0.128	0.015	-0.125	-0.016	-0.115	0.050	-0.096	-0.005	0.193	0.048	0.177	0.226	0.107	0.252
	Sig. (2-tailed)	0.863	0.818	0.289	0.693	0.844	0.771		0.923	0.027	0.847	0.332	0.705	0.533	0.809	0.542	0.945	0.553	0.939	0.585	0.811	0.650	0.982	0.354	0.819	0.397	0.278	0.611	0.225
Developmental_Q2	Pearson Correlation	0.131	0.206	0.316	.440*	0.159	0.302	-0.020	1	-0.097	-0.112	0.081	0.166	.492*	0.183	0.215	0.220	0.057	.440*	0.013	.466*	0.148	-0.178	-0.206	-0.075	-0.195	-0.118	0.295	0.357
	Sig. (2-tailed)	0.531	0.322	0.123	0.028	0.448	0.143	0.923		0.646	0.593	0.701	0.427	0.013	0.382	0.302	0.290	0.786	0.028	0.950	0.019	0.479	0.395	0.322	0.723	0.350	0.575	0.153	0.080
Developmental_Q3	Pearson Correlation	-0.038	-0.176	-0.174	-0.261	-.400*	-0.282	.442*	-0.097	1	0.277	-0.362	-0.083	-0.043	-0.225	0.075	-0.340	-0.327	-0.331	-.543**	-0.271	-0.141	-0.243	-0.264	-0.362	0.084	-0.183	0.043	-0.215
	Sig. (2-tailed)	0.858	0.401	0.405	0.207	0.048	0.172	0.027	0.646		0.180	0.075	0.694	0.839	0.279	0.723	0.096	0.111	0.106	0.005	0.190	0.502	0.241	0.203	0.075	0.691	0.382	0.838	0.302
Nurturing_Q1	Pearson Correlation	0.262	-0.150	-0.108	0.153	-0.060	-0.016	-0.041	-0.112	0.277	1	0.161	0.331	0.080	-0.360	-0.087	-0.045	-0.090	0.050	0.191	-0.156	0.295	-.447*	-0.131	-0.071	0.249	.461*	0.358	0.197
	Sig. (2-tailed)	0.206	0.475	0.606	0.465	0.775	0.938	0.847	0.593	0.180		0.442	0.106	0.703	0.077	0.681	0.830	0.670	0.814	0.362	0.456	0.152	0.025	0.533	0.735	0.231	0.021	0.079	0.346
Nurturing_Q2	Pearson Correlation	0.133	-0.017	0.055	.583**	.712**	0.263	-0.202	0.081	-0.362	0.161	1	0.177	-0.115	-0.033	0.376	.578**	.587**	.400*	.454*	0.184	.460*	0.174	0.265	0.382	0.059	0.323	0.119	.568**
	Sig. (2-tailed)	0.527	0.937	0.793	0.002	0.000	0.204	0.332	0.701	0.075	0.442		0.396	0.583	0.875	0.064	0.002	0.002	0.048	0.023	0.377	0.021	0.407	0.200	0.060	0.778	0.115	0.570	0.003
Nurturing_Q3	Pearson Correlation	0.185	0.350	0.242	0.283	0.245	.435*	0.080	0.166	-0.083	0.331	0.177	1	0.012	0.173	0.245	0.128	-0.099	0.283	0.300	0.186	.456*	-0.187	-0.041	0.092	0.274	0.167	0.226	.462*
	Sig. (2-tailed)	0.375	0.086	0.243	0.171	0.238	0.030	0.705	0.427	0.694	0.106	0.396		0.954	0.408	0.238	0.543	0.639	0.171	0.145	0.373	0.022	0.370	0.845	0.661	0.185	0.426	0.278	0.020
Social_Reform_Q1	Pearson Correlation	-0.059	0.193	0.359	0.141	0.003	-0.020	0.131	.492*	-0.043	0.080	-0.115	0.012	1	0.105	-0.062	0.138	-0.187	0.141	0.226	0.072	0.162	-0.129	-0.118	-0.177	0.169	0.333	.516**	0.322
	Sig. (2-tailed)	0.779	0.357	0.078	0.501	0.989	0.926	0.533	0.013	0.839	0.703	0.583	0.954		0.618	0.768	0.511	0.370	0.501	0.277	0.732	0.438	0.540	0.573	0.398	0.419	0.104	0.008	0.117
Social_Reform_Q2	Pearson Correlation	0.155	-0.089	0.140	0.348	0.321	.698**	-0.051	0.183	-0.225	-0.360	-0.033	0.173	0.105	1	0.278	0.145	0.035	0.348	0.152	.447*	0.260	0.140	0.199	0.059	0.185	-0.121	-0.141	0.319
	Sig. (2-tailed)	0.459	0.674	0.504	0.088	0.117	0.000	0.809	0.382	0.279	0.077	0.875	0.408	0.618		0.178	0.489	0.867	0.088	0.469	0.025	0.210	0.504	0.340	0.780	0.376	0.565	0.501	0.120
Social_Reform_Q3	Pearson Correlation	0.022	0.176	0.341	0.332	0.227	0.214	0.128	0.215	0.075	-0.087	0.376	0.245	-0.062	0.278	1	0.395	0.282	0.210	-0.050	0.235	.663**	0.135	0.264	0.102	-0.030	-0.051	-0.223	.443*
	Sig. (2-tailed)	0.917	0.399	0.096	0.105	0.276	0.305	0.542	0.302	0.723	0.681	0.064	0.238	0.768	0.178		0.050	0.173	0.314	0.811	0.258	0.000	0.520	0.202	0.627	0.887	0.809	0.283	0.027
Motivation_Q1	Pearson Correlation	0.155	-0.052	-0.100	0.237	.553**	0.270	0.015	0.220	-0.340	-0.045	.578**	0.128	0.138	0.145	0.395	1	.544**	.523**	.555**	0.356	.492*	0.014	0.224	0.077	-0.065	.425*	0.048	.550**
	Sig. (2-tailed)	0.459	0.806	0.634	0.254	0.004	0.192	0.945	0.290	0.096	0.830	0.002	0.543	0.511	0.489	0.050		0.005	0.007	0.004	0.081	0.012	0.948	0.281	0.714	0.759	0.034	0.820	0.004
Motivation_Q2	Pearson Correlation	0.334	0.058	-0.003	0.206	.580**	0.198	-0.125	0.057	-0.327	-0.090	.587**	-0.099	-0.187	0.035	0.282	.544**	1	.447*	0.258	.448*	.422*	0.324	.523**	.407*	-0.146	.427*	-0.002	.519**
	Sig. (2-tailed)	0.103	0.783	0.990	0.324	0.002	0.342	0.553	0.786	0.111	0.670	0.002	0.639	0.370	0.867	0.173	0.005		0.025	0.214	0.025	0.036	0.114	0.007	0.044	0.486	0.033	0.991	0.008
Motivation_Q3	Pearson Correlation	.509**	0.089	0.249	0.387	.571**	.522**	-0.016	.440*	-0.331	0.050	.400*	0.283	0.141	0.348	0.210	.523**	.447*	1	.432*	.708**	0.305	-0.140	0.244	0.217	-0.091	0.304	.413*	.680**
	Sig. (2-tailed)	0.009	0.674	0.230	0.056	0.003	0.007	0.939	0.028	0.106	0.814	0.048	0.171	0.501	0.088	0.314	0.007	0.025		0.031	0.000	0.139	0.504	0.241	0.299	0.667	0.140	0.040	0.000
Innovation_Q1	Pearson Correlation	0.211	-0.070	0.157	0.140	0.361	0.244	-0.115	0.013	-.543**	0.191	.454*	0.300	0.226	0.152	-0.050	.555**	0.258	.432*	1	0.171	0.273	0.128	0.158	-0.055	0.027	.572**	0.362	.468*
	Sig. (2-tailed)	0.312	0.739	0.452	0.504	0.076	0.240	0.585	0.950	0.005	0.362	0.023	0.145	0.277	0.469	0.811	0.004	0.214	0.031		0.414	0.187	0.541	0.450	0.793	0.898	0.003	0.075	0.018
Innovation_Q2	Pearson Correlation	.487*	0.070	0.338	.452*	.425*	.531**	0.050	.466*	-0.271	-0.156	0.184	0.186	0.072	.447*	0.235	0.356	.448*	.708**	0.171	1	0.225	-0.018	0.278	0.281	-0.012	0.195	0.125	.594**
	Sig. (2-tailed)	0.014	0.741	0.098	0.023	0.034	0.006	0.811	0.019	0.190	0.456	0.377	0.373	0.732	0.025	0.258	0.081	0.025	0.000	0.414		0.281	0.931	0.178	0.174	0.955	0.349	0.551	0.002
Innovation_Q3	Pearson Correlation	0.331	0.102	0.287	.446*	.401*	.460*	-0.096	0.148	-0.141	0.295	.460*	.456*	0.162	0.260	.663**	.492*	.422*	0.305	0.273	0.225	1	0.091	0.280	0.249	0.113	0.350	0.058	.668**
	Sig. (2-tailed)	0.106	0.628	0.165	0.026	0.047	0.021	0.650	0.479	0.502	0.152	0.021	0.022	0.438	0.210	0.000	0.012	0.036	0.139	0.187	0.281		0.666	0.175	0.230	0.591	0.087	0.782	0.000
Discipline_Q1	Pearson Correlation	-0.079	-0.040	0.219	0.079	0.203	0.192	-0.005	-0.178	-0.243	-.447*	0.174	-0.187	-0.129	0.140	0.135	0.014	0.324	-0.140	0.128	-0.018	0.091	1	0.336	0.092	-0.027	-0.046	-0.120	0.113
	Sig. (2-tailed)	0.707	0.851	0.293	0.708	0.330	0.359	0.982	0.395	0.241	0.025	0.407	0.370	0.540	0.504	0.520	0.948	0.114	0.504	0.541	0.931	0.666		0.101	0.663	0.898	0.828	0.569	0.590
Discipline_Q2	Pearson Correlation	0.300	0.000	0.193	0.244	0.343	0.286	0.193	-0.206	-0.264	-0.131	0.265	-0.041	-0.118	0.199	0.264	0.224	.523**	0.244	0.158	0.278	0.280	0.336	1	.514**	0.068	0.281	0.180	.481*
	Sig. (2-tailed)	0.145	1.000	0.355	0.241	0.093	0.165	0.354	0.322	0.203	0.533	0.200	0.845	0.573	0.340	0.202	0.281	0.007	0.241	0.450	0.178	0.175	0.101		0.009	0.746	0.174	0.390	0.015
Discipline_Q3	Pearson Correlation	0.298	0.232	0.274	.400*	0.378	0.263	0.048	-0.075	-0.362	-0.071	0.382	0.092	-0.177	0.059	0.102	0.077	.407*	0.217	-0.055	0.281	0.249	0.092	.514**	1	-0.011	0.118	-0.152	0.377
	Sig. (2-tailed)	0.147	0.264	0.186	0.048	0.063	0.204	0.819	0.723	0.075	0.735	0.060	0.661	0.398	0.780	0.627	0.714	0.044	0.299	0.793	0.174	0.230	0.663	0.009		0.957	0.575	0.469	0.063
Collegiality_Q1	Pearson Correlation	0.034	-0.068	-0.027	0.287	0.368	0.218	0.177	-0.195	0.084	0.249	0.059	0.274	0.169	0.185	-0.030	-0.065	-0.146	-0.091	0.027	-0.012	0.113	-0.027	0.068	-0.011	1	0.287	0.114	0.278
	Sig. (2-tailed)	0.871	0.746	0.898	0.164	0.070	0.295	0.397	0.350	0.691	0.231	0.778	0.185	0.419	0.376	0.887	0.759	0.486	0.667	0.898	0.955	0.591	0.898	0.746	0.957		0.164	0.586	0.178
Collegiality_Q2	Pearson Correlation	0.347	0.132	0.154	0.029	0.353	0.051	0.226	-0.118	-0.183	.461*	0.323	0.167	0.333	-0.121	-0.051	.425*	.427*	0.304	.572**	0.195	0.350	-0.046	0.281	0.118	0.287	1	.414*	.595**
	Sig. (2-tailed)	0.089	0.529	0.463	0.890	0.083	0.809	0.278	0.575	0.382	0.021	0.115	0.426	0.104	0.565	0.809	0.034	0.033	0.140	0.003	0.349	0.087	0.828	0.174	0.575	0.164		0.040	0.002
Collegiality_Q3	Pearson Correlation	0.376	0.147	0.284	0.141	0.158	0.133	0.107	0.295	0.043	0.358	0.119	0.226	.516**	-0.141	-0.223	0.048	-0.002	.413*	0.362	0.125	0.058	-0.120	0.180	-0.152	0.114	.414*	1	.464*
	Sig. (2-tailed)	0.064	0.483	0.168	0.501	0.450	0.525	0.611	0.153	0.838	0.079	0.570	0.278	0.008	0.501	0.283	0.820	0.991	0.040	0.075	0.551	0.782	0.569	0.390	0.469	0.586	0.040		0.020
Total	Pearson Correlation	.540**	0.200	.484*	.608**	.680**	.597**	0.252	0.357	-0.215	0.197	.568**	.462*	0.322	0.319	.443*	.550**	.519**	.680**	.468*	.594**	.668**	0.113	.481*	0.377	0.278	.595**	.464*	1
	Sig. (2-tailed)	0.005	0.337	0.014	0.001	0.000	0.002	0.225	0.080	0.302	0.346	0.003	0.020	0.117	0.120	0.027	0.004	0.008	0.000	0.018	0.002	0.000	0.590	0.015	0.063	0.178	0.002	0.020	

Appendix 6. SPSS Reliability scores for extended TPI – Section 2: Intentions

Correlations

		Transmission_Q1	Transmission_Q2	Transmission_Q3	Apprenticeship_Q1	Apprenticeship_Q2	Apprenticeship_Q3	Developmental_Q1	Developmental_Q2	Developmental_Q3	Nurturing_Q1	Nurturing_Q2	Nurturing_Q3	Social_Reform_Q1	Social_Reform_Q2	Social_Reform_Q3	Motivation_Q1	Motivation_Q2	Motivation_Q3	Innovation_Q1	Innovation_Q2	Innovation_Q3	Discipline_Q1	Discipline_Q2	Discipline_Q3	Collegiality_Q1	Collegiality_Q2	Collegiality_Q3	Total
Transmission_Q1	Pearson Correlation	1	-0.148	0.153	-0.053	-0.068	0.021	0.234	0.259	-0.057	0.108	0.042	0.014	-0.176	-0.273	-0.207	0.045	-0.036	-0.096	-0.095	-0.152	-0.127	0.000	-0.171	-0.205	-0.185	-0.053	-0.221	-0.050
	Sig. (2-tailed)		0.480	0.466	0.801	0.747	0.922	0.260	0.212	0.787	0.609	0.843	0.945	0.401	0.186	0.320	0.830	0.866	0.647	0.650	0.469	0.544	1.000	0.414	0.325	0.376	0.801	0.289	**0.812**
Transmission_Q2	Pearson Correlation	-0.148	1	0.178	0.371	.471*	.525**	.453*	.531**	0.152	0.337	0.384	0.255	0.396	.453*	.466*	0.273	.509**	.536**	.616**	.685**	.481*	.445*	.396*	.493*	0.008	-0.056	0.233	.656**
	Sig. (2-tailed)	0.480		0.395	0.068	0.017	0.007	0.023	0.006	0.469	0.100	0.058	0.220	0.050	0.023	0.019	0.187	0.009	0.006	0.001	0.000	0.015	0.026	0.050	0.012	0.969	0.789	0.262	0.000
Transmission_Q3	Pearson Correlation	0.153	0.178	1	-0.036	-0.038	0.079	0.029	-0.089	-0.252	-0.264	0.064	-0.180	0.136	0.098	0.168	0.014	0.244	0.297	0.280	0.286	0.202	0.096	0.360	0.340	-0.307	-0.164	0.035	0.200
	Sig. (2-tailed)	0.466	0.395		0.865	0.855	0.708	0.891	0.673	0.224	0.202	0.762	0.389	0.518	0.642	0.422	0.949	0.240	0.150	0.175	0.166	0.332	0.648	0.077	0.096	0.136	0.433	0.868	**0.337**
Apprenticeship_Q1	Pearson Correlation	-0.053	0.371	-0.036	1	.688**	.532**	.411*	.433*	0.284	.594**	.448*	.566**	0.162	0.238	0.224	.585**	.494*	.441*	.635**	0.323	.583**	.452*	0.276	0.311	0.313	0.371	.639**	.689**
	Sig. (2-tailed)	0.801	0.068	0.865		0.000	0.006	0.041	0.031	0.168	0.002	0.025	0.003	0.438	0.251	0.282	0.002	0.012	0.027	0.001	0.115	0.002	0.023	0.181	0.130	0.128	0.068	0.001	0.000
Apprenticeship_Q2	Pearson Correlation	-0.068	.471*	-0.038	.688**	1	.563**	.507**	.505*	.479*	.516**	0.378	.716**	0.208	.531**	0.226	.751**	.518**	.616**	.602**	.479*	.565**	0.234	0.084	0.115	0.241	0.286	0.138	.679**
	Sig. (2-tailed)	0.747	0.017	0.855	0.000		0.003	0.010	0.010	0.015	0.008	0.062	0.000	0.318	0.006	0.278	0.000	0.008	0.001	0.001	0.016	0.003	0.259	0.691	0.583	0.247	0.166	0.512	0.000
Apprenticeship_Q3	Pearson Correlation	0.021	.525**	0.079	.532**	.563**	1	.455*	.482*	0.123	0.381	0.365	0.292	0.360	0.360	0.231	.534**	.594**	.589**	.544**	0.273	0.314	0.337	0.216	0.238	0.094	0.045	0.186	.595**
	Sig. (2-tailed)	0.922	0.007	0.708	0.006	0.003		0.022	0.015	0.559	0.060	0.073	0.157	0.078	0.077	0.266	0.006	0.002	0.002	0.005	0.186	0.127	0.100	0.299	0.251	0.655	0.832	0.374	0.002
Developmental_Q1	Pearson Correlation	0.234	.453*	0.029	.411*	.507**	.455*	1	.823**	.517**	0.294	0.293	0.343	.443*	.560**	0.240	.551**	0.371	.496*	.626**	.600**	0.390	0.336	0.072	0.191	0.219	0.214	0.041	.659**
	Sig. (2-tailed)	0.260	0.023	0.891	0.041	0.010	0.022		0.000	0.008	0.154	0.154	0.093	0.027	0.004	0.249	0.004	0.068	0.012	0.001	0.002	0.054	0.101	0.733	0.361	0.292	0.305	0.845	0.000
Developmental_Q2	Pearson Correlation	0.259	.531**	-0.089	.433*	.505*	.482*	.823**	1	0.385	0.384	0.103	0.310	0.113	0.291	0.036	.510**	0.241	0.290	.480*	.482*	0.309	0.072	-0.231	-0.014	-0.040	0.017	0.111	.459*
	Sig. (2-tailed)	0.212	0.006	0.673	0.031	0.010	0.015	0.000		0.057	0.058	0.625	0.132	0.590	0.158	0.863	0.009	0.245	0.160	0.015	0.015	0.132	0.732	0.266	0.947	0.851	0.935	0.599	0.021
Developmental_Q3	Pearson Correlation	-0.057	0.152	-0.252	0.284	.479*	0.123	.517**	0.385	1	.443*	.399*	.530**	0.338	.456*	0.357	0.334	-0.050	0.125	0.284	0.273	0.272	0.278	-0.074	-0.003	.527**	.564**	0.088	.482*
	Sig. (2-tailed)	0.787	0.469	0.224	0.168	0.015	0.559	0.008	0.057		0.026	0.048	0.006	0.099	0.022	0.080	0.103	0.811	0.550	0.170	0.187	0.188	0.179	0.724	0.990	0.007	0.003	0.676	0.015
Nurturing_Q1	Pearson Correlation	0.108	0.337	-0.264	.594**	.516**	0.381	0.294	0.384	.443*	1	.440*	.628**	0.082	0.188	0.244	0.297	0.156	0.312	0.217	0.193	.468*	0.263	0.094	0.218	0.247	0.337	0.295	.504*
	Sig. (2-tailed)	0.609	0.100	0.202	0.002	0.008	0.060	0.154	0.058	0.026		0.028	0.001	0.695	0.368	0.239	0.149	0.456	0.129	0.298	0.357	0.018	0.205	0.656	0.296	0.234	0.100	0.152	0.010
Nurturing_Q2	Pearson Correlation	0.042	0.384	0.064	.448*	0.378	0.365	0.293	0.103	.399*	.440*	1	.673**	.628**	0.310	.653**	0.273	.405*	.443*	.446*	0.365	.481*	.816**	.555**	.637**	.552**	.648**	0.375	.776**
	Sig. (2-tailed)	0.843	0.058	0.762	0.025	0.062	0.073	0.154	0.625	0.048	0.028		0.000	0.001	0.131	0.000	0.187	0.045	0.027	0.026	0.073	0.015	0.000	0.004	0.001	0.004	0.000	0.065	0.000
Nurturing_Q3	Pearson Correlation	0.014	0.255	-0.180	.566**	.716**	0.292	0.343	0.310	.530**	.628**	.673**	1	0.288	0.341	0.221	.539**	0.283	.411*	0.353	0.368	.507**	.423*	0.075	0.189	.497*	.422*	0.265	.627**
	Sig. (2-tailed)	0.945	0.220	0.389	0.003	0.000	0.157	0.093	0.132	0.006	0.001	0.000		0.163	0.095	0.289	0.005	0.170	0.041	0.084	0.070	0.010	0.035	0.720	0.365	0.012	0.036	0.201	0.001
Social_Reform_Q1	Pearson Correlation	-0.176	0.396	0.136	0.162	0.208	0.360	.443*	0.113	0.338	0.082	.628**	0.288	1	.744**	.635**	0.277	.451*	.541**	.517**	.518**	.440*	.588**	.524**	.486*	0.387	0.337	0.113	.692**
	Sig. (2-tailed)	0.401	0.050	0.518	0.438	0.318	0.078	0.027	0.590	0.099	0.695	0.001	0.163		0.000	0.001	0.180	0.024	0.005	0.008	0.008	0.028	0.002	0.007	0.014	0.056	0.099	0.592	0.000
Social_Reform_Q2	Pearson Correlation	-0.273	.453*	0.098	0.238	.531**	0.360	.560**	0.291	.456*	0.188	0.310	0.341	.744**	1	.478*	0.390	.411*	.660**	.498*	.619**	.573**	0.360	0.321	0.224	0.392	0.168	0.016	.668**
	Sig. (2-tailed)	0.186	0.023	0.642	0.251	0.006	0.077	0.004	0.158	0.022	0.368	0.131	0.095	0.000		0.016	0.054	0.041	0.000	0.011	0.001	0.003	0.077	0.118	0.282	0.053	0.422	0.939	0.000
Social_Reform_Q3	Pearson Correlation	-0.207	.466*	0.168	0.224	0.226	0.231	0.240	0.036	0.357	0.244	.653**	0.221	.635**	.478*	1	0.134	.407*	.440*	.441*	0.344	.401*	.630**	.730**	.772**	0.297	.466*	0.304	.680**
	Sig. (2-tailed)	0.320	0.019	0.422	0.282	0.278	0.266	0.249	0.863	0.080	0.239	0.000	0.289	0.001	0.016		0.524	0.043	0.028	0.027	0.092	0.047	0.001	0.000	0.000	0.150	0.019	0.140	0.000
Motivation_Q1	Pearson Correlation	0.045	0.273	0.014	.585**	.751**	.534**	.551**	.510**	0.334	0.297	0.273	.539**	0.277	0.390	0.134	1	0.394	.399*	.649**	.438*	.415*	0.088	0.000	0.120	0.016	0.273	0.152	.565**
	Sig. (2-tailed)	0.830	0.187	0.949	0.002	0.000	0.006	0.004	0.009	0.103	0.149	0.187	0.005	0.180	0.054	0.524		0.051	0.048	0.000	0.028	0.039	0.674	1.000	0.567	0.939	0.187	0.467	0.003
Motivation_Q2	Pearson Correlation	-0.036	.509**	0.244	.494*	.518**	.594**	0.371	0.241	-0.050	0.156	.405*	0.283	.451*	.411*	.407*	0.394	1	.844**	.727**	.500*	.526**	.435*	.466*	.464*	0.131	-0.008	0.180	.665**
	Sig. (2-tailed)	0.866	0.009	0.240	0.012	0.008	0.002	0.068	0.245	0.811	0.456	0.045	0.170	0.024	0.041	0.043	0.051		0.000	0.000	0.011	0.007	0.030	0.019	0.020	0.533	0.969	0.389	0.000
Motivation_Q3	Pearson Correlation	-0.096	.536**	0.297	.441*	.616**	.589**	.496*	0.290	0.125	0.312	.443*	.411*	.541**	.660**	.440*	.399*	.844**	1	.705**	.673**	.621**	.471*	.503*	.491*	0.138	0.071	0.036	.755**
	Sig. (2-tailed)	0.647	0.006	0.150	0.027	0.001	0.002	0.012	0.160	0.550	0.129	0.027	0.041	0.005	0.000	0.028	0.048	0.000		0.000	0.000	0.001	0.018	0.010	0.013	0.511	0.737	0.864	0.000
Innovation_Q1	Pearson Correlation	-0.095	.616**	0.280	.635**	.602**	.544**	.626**	.480*	0.284	0.217	.446*	0.353	.517**	.498*	.441*	.649**	.727**	.705**	1	.776**	.676**	.502*	.460*	.526**	0.071	0.276	0.310	.821**
	Sig. (2-tailed)	0.650	0.001	0.175	0.001	0.001	0.005	0.001	0.015	0.170	0.298	0.026	0.084	0.008	0.011	0.027	0.000	0.000	0.000		0.000	0.000	0.011	0.021	0.007	0.736	0.182	0.131	0.000
Innovation_Q2	Pearson Correlation	-0.152	.685**	0.286	0.323	.479*	0.273	.600**	.482*	0.273	0.193	0.365	0.368	.518**	.619**	0.344	.438*	.500*	.673**	.776**	1	.726**	0.337	0.288	.435*	0.032	0.125	0.186	.704**
	Sig. (2-tailed)	0.469	0.000	0.166	0.115	0.016	0.186	0.002	0.015	0.187	0.357	0.073	0.070	0.008	0.001	0.092	0.028	0.011	0.000	0.000		0.000	0.100	0.162	0.030	0.879	0.552	0.374	0.000
Innovation_Q3	Pearson Correlation	-0.127	.481*	0.202	.583**	.565**	0.314	0.390	0.309	0.272	.468*	.481*	.507**	.440*	.573**	.401*	.415*	.526**	.621**	.676**	.726**	1	0.383	0.341	.424*	0.241	0.254	0.384	.745**
	Sig. (2-tailed)	0.544	0.015	0.332	0.002	0.003	0.127	0.054	0.132	0.188	0.018	0.015	0.010	0.028	0.003	0.047	0.039	0.007	0.001	0.000	0.000		0.059	0.095	0.035	0.246	0.220	0.058	0.000
Discipline_Q1	Pearson Correlation	0.000	.445*	0.096	.452*	0.234	0.337	0.336	0.072	0.278	0.263	.816**	.423*	.588**	0.360	.630**	0.088	.435*	.471*	.502*	0.337	0.383	1	.735**	.668**	.573**	.445*	0.359	.733**
	Sig. (2-tailed)	1.000	0.026	0.648	0.023	0.259	0.100	0.101	0.732	0.179	0.205	0.000	0.035	0.002	0.077	0.001	0.674	0.030	0.018	0.011	0.100	0.059		0.000	0.000	0.003	0.026	0.078	0.000
Discipline_Q2	Pearson Correlation	-0.171	.396*	0.360	0.276	0.084	0.216	0.072	-0.231	-0.074	0.094	.555**	0.075	.524**	0.321	.730**	0.000	.466*	.503*	.460*	0.288	0.341	.735**	1	.844**	0.184	0.317	0.320	.579**
	Sig. (2-tailed)	0.414	0.050	0.077	0.181	0.691	0.299	0.733	0.266	0.724	0.656	0.004	0.720	0.007	0.118	0.000	1.000	0.019	0.010	0.021	0.162	0.095	0.000		0.000	0.379	0.122	0.119	0.002
Discipline_Q3	Pearson Correlation	-0.205	.493*	0.340	0.311	0.115	0.238	0.191	-0.014	-0.003	0.218	.637**	0.189	.486*	0.224	.772**	0.120	.464*	.491*	.526**	.435*	.424*	.668**	.844**	1	0.071	0.349	0.367	.639**
	Sig. (2-tailed)	0.325	0.012	0.096	0.130	0.583	0.251	0.361	0.947	0.990	0.296	0.001	0.365	0.014	0.282	0.000	0.567	0.020	0.013	0.007	0.030	0.035	0.000	0.000		0.735	0.088	0.071	0.001
Collegiality_Q1	Pearson Correlation	-0.185	0.008	-0.307	0.313	0.241	0.094	0.219	-0.040	.527**	0.247	.552**	.497*	0.387	0.392	0.297	0.016	0.131	0.138	0.071	0.032	0.241	.573**	0.184	0.071	1	.484*	0.371	.425*
	Sig. (2-tailed)	0.376	0.969	0.136	0.128	0.247	0.655	0.292	0.851	0.007	0.234	0.004	0.012	0.056	0.053	0.150	0.939	0.533	0.511	0.736	0.879	0.246	0.003	0.379	0.735		0.014	0.068	0.034
Collegiality_Q2	Pearson Correlation	-0.053	-0.056	-0.164	0.371	0.286	0.045	0.214	0.017	.564**	0.337	.648**	.422*	0.337	0.168	.466*	0.273	-0.008	0.071	0.276	0.125	0.254	.445*	0.317	0.349	.484*	1	0.375	.480*
	Sig. (2-tailed)	0.801	0.789	0.433	0.068	0.166	0.832	0.305	0.935	0.003	0.100	0.000	0.036	0.099	0.422	0.019	0.187	0.969	0.737	0.182	0.552	0.220	0.026	0.122	0.088	0.014		0.065	0.015
Collegiality_Q3	Pearson Correlation	-0.221	0.233	0.035	.639**	0.138	0.186	0.041	0.111	0.088	0.295	0.375	0.265	0.113	0.016	0.304	0.152	0.180	0.036	0.310	0.186	0.384	0.359	0.320	0.367	0.371	0.375	1	.430*
	Sig. (2-tailed)	0.289	0.262	0.868	0.001	0.512	0.374	0.845	0.599	0.676	0.152	0.065	0.201	0.592	0.939	0.140	0.467	0.389	0.864	0.131	0.374	0.058	0.078	0.119	0.071	0.068	0.065		0.032
Total	Pearson Correlation	-0.050	.656**	0.200	.689**	.679**	.595**	.659**	.459*	.482*	.504*	.776**	.627**	.692**	.668**	.680**	.565**	.665**	.755**	.821**	.704**	.745**	.733**	.579**	.639**	.425*	.480*	.430*	1
	Sig. (2-tailed)	0.812	0.000	0.337	0.000	0.000	0.002	0.000	0.021	0.015	0.010	0.000	0.001	0.000	0.000	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.002	0.001	0.034	0.015	0.032	

Appendix 7. SPSS Reliability scores for extended TPI – Section 3: Actions

Correlations

		Transmission_Q1	Transmission_Q2	Transmission_Q3	Apprenticeship_Q1	Apprenticeship_Q2	Apprenticeship_Q3	Developmental_Q1	Developmental_Q2	Developmental_Q3	Nurturing_Q1	Nurturing_Q2	Nurturing_Q3	Social_Reform_Q1	Social_Reform_Q2	Social_Reform_Q3	Motivation_Q1	Motivation_Q2	Motivation_Q3	Innovation_Q1	Innovation_Q2	Innovation_Q3	Discipline_Q1	Discipline_Q2	Discipline_Q3	Collegiality_Q1	Collegiality_Q2	Collegiality_Q3	Total
Transmission_Q1	Pearson Correlation	1	0.359	0.301	-0.196	0.328	0.000	.439*	0.099	-0.057	-0.068	0.086	0.039	0.273	-0.133	-0.061	0.297	0.043	-0.101	0.201	-0.076	0.265	0.256	-0.051	0.347	0.171	0.018	0.203	0.277
	Sig. (2-tailed)		0.078	0.144	0.348	0.110	1.000	0.028	0.636	0.787	0.746	0.683	0.851	0.186	0.528	0.772	0.149	0.837	0.632	0.334	0.720	0.200	0.217	0.809	0.089	0.412	0.932	0.331	**0.180**
Transmission_Q2	Pearson Correlation	0.359	1	.582**	0.286	0.120	0.134	.453*	.526**	.403*	0.012	.423*	.450*	0.357	0.206	-0.113	0.315	0.171	0.244	.472*	0.286	.729**	0.282	0.261	0.322	0.269	0.039	-0.027	.532**
	Sig. (2-tailed)	0.078		0.002	0.166	0.569	0.524	0.023	0.007	0.045	0.954	0.035	0.024	0.080	0.323	0.592	0.125	0.414	0.241	0.017	0.166	0.000	0.172	0.208	0.117	0.194	0.852	0.898	0.006
Transmission_Q3	Pearson Correlation	0.301	.582**	1	0.261	.398*	0.143	.619**	.597**	0.383	.424*	0.328	.641**	0.385	0.366	0.183	.554**	.489*	0.231	.588**	.458*	.565**	0.361	0.328	.490*	0.242	0.025	-0.003	.696**
	Sig. (2-tailed)	0.144	0.002		0.208	0.049	0.494	0.001	0.002	0.058	0.035	0.110	0.001	0.057	0.072	0.382	0.004	0.013	0.266	0.002	0.021	0.003	0.077	0.110	0.013	0.244	0.904	0.989	0.000
Apprenticeship_Q1	Pearson Correlation	-0.196	0.286	0.261	1	0.120	0.267	0.126	.682**	.605**	0.352	.539**	.436*	.480*	.768**	0.363	.567**	.456*	.626**	0.378	0.241	0.249	0.103	-0.074	-0.029	0.115	-0.302	-0.108	.531**
	Sig. (2-tailed)	0.348	0.166	0.208		0.569	0.197	0.547	0.000	0.001	0.085	0.005	0.029	0.015	0.000	0.075	0.003	0.022	0.001	0.062	0.247	0.230	0.625	0.723	0.890	0.583	0.142	0.608	0.006
Apprenticeship_Q2	Pearson Correlation	0.328	0.120	.398*	0.120	1	0.335	0.317	0.285	0.072	0.172	0.172	0.126	0.177	0.297	0.126	0.369	.477*	.408*	0.395	0.289	0.327	0.311	0.047	0.294	-0.086	-0.264	-0.045	.428*
	Sig. (2-tailed)	0.110	0.569	0.049	0.569		0.101	0.122	0.167	0.731	0.410	0.412	0.550	0.396	0.149	0.550	0.070	0.016	0.043	0.050	0.161	0.110	0.130	0.824	0.154	0.684	0.203	0.831	0.033
Apprenticeship_Q3	Pearson Correlation	0.000	0.134	0.143	0.267	0.335	1	0.296	0.332	.472*	.510**	.540**	0.255	0.261	0.322	.410*	.412*	.480*	0.325	.442*	.492*	.416*	0.300	0.174	0.205	.479*	0.246	0.189	.606**
	Sig. (2-tailed)	1.000	0.524	0.494	0.197	0.101		0.151	0.105	0.017	0.009	0.005	0.218	0.208	0.117	0.042	0.040	0.015	0.112	0.027	0.012	0.039	0.145	0.405	0.325	0.015	0.236	0.366	0.001
Developmental_Q1	Pearson Correlation	.439*	.453*	.619**	0.126	0.317	0.296	1	.473*	0.359	0.363	0.216	0.330	.643**	0.286	0.384	0.381	.588**	-0.072	.474*	0.337	.427*	0.163	0.184	0.239	.477*	0.201	0.137	.655**
	Sig. (2-tailed)	0.028	0.023	0.001	0.547	0.122	0.151		0.017	0.078	0.075	0.301	0.107	0.001	0.167	0.058	0.060	0.002	0.733	0.017	0.100	0.033	0.437	0.379	0.249	0.016	0.334	0.514	0.000
Developmental_Q2	Pearson Correlation	0.099	.526**	.597**	.682**	0.285	0.332	.473*	1	.791**	.451*	.589**	.627**	.752**	.686**	.453*	.676**	.623**	0.391	.489*	0.323	.449*	0.304	0.159	0.346	0.349	-0.024	0.270	.820**
	Sig. (2-tailed)	0.636	0.007	0.002	0.000	0.167	0.105	0.017		0.000	0.024	0.002	0.001	0.000	0.000	0.023	0.000	0.001	0.053	0.013	0.115	0.024	0.140	0.447	0.090	0.088	0.911	0.191	0.000
Developmental_Q3	Pearson Correlation	-0.057	.403*	0.383	.605**	0.072	.472*	0.359	.791**	1	0.374	.619**	.589**	.599**	.564**	.399*	.521**	.575**	0.340	0.362	0.234	0.316	0.287	0.158	0.254	.524**	0.011	0.323	.714**
	Sig. (2-tailed)	0.787	0.045	0.058	0.001	0.731	0.017	0.078	0.000		0.065	0.001	0.002	0.002	0.003	0.048	0.008	0.003	0.096	0.075	0.261	0.124	0.164	0.451	0.221	0.007	0.960	0.115	0.000
Nurturing_Q1	Pearson Correlation	-0.068	0.012	.424*	0.352	0.172	.510**	0.363	.451*	0.374	1	.584**	0.273	.458*	0.395	.788**	.449*	.629**	0.041	0.289	0.380	0.169	0.124	0.329	0.204	.458*	0.386	0.178	.641**
	Sig. (2-tailed)	0.746	0.954	0.035	0.085	0.410	0.009	0.075	0.024	0.065		0.002	0.186	0.021	0.051	0.000	0.024	0.001	0.844	0.162	0.061	0.419	0.554	0.109	0.329	0.021	0.057	0.394	0.001
Nurturing_Q2	Pearson Correlation	0.086	.423*	0.328	.539**	0.172	.540**	0.216	.589**	.619**	.584**	1	.573**	.543**	.492*	.445*	.577**	.512**	0.334	0.322	0.100	0.329	0.267	0.090	0.042	.501*	0.234	0.276	.700**
	Sig. (2-tailed)	0.683	0.035	0.110	0.005	0.412	0.005	0.301	0.002	0.001	0.002		0.003	0.005	0.013	0.026	0.003	0.009	0.102	0.116	0.635	0.108	0.196	0.668	0.842	0.011	0.261	0.182	0.000
Nurturing_Q3	Pearson Correlation	0.039	.450*	.641**	.436*	0.126	0.255	0.330	.627**	.589**	0.273	.573**	1	0.364	.632**	0.115	.734**	.435*	.438*	.613**	0.250	.435*	.468*	0.096	0.324	0.166	-0.003	-0.028	.657**
	Sig. (2-tailed)	0.851	0.024	0.001	0.029	0.550	0.218	0.107	0.001	0.002	0.186	0.003		0.073	0.001	0.585	0.000	0.030	0.028	0.001	0.229	0.030	0.018	0.648	0.114	0.427	0.991	0.893	0.000
Social_Reform_Q1	Pearson Correlation	0.273	0.357	0.385	.480*	0.177	0.261	.643**	.752**	.599**	.458*	.543**	0.364	1	.565**	.512**	.482*	.578**	0.090	0.310	0.066	0.228	0.058	0.038	0.066	.484*	0.166	.454*	.699**
	Sig. (2-tailed)	0.186	0.080	0.057	0.015	0.396	0.208	0.001	0.000	0.002	0.021	0.005	0.073		0.003	0.009	0.015	0.002	0.670	0.132	0.755	0.274	0.783	0.858	0.753	0.014	0.427	0.023	0.000
Social_Reform_Q2	Pearson Correlation	-0.133	0.206	0.366	.768**	0.297	0.322	0.286	.686**	.564**	0.395	.492*	.632**	.565**	1	.418*	.718**	.686**	.689**	.515**	0.306	0.322	0.228	-0.024	0.084	0.006	-0.255	-0.121	.647**
	Sig. (2-tailed)	0.528	0.323	0.072	0.000	0.149	0.117	0.167	0.000	0.003	0.051	0.013	0.001	0.003		0.038	0.000	0.000	0.000	0.008	0.136	0.116	0.272	0.910	0.688	0.977	0.219	0.565	0.000
Social_Reform_Q3	Pearson Correlation	-0.061	-0.113	0.183	0.363	0.126	.410*	0.384	.453*	.399*	.788**	.445*	0.115	.512**	.418*	1	.464*	.649**	0.012	0.215	0.234	0.050	0.117	0.225	0.005	.496*	.410*	0.314	.579**
	Sig. (2-tailed)	0.772	0.592	0.382	0.075	0.550	0.042	0.058	0.023	0.048	0.000	0.026	0.585	0.009	0.038		0.020	0.000	0.954	0.301	0.259	0.813	0.578	0.279	0.981	0.012	0.042	0.127	0.002
Motivation_Q1	Pearson Correlation	0.297	0.315	.554**	.567**	0.369	.412*	0.381	.676**	.521**	.449*	.577**	.734**	.482*	.718**	.464*	1	.553**	.583**	.750**	.438*	.423*	0.385	0.049	0.310	0.248	0.012	0.071	.794**
	Sig. (2-tailed)	0.149	0.125	0.004	0.003	0.070	0.040	0.060	0.000	0.008	0.024	0.003	0.000	0.015	0.000	0.020		0.004	0.002	0.000	0.029	0.035	0.058	0.815	0.132	0.231	0.956	0.735	0.000
Motivation_Q2	Pearson Correlation	0.043	0.171	.489*	.456*	.477*	.480*	.588**	.623**	.575**	.629**	.512**	.435*	.578**	.686**	.649**	.553**	1	0.347	0.377	.420*	0.284	.409*	0.297	0.350	.408*	0.052	0.215	.796**
	Sig. (2-tailed)	0.837	0.414	0.013	0.022	0.016	0.015	0.002	0.001	0.003	0.001	0.009	0.030	0.002	0.000	0.000	0.004		0.089	0.063	0.037	0.169	0.042	0.149	0.086	0.043	0.804	0.302	0.000
Motivation_Q3	Pearson Correlation	-0.101	0.244	0.231	.626**	.408*	0.325	-0.072	0.391	0.340	0.041	0.334	.438*	0.090	.689**	0.012	.583**	0.347	1	.506**	.461*	.407*	0.291	-0.132	0.153	-0.112	-0.394	-0.338	.412*
	Sig. (2-tailed)	0.632	0.241	0.266	0.001	0.043	0.112	0.733	0.053	0.096	0.844	0.102	0.028	0.670	0.000	0.954	0.002	0.089		0.010	0.020	0.043	0.159	0.531	0.465	0.593	0.052	0.099	0.040
Innovation_Q1	Pearson Correlation	0.201	.472*	.588**	0.378	0.395	.442*	.474*	.489*	0.362	0.289	0.322	.613**	0.310	.515**	0.215	.750**	0.377	.506**	1	.636**	.659**	.441*	0.172	0.310	0.220	0.070	-0.107	.695**
	Sig. (2-tailed)	0.334	0.017	0.002	0.062	0.050	0.027	0.017	0.013	0.075	0.162	0.116	0.001	0.132	0.008	0.301	0.000	0.063	0.010		0.001	0.000	0.027	0.410	0.132	0.290	0.741	0.611	0.000
Innovation_Q2	Pearson Correlation	-0.076	0.286	.458*	0.241	0.289	.492*	0.337	0.323	0.234	0.380	0.100	0.250	0.066	0.306	0.234	.438*	.420*	.461*	.636**	1	0.389	0.170	.435*	.502*	0.267	0.227	-0.136	.536**
	Sig. (2-tailed)	0.720	0.166	0.021	0.247	0.161	0.012	0.100	0.115	0.261	0.061	0.635	0.229	0.755	0.136	0.259	0.029	0.037	0.020	0.001		0.055	0.416	0.030	0.011	0.197	0.276	0.517	0.006
Innovation_Q3	Pearson Correlation	0.265	.729**	.565**	0.249	0.327	.416*	.427*	.449*	0.316	0.169	0.329	.435*	0.228	0.322	0.050	.423*	0.284	.407*	.659**	0.389	1	.549**	0.273	0.353	0.178	0.026	-0.124	.599**
	Sig. (2-tailed)	0.200	0.000	0.003	0.230	0.110	0.039	0.033	0.024	0.124	0.419	0.108	0.030	0.274	0.116	0.813	0.035	0.169	0.043	0.000	0.055		0.004	0.186	0.083	0.394	0.901	0.555	0.002
Discipline_Q1	Pearson Correlation	0.256	0.282	0.361	0.103	0.311	0.300	0.163	0.304	0.287	0.124	0.267	.468*	0.058	0.228	0.117	0.385	.409*	0.291	.441*	0.170	.549**	1	0.244	.615**	0.131	0.061	0.087	.503*
	Sig. (2-tailed)	0.217	0.172	0.077	0.625	0.130	0.145	0.437	0.140	0.164	0.554	0.196	0.018	0.783	0.272	0.578	0.058	0.042	0.159	0.027	0.416	0.004		0.240	0.001	0.532	0.771	0.679	0.010
Discipline_Q2	Pearson Correlation	-0.051	0.261	0.328	-0.074	0.047	0.174	0.184	0.159	0.158	0.329	0.090	0.096	0.038	-0.024	0.225	0.049	0.297	-0.132	0.172	.435*	0.273	0.244	1	.564**	.430*	.503*	0.323	0.372
	Sig. (2-tailed)	0.809	0.208	0.110	0.723	0.824	0.405	0.379	0.447	0.451	0.109	0.668	0.648	0.858	0.910	0.279	0.815	0.149	0.531	0.410	0.030	0.186	0.240		0.003	0.032	0.010	0.115	**0.067**
Discipline_Q3	Pearson Correlation	0.347	0.322	.490*	-0.029	0.294	0.205	0.239	0.346	0.254	0.204	0.042	0.324	0.066	0.084	0.005	0.310	0.350	0.153	0.310	.502*	0.353	.615**	.564**	1	0.149	0.137	0.099	.481*
	Sig. (2-tailed)	0.089	0.117	0.013	0.890	0.154	0.325	0.249	0.090	0.221	0.329	0.842	0.114	0.753	0.688	0.981	0.132	0.086	0.465	0.132	0.011	0.083	0.001	0.003		0.476	0.513	0.637	0.015
Collegiality_Q1	Pearson Correlation	0.171	0.269	0.242	0.115	-0.086	.479*	.477*	0.349	.524**	.458*	.501*	0.166	.484*	0.006	.496*	0.248	.408*	-0.112	0.220	0.267	0.178	0.131	.430*	0.149	1	.584**	.671**	.579**
	Sig. (2-tailed)	0.412	0.194	0.244	0.583	0.684	0.015	0.016	0.088	0.007	0.021	0.011	0.427	0.014	0.977	0.012	0.231	0.043	0.593	0.290	0.197	0.394	0.532	0.032	0.476		0.002	0.000	0.002
Collegiality_Q2	Pearson Correlation	0.018	0.039	0.025	-0.302	-0.264	0.246	0.201	-0.024	0.011	0.386	0.234	-0.003	0.166	-0.255	.410*	0.012	0.052	-0.394	0.070	0.227	0.026	0.061	.503*	0.137	.584**	1	.443*	0.237
	Sig. (2-tailed)	0.932	0.852	0.904	0.142	0.203	0.236	0.334	0.911	0.960	0.057	0.261	0.991	0.427	0.219	0.042	0.956	0.804	0.052	0.741	0.276	0.901	0.771	0.010	0.513	0.002		0.026	**0.255**
Collegiality_Q3	Pearson Correlation	0.203	-0.027	-0.003	-0.108	-0.045	0.189	0.137	0.270	0.323	0.178	0.276	-0.028	.454*	-0.121	0.314	0.071	0.215	-0.338	-0.107	-0.136	-0.124	0.087	0.323	0.099	.671**	.443*	1	0.292
	Sig. (2-tailed)	0.331	0.898	0.989	0.608	0.831	0.366	0.514	0.191	0.115	0.394	0.182	0.893	0.023	0.565	0.127	0.735	0.302	0.099	0.611	0.517	0.555	0.679	0.115	0.637	0.000	0.026		**0.156**
Total	Pearson Correlation	0.277	.532**	.696**	.531**	.428*	.606**	.655**	.820**	.714**	.641**	.700**	.657**	.699**	.647**	.579**	.794**	.796**	.412*	.695**	.536**	.599**	.503*	0.372	.481*	.579**	0.237	0.292	1
	Sig. (2-tailed)	0.180	0.006	0.000	0.006	0.033	0.001	0.000	0.000	0.000	0.001	0.000	0.000	0.000	0.000	0.002	0.000	0.000	0.040	0.000	0.006	0.002	0.010	0.067	0.015	0.002	0.255	0.156	