Appendix

Coding Scheme With Examples of Representations and Decompositions

Coding Theme	Pedagogical Practice (Attributes of the theme)	Examples of Representations of practice: What did PSTS notice?	Examples of Decompositions of Practice: How did PSTs understand their observations?
Classroom culture	Mutual respect	Shaking hands Expressions of gratitude ("thank you") Accurate name pronunciation Autonomy	"In the high school classroom, the teacher was doing a lot with his literacy students. He started the class by asking them to make predictions, and when he introduced a new word he explained it and even asked students to translate it into their first language. I was surprised by this, for in university-level ESL (which is where most of my experience is), most programs have an English-only policy. Now, I am questioning the effectiveness of those policies because telling students that the classroom is "English-only," does not stop them from translating. I wonder if we are actually doing them a disservice by not validating their first language. Mr. M. was very respectful to his students, and you could see how the students were respectful and kind to each other." (Ann, discussion board post)
	Predictable routines	Beginning of class routines Managing materials Procedures for learning activities (rules)	
	Use of home languages	Translation from L2 to L1 Formative assessment/ checking for understanding in L1 Welcoming students/ socializing in L1	
Classroom Management	Explicit instructions	Comprehensible input/ clear speech Gestures to clarify meaning. L1 translation of instructions	"The first thing that I immediately noticed is that the seating arrangement in the classroom seemed to really facilitate learning. The teacher was able to move quickly, which enabled him to respond to requests for clarifications at the student tables without distracting the other students and it also helped him to monitor students' progress during activities. It was obvious that the teacher was very familiar with students' abilities, responsive to their questions, and he divided his attention among students appropriately and kept them on task." (George, discussion board post)
	Collaborative learning	Assigning student roles. Collaborative learning roles firmly established .	
	Seating arrangements	Desks are in pairs, groups. Space for the teacher to circulate.	

Instruction for English Language Development	Use of home languages	L1 translation to express ideas. L1 translation as comprehensible input. Formative assessment.	"Using their first language to help with their own learning can help the students to feel that they are a part of the teaching/learning process, it can make them feel less homesick, and it provides a formative assessment for the teacher. When he asks a student what the word is in Chinese and the student responds, he knows that the student knows the meaning of the word." (Jane, discussion board post)
	Scaffolding receptive language	Visuals. Drawing. TPR. Realia.	
	Scaffolding productive language	Sentence frames/ starters. L1 translation. Lower proficiency-higher proficiency student pairings.	
	Social interaction for learning	Group work. Pair and partner work. Teacher- student interaction.	

Table 4

Example of the Triangulation of Data on the Use of Home Languages

Classroom culture: Use of home languages		
Instructional Practices: Use of home languages		
Observation Protocol: Brian	Discussion board post: Brian	Exit Ticket: Brian
Teacher Action: Teacher explains a word first in English and then Spanish. Observer Reflection: Using L1 and L2 to explain something is more effective for English development. [INSTRUCTION]	"As you mentioned, in the video of newcomers, the teacher lets students use their L1, which is a great technique in terms of making students feel welcome no matter what cultural or language background they have." [CULTURE]	"One of the new understandings is using students' L1 in our lessons. We don't have to speak their language, but even asking that a word can mean in their native language can help them understand the concept better. [INSTRUCTION] That will also create a classroom culture where everybody respects each other's cultural diversity." [CULTURE]

Table 5

Discussion between George and Sean on the topic of scaffolding

Theme: Instructional Practices
Decompositions of Visual Scaffolding
Discussion Board

| George: The teacher used gestures to support student understanding, encouraged students to say the equivalent of the words in their L1. | → | Sean: What I think Mr. M. does really well is to make culture the actual way he communicates with his students. Having them incorporate their L1 and English into their answers acknowledges the two worlds these students are walking in at one time. |

Table 6

Discussion between Sean and Ann on the topic of collaborative learning

Theme: Instructional Practices **Decompositions of Collaborative Learning** **in Discussion Board postings**		
Sean: In [Video 2], Mr. M. takes on the role of facilitator rather than doing his lessons through direct instruction. He partners the students through every activity but also acts as their partner throughout the lesson when they need additional support with understanding.	→	Ann: Like you, I was also curious about the groupings. It seems like both teachers had mixed levels in the groups / pairings, and that there was a more advanced student that helped his/ her peers. This is a nice way to have students work together and help each other.