

Beyond Assistance: A Case Study of a Teaching Assistant in Taiwan's English Language Teaching Assistant (ELTA) Program

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Abstract

Under Taiwan's Bilingual 2030 policy, the expansion of bilingual education has created new instructional roles in schools, yet the lived experiences of teaching assistants remain underexplored. This study adopts an interpretivist approach to understand how one teaching assistant made sense of her experience in Taiwan's English Language Teaching Assistant (ELTA) program. Using a qualitative single-case design, the study draws on a semi-structured interview to explore how the participant interpreted her role in practice. The findings suggest that she came to understand her work as extending beyond assistance into substantial classroom involvement, including lesson preparation, instructional engagement, and ongoing adaptation. They also indicate that digital support, including generative artificial intelligence, became an important practical resource in helping her manage the demands of the role. Rather than making broader claims beyond the case, this study offers a closely contextualized account of how one participant understood and gave meaning to her work, while inviting closer consideration of how teaching assistantship may be experienced in particular bilingual education settings.

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Introduction

Teaching is a complex profession shaped by changing expectations, social values, and institutional demands (Stromquist, 2007). Recent scholarship has shown that educational work is increasingly marked by tensions surrounding professional roles,

recognition, and responsibility (Tran-Thanh, 2026). In particular, those involved in teaching may be expected to contribute significantly to student learning while working within settings where role boundaries are not always clear. Tran-Thanh (2026) argues that teaching today must be understood in relation to shifting views of status, authority, and professional practice. This broader concern is useful for understanding educational roles that are formally defined as supportive but may, in practice, involve more substantial teaching-related responsibilities.

Although research has focused much more on teachers, teaching assistants (henceforth “TAs” and/or “TA”) may also take on pedagogical responsibilities (Farrell et al., 2010; Robertson & Yazan, 2022). The formal title of assistant does not always reflect the actual work performed in school settings. In some contexts, TAs may move beyond supportive tasks and become actively involved in lesson preparation, classroom instruction, and student learning (Trent, 2014; Young & Bippus, 2008). As a result, their experiences can offer useful insight into how educational labor is distributed and how pedagogical responsibility is lived in practice.

Taiwan’s English Language Teaching Assistant (ELTA) program operates within the broader context of bilingual education reform (Jade, 2025; Lin, 2024; Tsai & Yen, 2025). Thuy is a pseudonym used for the female Vietnamese participant in this study. Both the interviewer and participant acknowledged that the experiences of TAs in the ELTA program could differ across schools. Thuy distinguished between merely supporting a teacher and fully standing in front of a class, suggesting that the boundary between assistance and teaching was not always stable in practice.

Thuy entered ELTA with prior tutoring and teaching assistant experience, but without previous experience independently leading a full class. Before joining the program, she had worked as a tutor and TA, but she had not previously been solely responsible for an entire class. Her account, therefore, offers a situated opportunity to consider how one participant interpreted increasing classroom responsibility. In this sense, the present study is informed by a sensemaking framework. As Phan (2023) argues, a sensemaking lens is useful for understanding how individuals interpret uncertain, demanding, or unexpected experiences and assign meaning to them over time. Such a perspective makes it possible to examine how participants reframed what is happening to them and how they understand its significance in relation to their own development.

Accordingly, this study explores the lived experience of a Vietnamese TA in Taiwan’s ELTA program through a qualitative single-case study. Rather than treating

assistantship as a fixed and self-explanatory institutional category, the study traces how Thuy came to understand her work in practice. In doing so, the study offers a closely contextualized account of one participant's experience and invites greater attention to the often underrecognized work of TAs in school-based language education.

Literature Review

Teaching Assistants in Language Teaching Contexts

Language teaching is not carried out only by formally appointed classroom teachers (Sharma & Salend, 2016). In many educational settings, it also involves the participation of TAs, language assistants, and other instructional support personnel who contribute to classroom interaction, material preparation, and student learning (Soler & Tecedor, 2018). Although these roles are often positioned as supportive, they may become pedagogically useful in language education, particularly in programs that seek to expand learners' exposure to English through more interactive and communication-oriented classroom environments (Zheng, 2017). In such contexts, TAs may serve as linguistic models, classroom facilitators, intercultural intermediaries, and collaborators in lesson implementation (Ghanem, 2018; Robertson & Yazan, 2022; Trent, 2014; Zheng, 2017).

In educational systems seeking to internationalize or strengthen bilingual education, TAs are often brought into schools not only to support local teachers but also to enrich the linguistic environment and encourage more authentic language use (Lin, 2024; Tsai & Yen, 2025). Their contributions may therefore extend beyond technical assistance and become part of the broader instructional ecology of the classroom (Trent, 2014). Compared with studies on teacher identity, teacher beliefs, or teacher professionalism, considerably less attention has been given to the experiences of TAs as pedagogically involved actors in language education (Ghanem, 2018).

This relative lack of attention matters as language teaching is a particularly interactional and context-sensitive form of educational work (Ghanem, 2018). It involves not only the delivery of content but also the management of communication, student participation, meaning-making, and emotional climate. In such a setting, those who support instruction may also shape the teaching and learning process in meaningful ways (Zheng, 2017). Yet if TAs are viewed only as peripheral helpers, it becomes difficult to understand how they interpret their work and how their contributions may matter within the everyday life of the classroom. A closer look at their experiences is therefore useful not only for describing what they do, but also for understanding how they interpreted that may not always be straightforward or clearly bounded in practice (Phan, 2023).

The relevance of this issue can also be understood in relation to the changing nature of teaching more broadly. Tran-Thanh (2026) notes that educational work today is marked by changing expectations, shifting professional boundaries, and tensions surrounding status, role, and authority. Although that study focuses on language teachers rather than assistants, the broader point may apply here: educational roles should not be treated as fixed in contexts where institutions are changing, and classroom work is increasingly collaborative. In this sense, TAs in language education deserve closer scholarly attention, not simply because they help teachers, but because they may occupy significant positions within the practice of teaching itself.

For the present study, Taiwan's ELTA program offers a useful context for exploring this issue (Jade, 2025; Lin, 2024; Tsai & Yen, 2025). As part of a broader bilingual education agenda, ELTA places foreign TAs in schools to support English language learning and classroom practice (Tsai & Yen, 2025). Such a setting creates opportunities to explore how a TA experiences language teaching in practice, particularly when the assistant works closely within school routines, interacts directly with students, and becomes part of the local language education environment. A case study of one participant can offer a situated view of how teaching assistantship was interpreted within one ELTA placement, from the perspective of lived experience rather than formal program description (Phan, 2022b). More specifically, the research design allows attention not only to what a TA does, but also to how one participant understands and attaches significance to that work in a particular institutional setting (Phan, 2023).

A Sensemaking Framework on Teaching Assistantship

To understand how Thuy interpreted her role in Taiwan's ELTA program, this study adopts the sensemaking framework. Sensemaking is a process through which individuals interpret changing circumstances, extract meaningful cues, and construct a plausible understanding of their experience to move forward (Mills et al., 2010; Weick et al., 2005). In this sense, experience is not treated as a simple record of events, but as something retrospectively interpreted and given meaning by the individual (Daft & Weick, 1984; Weick, 1979; Weick et al., 2005).

Phan's (2023) use of the sensemaking framework shows how a single-case account can illuminate the meanings a participant assigns to a demanding and uncertain experience without making claims beyond the case. Sensemaking was used to understand how an international doctoral student interpreted disrupted mobility, reconfigured her experience, and attached a new part of her academic journey under difficult conditions. Importantly, the framework allowed the study to remain attentive

to complexity and personal significance while keeping its claims closely bound to one participant's account.

Although ELTA was formally structured as an assistantship, Thuy's account suggests that the practical realities of the role could exceed the usual expectations of an assistantship. A sensemaking framework, therefore, makes it possible to examine not only what Thuy did but also how she interpreted the meaning of that work. More specifically, it helps illuminate how she interpreted the gap between the formal title and the responsibilities she described.

In the present study, sensemaking also helps to emphasize that meaning is socially constructed and shaped by context, goals, and ongoing interaction with circumstances (Berger & Luckmann, 1966; Daft & Weick, 1984; Weick, 1979). Thuy's understanding of assistantship did not emerge in the abstract but developed through her school placement, the expectations placed on her, the amount of lesson preparation required, and the practical demands of working with students. This study does not aim to claim that all TAs in ELTA or bilingual education interpret their work similarly. Rather, the framework is used to support a closely contextualized reading of one participant's account. In this way, it helps the study remain attentive to how meaning was assigned, negotiated, and reworked in relation to an educational role that appeared, in Thuy's experience, more demanding than its title initially suggested. Accordingly, this study addresses the following research question:

RQ₁: How does a teaching assistant make sense of her work in Taiwan's English Language Teaching Assistant (ELTA) program?

Method

Research Design

This study adopted an interpretivist single-case qualitative design to examine how one TA positioned her work in Taiwan's ELTA program. A single-case approach was selected because the purpose of the study was not to produce broad generalizations, but to develop a closely contextualized understanding of one participant's experience within a specific educational setting. In line with qualitative case study research, the value of the design lies in its ability to attend to the particularity of a bounded case and to explore how meanings are formed within a specific context rather than across a large sample (Phan, 2022a).

The study was guided by the sensemaking framework, which supports close attention to how individuals interpret uncertain or demanding experiences over time (Phan, 2022a; Phan, 2023). A single-case design was appropriate because it enabled focused analysis of a clearly bounded participant and her account within a particular

institutional context (Merriam & Tisdell, 2015; Stake, 1995). Similar case-based research on teaching assistants has likewise used a narrow focus to understand the contextual complexity of one participant's experience (Robertson & Yazan, 2022). Accordingly, the interview was treated not simply as a record of events, but as a retrospective account through which Thuy interpreted her role, responsibilities, and experience in the ELTA program.

Participant

The participant, given the pseudonym Thuy, is a female Vietnamese graduate student who worked as a TA in Taiwan's ELTA program. At the time reflected in the interview, she was studying Applied Linguistics while also working. She described herself as having prior experience as a tutor and as a TA in English language centers in Viet Nam, but not prior experience independently leading a full class before entering ELTA. This made her transition into school-based instructional work significant, as it involved taking on classroom-related responsibilities from a position that was still professionally emerging.

Thuy was selected purposively because her experience aligned closely with the focus of the study. She had direct experience in ELTA and was able to reflect in detail on her pathway into the program, her training experiences, the nature of her classroom work, her lesson preparation demands, and her use of digital tools to support teaching. These features made her a suitable case for examining how one teaching assistant experienced and came to view her work in a language teaching context.

Data Collection

Data were generated through a semi-structured interview with Thuy in Vietnamese. The interview, conducted in June 2025, lasted approximately two hours and was audio-recorded with her written consent. The interview covered a range of topics, including her reasons for joining ELTA, the application and training process, her classroom experiences, lesson preparation, workload, and reflections on the support available to her. The semi-structured format allowed the interview to remain focused on the study's broad interests while also giving space for Thuy to elaborate on issues that were salient in her own experience (Creswell & Creswell, 2017; Malterud, 2001; Schwandt, 1998).

This flexible format was important because it enabled the participant not only to describe what she did, but also to reflect on how she understood and felt about her role. As a result, the interview generated narrative data that were suitable for interpretive analysis. At the same time, the study is based on one extended interview only and does not include triangulation through classroom observation, documents,

lesson plans, or follow-up interviews. Accordingly, the study does not aim to reconstruct practice from multiple sources but aims to offer a bounded account of how one participant narrated and interpreted her experience.

Data Analysis

The interview data were analyzed thematically through an iterative process informed by Braun and Clarke (2022) and guided by the sensemaking framework (Table 1). Analysis proceeded in four stages. First, the transcript was read repeatedly, and analytic notes were recorded to identify salient events, concerns, and reflections in Thuy's case. Second, descriptive codes were generated close to the participant's language. Third, related codes were compared, refined, and grouped into broader interpretive patterns. At this stage, the sensemaking framework served as a sensitizing lens for considering how Thuy interpreted her role, reframed its challenges, and positioned digital tools within her work (Phan, 2023; Weick et al., 2005). Finally, the themes were reviewed against the full transcript and the research question to ensure that they remained distinct and grounded in the case. Coding was primarily data-driven, while the sensemaking framework informed the interpretation and organization of the themes rather than predetermining them. As the sole author, I conducted the interview, coding, and theme development. The interview was conducted in Vietnamese, and selected excerpts were translated into English by the author, with ChatGPT Plus and the free version of Grammarly used only to support wording and proofreading.

Table 1

Illustration of Code and Theme Development (Source: Author's Own Creation)

Illustrative Excerpt	Initial Descriptive Code	Focused Interpretive Code	Final Theme
"I see myself as a teacher rather than a TA... I was the one who developed the syllabus... I also designed my own lessons and classroom activities... I was doing everything myself."	Self-positioning as a teacher; independent syllabus and lesson design; leading the class with limited support	Interpreting the role through enacted responsibilities rather than the formal title	Assistantship beyond the title
"When designing activities... I still had to create the slides... If teaching itself is tiring at level one, then preparation is tiring at level ten."	Time-intensive preparation; hidden work behind classroom teaching; extensive activity design	Recognizing preparation as a major component of pedagogical responsibility	Assistantship beyond the title
"In ELTA... I had to build everything from scratch... I found it very challenging, but also very rewarding."	Building lessons independently; managing larger classes; experiencing challenge and reward	Reframing demanding work as a formative teaching experience	Learning to teach through challenge and responsibility

"Before I joined ELTA, I had absolutely no experience leading a class on my own... It made me feel much more confident... that experience made me more independent."	Gaining confidence; becoming independent; learning through classroom responsibility	Interpreting challenge as a source of professional growth and self-reliance	Learning to teach through challenge and responsibility
"I felt free to try things I had never done before... whenever I had an idea, I would try it... It was demanding, but it still brought me a lot of meaning."	Experimenting with new activities; instructional freedom; adapting to student responses	Developing confidence and flexibility through pedagogical experimentation	Learning to teach through challenge and responsibility
"If I had searched for the information myself, it would have taken a great deal of time, but when I used ChatGPT, it was much more efficient."	Saving preparation time; generating relevant lesson content; using student and topic information	Positioning GenAI as practical support for managing lesson preparation	Digital support for carrying the work forward
"ChatGPT consistently gave me suggested questions that matched exactly what I wanted, based on the country I was teaching."	Generating context-specific questions; organizing multicultural lesson content	Using GenAI to support pedagogical adaptation and lesson organization	Digital support for carrying the work forward
"The activities I used in class were about fifty-fifty: fifty percent I created by myself, and fifty percent I adapted from websites. As for the questions, I built them all myself, with reference to ChatGPT."	Combining self-created and adapted materials; selectively consulting GenAI; retaining control over question design	Integrating digital resources while maintaining pedagogical authorship and responsibility	Digital support for carrying the work forward

Note. The excerpts have been shortened for presentation while retaining the participant's original meaning. Initial descriptive codes remained close to the participant's language, whereas focused interpretive codes captured the broader patterns used to develop the final themes.

Findings

Three themes captured how Thuy interpreted her role and experience in ELTA: Assistantship beyond the formal title, learning to teach through challenge and responsibility, and digital support for carrying the work forward.

Assistantship Beyond the Title

The first theme concerns the gap Thuy perceived between the formal title of TA and the work she carried out. Thuy reflected on what she had originally thought a TA was supposed to do. In her understanding, a TA was someone who supported the teacher, while the teacher remained responsible for leading the class. Against that expectation, ELTA came as a surprise because the work extended far beyond the support role she had imagined. As she put it: *"I see myself as a teacher rather than a TA."* She explained this not as a matter of title preference, but as a response to the work she was actually doing:

"I was the one who developed the syllabus."

"I also designed my own lessons and classroom activities."

"I was not supporting anyone. I was doing everything myself."

These statements suggest that Thuy did not simply describe a mismatch between title and practice. She also reinterpreted the meaning of assistantship through the work she was required to carry out. In her account, assistantship became important not as support for another teacher, but as a form of independent classroom responsibility closer to teaching than she had initially expected. Her sensemaking of the role was also shaped by the hidden labor involved in preparation. Speaking about activity design for children, she said: *"If teaching itself is tiring at level one, then preparation is tiring at level ten."* The TA role became formative to her through the intensity of planning, lesson building, and activity design. In Thuy's account, assistantship was not experienced as a light or secondary form of participation, but as demanding pedagogical work that exceeded the ordinary expectation attached to the title.

Learning to Teach Through Challenge and Responsibility

The second theme traces how Thuy came to understand teaching through increasing responsibility and classroom challenge. ELTA became a setting in which she had to understand teaching not abstractly, but through the practical demands of doing it. Her reflections on training already point in this direction. She described the online modules as covering classroom management, interaction with children, the goals of the program, and practical guidance for handling difficulties. She also recalled that one of the training videos showed an ELTA standing in front of the class, while the in-person training included practical activities and examples that could be applied directly in teaching. These details suggest that, even before she entered the classroom, the role was already positioned as more than simple assistance. At the same time, Thuy understood the actual work of ELTA as more demanding than she had expected. Reflecting on the difference between ELTA and another teaching context, she said:

"In ELTA, however, I had to build everything from scratch."

"The classes were also larger, with around 25 students."

"I found it very challenging, but also very rewarding."

For Thuy, these tasks marked a shift toward a level of responsibility she had not previously carried independently. This is even clearer in the way she reflected on confidence and growth:

"Before I joined ELTA, I had absolutely no experience leading a class on my own."

"The experience in ELTA helped me a lot. It made me feel much more confident."

"That experience made me more independent."

Thuy interpreted it as formative. She acknowledged that classroom management was one of her weakest areas and that she sometimes felt she lacked authority with students. Yet she did not stop at describing weakness. She reinterpreted the experience as one that pushed her toward confidence, flexibility, and independence. In this sense, the meaning of teaching in her account did not come from formal recognition as a teacher. It emerged through the responsibility of planning lessons, responding to classroom dynamics, and continuing despite difficulty. This meaning-making was reinforced by the freedom she experienced in lesson design. As she explained:

"I felt free to try things I had never done before."

"Whenever I had an idea, I would try it, and then the students liked it."

"It was demanding, but it still brought me a lot of meaning."

These comments suggest that joining ELTA became a space where Thuy could test ideas, try unfamiliar activities, and discover what teaching meant to her. Through this process, the challenge was not simply endured but also reworked into a source of personal and professional meaning.

Digital Support for Carrying the Work Forward

The third theme focuses on the practical role of digital support in her lesson preparation and classroom work. Digital tools became practical resources that helped her continue doing work that was already demanding in terms of planning, activity design, and content preparation. Among these tools, ChatGPT played a particularly important role. Thuy described it as useful first of all because it reduced the time and effort needed to prepare lessons:

"If I had searched for the information myself, it would have taken a great deal of time, but when I used ChatGPT, it was much more efficient."

"It generated lesson content that matched my intentions very well."

Her words suggest that digital support acquired meaning in a specifically practical way. ChatGPT became part of her everyday lesson preparation. This was visible in her multicultural lessons. Thuy explained that when teaching about a new country, she wanted students to learn basic information while also making connections to Taiwan. In that process, ChatGPT helped her shape the lesson more coherently:

"ChatGPT consistently gave me suggested questions that matched exactly what I wanted, based on the country I was teaching."

Digital support helped her frame content pedagogically by supporting question design and lesson organization. In this sense, ChatGPT became part of how she made the work manageable and teachable. At the same time, Thuy did not present her use of ChatGPT as passive or unquestioning. She remained clear about her own responsibility:

"I still had to double-check all the information ChatGPT gave me."

"I always verified it carefully to make sure the information I shared with the students was accurate."

Even when using GenAI, she continued to understand herself as responsible for what entered the classroom. Thuy also drew on other online resources for slides and activities:

"The activities I used in class were about fifty-fifty: fifty percent I created by myself, and fifty percent I adapted from websites."

"As for the questions, I built them all myself, with reference to ChatGPT."

She did not simply copy available materials. Instead, she combined her own ideas, adapted outside resources, and used ChatGPT selectively as support. In her account, digital tools functioned as practical supports within lesson preparation.

Discussion

Thuy's account raises three points for discussion: the relationship between formal title and enacted responsibility, the role of challenge in learning to teach, and the practical use of digital support. These points are interpreted as features of one participant's experience rather than as a general account of ELTA.

First, in Thuy's placement, she came to understand assistantship through the responsibilities she carried rather than through the formal title alone. In Thuy's case, assistantship became salient through syllabus design, lesson preparation, classroom leadership, and the practical absence of sustained support in the classroom. This argument supports earlier research suggesting that assistant roles in educational settings may involve forms of pedagogical work that exceed the expectations attached to their official designation (Ghanem, 2018; Robertson & Yazan, 2022; Trent, 2014; Young & Bippus, 2008). At the same time, the present study adds a different emphasis. Rather than focusing primarily on role structure itself, it shows how one participant

interpreted that structure and viewed the mismatch between title and practice. In this respect, the case suggests that TAs may not only perform more work than their title implies, but may also have to interpret that discrepancy as part of their everyday professional experience (Phan, 2023).

Second, Thuy gradually reframed challenge and responsibility as part of learning to teach. Thuy entered ELTA without prior experience independently leading a full class, yet her account shows that she gradually came to understand teaching through the demands of planning, adapting, and sustaining classroom activity. This point resonates with studies suggesting that assistants often learn through doing when institutional preparation does not fully match classroom realities (Soler & Tecedor, 2018; Young & Bippus, 2008). For Thuy, difficulty did not remain only a burden. She reworked it into a source of confidence, flexibility, and independence. In this respect, the case supports the usefulness of the sensemaking framework, which helps illuminate how individuals assign meaning to uncertain or demanding circumstances and use that meaning to orient further action (Mills et al., 2010; Phan, 2022a; Phan, 2023; Weick et al., 2005).

Third, Thuy positioned digital support as a practical means of carrying her teaching-related work forward. ChatGPT and other online resources were useful because they helped Thuy generate lesson ideas, organize culturally themed content, design questions, and prepare classroom materials more efficiently. At the same time, she remained responsible for checking accuracy and shaping the final lesson content. This suggests that digital support did not displace pedagogical judgment. Rather, it functioned as a scaffold that made demanding work more manageable while leaving responsibility with the participant. This interpretation is consistent with recent scholarship suggesting that AI can support teachers not only in instructional delivery but also in planning, feedback, access to resources, and adaptation to new professional roles (Chiu et al., 2022; Ji et al., 2023). It also aligns with research indicating that AI use may strengthen teachers' sense of competence, efficiency, and professional development when they are able to integrate such tools meaningfully into their work (Ng et al., 2023; Tammets & Ley, 2023). From this perspective, Thuy's use of GenAI can be understood not simply as technical assistance but as part of how she sustained her work under pressure and made that work more manageable. At the same time, Satvati et al. (2025) remind us that AI integration may also reshape how teachers understand their place in educational settings, including their responsibilities, their relationships with institutional expectations, and their sense of professional worth.

The case also suggests practical implications for how teaching assistantship is supported in bilingual education contexts. If some ELTA placements involve

responsibilities similar to those described by Thuy, clearer role communication and more practical preparation may be helpful. Thuy's case points particularly to the possible value of support in lesson design, classroom management, and the responsible use of digital tools. More specifically, TAs may benefit from preparation that goes beyond general orientation and includes clearer discussion of role expectations, more practical support in lesson design and classroom management, and greater recognition of the workload involved in preparing and carrying out classroom teaching. Although this study does not allow broad conclusions about ELTA as a whole, it does suggest that the practical enactment of such programs may involve forms of work that are not fully captured by official descriptions of assistance. In this respect, the case offers a modest but useful ground-level view of Taiwan's bilingual education context, where programs such as ELTA are often framed as collaborative mechanisms for strengthening English exposure and supporting schools within broader reform efforts (Jade, 2025; Tsai & Yen, 2025).

Conclusion

This single-case study offers a bounded account of how Thuy interpreted her work in one ELTA placement. Her account suggests that, in this setting, the formal label of assistantship did not fully capture the responsibilities she assumed, while digital tools helped her manage those responsibilities without replacing her judgment. Because the study relies on one retrospective interview, the findings should be read as an interpretation of her account rather than as a description of ELTA more generally. Future research could compare placements and draw on observations, documents, or follow-up interviews to consider how role expectations and digital support are experienced across school contexts.

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CRedit Authorship Contribution Statement

Bich Ngoc Nguyen: Conceptualization, Methodology, Validation, Formal Analysis, Investigation, Resources, Data Curation, Writing – Original Draft, Writing – Review & Editing

Generative AI Use Disclosure Statement

I confirm that I used ChatGPT Plus version 5.4 and Grammarly free version to assist with grammar checking and to ensure the clarity and correctness of the English language used throughout this paper. These tools were applied solely to support language refinement and did not contribute to the generation of original research content or analysis.

Ethics Declarations

World Medical Association (WMA) Declaration of Helsinki–Ethical Principles for Medical Research Involving Human Participants

This study followed the ethical principles of the Belmont Report (1979), emphasizing respect for persons, beneficence, and justice. The participant was fully informed about the purpose of the research, participation was voluntary, and anonymity and confidentiality were ensured. Data collection was conducted with fairness, care for the participants' well-being, and protection of their rights throughout the research process. The participant included in this study provided informed consent.

Competing Interests

The author declares no conflicts of interest.

Data Availability

The data of this study are available on request from the corresponding author.

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