**Supplementary Material A. Student Engagement Profile for the Entire Data**

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| Original posts | | | |  | Replies | | |
| Sections | Total1 | Per discussion2 | Per post3 |  | Total1 | Per discussion2 | Per reply3 |
| Summer\_1 | 312 | 21 | 226.8 |  | 486 | 32 | 56.1 |
| Summer\_2 | 321 | 21 | 248.2 |  | 435 | 28 | 65.2 |
| Summer\_3 | 252 | 16 | 202.1 |  | 371 | 23 | 57.4 |
| Summer\_total | 885 | 19.3 | 225.7 |  | 1292 | 27.6 | 59.5 |
| Fall\_1 | 266 | 18 | 217.4 |  | 370 | 23 | 50.1 |
| Fall\_2 | 256 | 17 | 201.8 |  | 367 | 23 | 46.4 |
| Fall\_3 | 220 | 14 | 170.4 |  | 278 | 18 | 44.7 |
| Fall\_total | 742 | 16.3 | 196.5 |  | 1015 | 21.3 | 47.1 |
| Winter\_2 | 201 | 22 | 312.2 |  | 325 | 33 | 149.8 |
| Winter\_3 | 181 | 20 | 238.6 |  | 304 | 33 | 97.8 |
| Winter\_4 | 177 | 19 | 254.6 |  | 412 | 46 | 128.5 |
| Winter\_total | 559 | 20.3 | 268.5 |  | 1041 | 37.3 | 125.4 |

*Notes*. 1Participants were required to both post and reply at least once per discussion in a total of nine discussions in winter 2020 and 15 discussions in the other courses. 2The average number of original posts and replies per discussion. 3The average number of words per each original post and reply.

**Supplementary Material B. Prompt Types and Examples**

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| Prompt types | Discussions | Specific goals | Example directions |
| Sharing previous teaching practices | M1. Reaction to tech experts’ videos  M4. Generating interest in a topic  M7. Teaching speaking in large classes | Share *previous* teaching practices with/without tech tools | *Please share with us how you use these tools and any insights you might have gained from such experiences.* (M1)  *How do you teach speaking in large classes?* (M7) |
| Implementing new tech tools into their own teaching | M2. Using tech to teach vocabulary  M5. Using tech to teach writing  M6. Sharing a listening activity | Discuss perspectives on tech tools from the lecture  *Plan to implement* tech tools from the lecture into their own teaching | *Please share your insights regarding the resources and how you might be able to use them in your teaching.* (M2)  *Which uses of technology covered in the lecture would you like to implement in your teaching practice? Why?* (M5)  *Explore the websites that were introduced in the lecture, and share a listening activity, including pre-, during, and post-listening activities.* (M6) |
| Reporting results | M3. Exploring COCA  M8. Sharing your portfolio of projects | Report an artifact to other participants | *Practice the five basic functions in COCA and share your results with other peers.* (M3)  *Create a portfolio of your previous assignments and share it with your classmates.* (M8) |

*Note.* Type 1 focuses on previous teaching practices, whereas Type 2 asks participants to identify potentially useful resources from the lecture and plan to use them for their teaching.

**Supplementary Material C. Example Responses**

*(1) Expressing Appreciation*

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| ***Simple appreciation for sharing ideas***   * Thank you for sharing your posts and findings.   ***Compliment with positive feedback and evaluation***   * I think it is a great idea to consider reading activities with the “News Pyramid.” In this way, they are encouraged to read the news, both international and local … I think this may lead them to develop their critical thinking, …   ***Encouragement***   * I see you are very up to date personand you use nearly all useful websites which can help you in your classroom. Your recommended websites are really interesting and convenient to use. |
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*(2) Initiating Engagement*

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| ***Ask for clarification***   * I am wondering, do you prepare a rubric for your students, so they know how different points should look like or do they get descriptive feedback or something else?   ***Request additional information***   * Do you use any specific apps or websites for teaching phonetics and phonology? I’m especially interested in teaching intonation, and I would love to know more about it!   ***Ask probing questions***   * May I know what class, grade, or level, your students are? Judging from the topic, are your students are higher-education students preparing for their graduation? Do you think this topic will be applicable when teaching adults? Additionally, would you discuss the idioms mentioned in the ESL-lab? Because for some ESL learners might find it hard to logic and translate idioms into their first language.   ***Prompt actions***   * I wonder if you could add the link so we could see what audio you are working with. |
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*(3) Showing Empathy/Sense of Community*

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| ***Sharing challenges/constraints***   * I totally understand the difficulty you face in applying technology in teaching while you don’t have the internet connection at school. I hope that the situation will get better in the near future.   ***Sharing teaching methods/perspectives***   * I see that you use similar resources I do in class!   ***Expressing a sense of community***   * I also found the verb POS being more frequent than both the adjectives and nouns. It’s reassuring to see we all have chosen words that act similarly, we must all be thinking along the same lines. |
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