



Universiteit
Leiden

The Netherlands

Maintaining self while adapting: Chinese foreign language teachers' identity development in an intercultural context

Liu, X.

Citation

Liu, X. (2025, September 3). *Maintaining self while adapting: Chinese foreign language teachers' identity development in an intercultural context*. *ICLON PhD Dissertation Series*. Retrieved from <https://hdl.handle.net/1887/4259642>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/4259642>

Note: To cite this publication please use the final published version (if applicable).



- Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27(2), 308–319. <https://doi.org/10.1016/j.tate.2010.08.013>
- Alsop, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Routledge.
<https://doi.org/10.4324/9781410617286>
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109.
<https://doi.org/10.1017/S0261444803001903>
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107–128. <https://doi.org/10.1016/j.tate.2003.07.001>
- Bennett, M.J. (2004). Becoming interculturally competent. In Wurzel, J.S. (Ed.), *Toward Multiculturalism: A Reader in Multicultural Education* (pp. 62–770). Newton, MA: Intercultural Resource Corporation. https://www.idrinstitute.org/wp-content/uploads/2018/02/becoming_ic_competent.pdf.
- Bukor, E. (2015). Exploring teacher identity from a holistic perspective: Reconstructing and reconnecting personal and professional selves. *Teachers and teaching*, 21(3), 305–327.
- Bense, K. (2016). International teacher mobility and migration: A review and synthesis of the current empirical research and literature. *Educational Research Review*, 17, 37–49.

- Barkhuizen, G. (2016). Narrative approaches to exploring language, identity, and power in language teacher education. *RELC Journal*, 47(1), 25–42. <https://doi.org/10.1177/003368821663122>
- Beijaard, D., & Meijer, P. C. (2017). Developing the personal and professional in making a teacher identity. *The SAGE handbook of research on teacher education*, 1, 177–192.
- Barkhuizen, G. (2017). Language teacher identity research: An introduction. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 1–12). Routledge.
- Brenner, P.S., Serpe, R.T., & Stryker, S. (2018). Role-specific self-efficacy as precedent and product of the identity model. *Sociological Perspectives*, 61(1), 57–80. <https://doi.org/10.1177/0731121417697306>
- Brunetti, G. J., & Marston, S. H. (2018). A trajectory of teacher development in early and mid-career. *Teachers and Teaching. Theory and Practice*, 24(8), 874–892. <https://doi.org/10.1080/13540602.2018.1490260>
- Beijaard, D. (2019). Teacher learning as identity learning: Models, practices, and topics. *Teachers and Teaching*, 25(1), 1–6.
- Chan, C. K. K., & Rao, N. (Eds.). (2009). *Revisiting the Chinese learner: Changing contexts, changing education*. Hong Kong: Springer/Comparative Education Research Centre. <https://doi.org/10.1007/978-90-481-3840-1>.

- Canrinus, E.T., Helms - Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2011). Profiling teachers' sense of professional identity. *Educational Studies*, 37(5), 593 – 608.
<https://doi.org/10.1080/03055698.2010.539857>
- Casinader, N. (2014). *Culture, Transnational Education and Thinking: case studies in global schooling*. Milton Park, Abingdon: Routledge.
- Clarke, V., & Braun, V. (2016). Thematic analysis. The journal of positive. *Psychology*, 12 (3), 297–298.
<https://doi.org/10.1080/17439760.2016.1262613>
- Carrillo, C., & Flores, M.A. (2017). Veteran teachers' identity: What does the research literature tell us? *Cambridge Journal of Education*, 48(5), 639–656.
<https://doi.org/10.1080/0305764X.2017.1394982>
- Creswell, J.W., & Poth, C.N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2013). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, 32(4), 601e616. <https://doi.org/10.1080/01411920600775316>
- De Costa, P. I., & Norton, B. (Eds.). (2017). Transdisciplinarity and language teacher identity [special issue]. *The Modern Language Journal*, 101(1), 3–14. <https://doi.org/10.1111/modl.12368>
- De Costa, P. I., & Norton, B. (2017). Introduction: Identity, transdisciplinarity, and the good language teacher. *The*

- Modern Language Journal*, 101(S1), 3–14. <https://doi.org/10.1111/modl.12368>
- Dimitrieska, V. (2024). Language teacher identity construction: Reflective conversation. *Journal of Language, Identity and Education*, 23(5), 771–786. <https://doi.org/10.1080/15348458.2022.2054418>
- Edwards, E., & Burns, A. (2016). Language teacher-researcher identity negotiation: An ecological perspective. *Tesol Quarterly*, 50(3), 735–745. <https://www.jstor.org/stable/44984710>.
- Elstein, D. (2009). The authority of the master in the analects. *Philosophy East and West*, 59, 142–172. <https://www.jstor.org/stable/40213565>.
- Fackler, S., Malmberg, L.-E., & Sammons, P. (2021). An international perspective on teacher self-efficacy: Personal, structural and environmental factors. *Teaching and Teacher Education*, 99, Article 103255. <https://doi.org/10.1016/j.tate.2020.103255>
- Friesen, M. D., & Besley, S. C. (2013). Teacher identity development in the first year of teacher education: A developmental and social psychological perspective. *Teaching and Teacher Education*, 36, 23–32.
- Fichtner, F., & Chapman, K. (2011). The cultural identities of foreign language teachers. *L2 Journal*, 3(1). <https://doi.org/10.5070/L2319072>
- Galman, S. (2009). Doth the lady protest too much? Pre-Service teachers and the experience of dissonance as a catalyst for

- development. *Teaching and Teacher Education*, 25(3), 468–481. <https://doi.org/10.1016/j.tate.2008.08.002>
- Gholami, K., Faraji, S., Meijer, P. C., & Tirri, K. (2021). Construction and deconstruction of student teachers' professional identity: A narrative study. *Teaching and Teacher Education*, 97, Article 103142. <https://doi.org/10.1016/j.tate.2020.103142>
- Gong, Y. F., Lai, C., & Gao, X. A. (2022). Language teachers' identity in teaching intercultural communicative competence. *Language Culture and Curriculum*, 35(2), 134–150. <https://doi.org/10.1080/07908318.2021.1954938>
- Gong, Y. (Frank), & Gao, X. (Andy). (2024). Language teachers' identity tensions and professional practice in intercultural teaching. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688241241125>.
- Ho, D. Y. F., & Ho, R. T. H. (2008). Knowledge is a dangerous thing: Authority relations, ideological conservatism, and creativity in Confucian-heritage cultures. *Journal for the Theory of Social Behaviour*, 38(1), 67–86. <https://doi.org/10.1111/j.1468-5914.2008.00357.x>
- Hu, R., & Smith, J. J. (2011). Cultural perspectives on teaching and learning: A collaborative self-study of two professors' first year teaching experiences. *Studying Teacher Education*, 7(1), 19–33. <https://doi.org/10.1080/17425964.2011.558347>
- Harun, R. N. S. R. (2019). The construction and reconstruction of ESL student teachers' professional identity. *Studies in English Language and Education*, 6(1), 1–12.

- Hanna, F., Oostdam, R., Severiens, S.E., & Zijlstra, B.J. (2019). Domains of teacher identity: A review of quantitative measurement instruments. *Educational Research Review*, 27, 15–27. <https://doi.org/10.1016/j.edurev.2019.01.003>
- Jeongyeon, K., & Young, S. H. (2020). Negotiation of emotions in emerging language teacher identity of graduate instructors. *System*, 95, 1–10. <https://doi.org/10.1016/j.system.2020.102365>
- Kabilan, M. K. (2013). A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of professional development. *Teaching and Teacher Education*, 36, 198–209. <https://doi.org/10.1016/j.tate.2013.07.013>
- Kayi-Aydar H. (2015). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, 45, 94–103. <https://doi.org/10.1016/j.tate.2014.09.009>
- Karimi, M. N., & Mofidi, M. (2019). L2 teacher identity development: An activity theoretic perspective. *System*, 81, 122–134. <https://doi.org/10.1016/j.system.2019.02.006>
- Kaya, M. H., & Dikilitas, K. (2019). Constructing, reconstructing and developing teacher identity in supportive contexts. *Asian EFL Journal*, 21(1), 58–83.
- Kelchtermans, G. (2018). *Professional self-understanding in practice: Narrating, navigating and negotiating*. Research on teacher identity: Mapping challenges and innovations, 229–240. https://doi.org/10.1007/978-3-319-93836-3_20

- Korthagen, F. A., & Evelein, F. G. (2016). Relations between student teachers' basic needs fulfillment and their teaching behavior. *Teaching and Teacher Education*, 60, 234–244. <https://doi.org/10.1016/j.tate.2016.08.021>
- Leeman, Y., Nieveen, N., de Beer, F., & Van der Steen, J. (2020). Teachers as curriculum- makers: The case of citizenship education in Dutch schools. *Curriculum Journal*, 31(3), 495–516. <https://doi.org/10.1002/curj.21>
- Levy, J., & Wubbels, T. (2005). Do you know what you look like?: Interpersonal relationships in education. Routledge.
- Liao, W., Yuan, R., & Zhang, H. (2017). Chinese language teachers' challenges in teaching in US public schools: A dynamic portrayal. *Asia-Pacific Education Researcher*, 26(6), 369–381. <https://doi.org/10.1007/s40299-017-0356-z>
- Li, W. (2022). Unpacking the complexities of teacher identity: Narratives of two Chinese teachers of English in China. *Language Teaching Research*, 26(4), 579–597. <https://doi.org/10.1177/1362168820910955>
- Liu, X., Mearns, T., & Admiraal, W. (2023). Teacher-student relationship as a lens to explore teacher identity in an intercultural context. *Teaching and Teacher Education*, 136, Article 104379. <https://doi.org/10.1016/j.tate.2023.104379>
- Liu, X., Mearns, T., & Admiraal, W. (2024). “For me, it is important to maintain self while adapting.” Understanding Chinese foreign language teachers' identity in an intercultural context.

Asia Pacific Journal of Education, 1–19.

<https://doi.org/10.1080/02188791.2024.2342550>

Mockler, N. (2011). Beyond “what works”: Understanding teacher identity as a practical and political tool. *Teachers and Teaching: Theory and Practice*, 17(5), 517–528.

<https://doi.org/10.1080/13540602.2011.602059>

Moloney, R., & Xu, H. (2015). Transitioning beliefs in teachers of Chinese as a foreign language: An Australian case study.

Cogent Education, 2(1), Article 1024960. [https://](https://doi.org/10.1080/2331186X.2015.1024960)

doi.org/10.1080/2331186X.2015.1024960

Moradkhani, S., & Ebadijalal, M. (2024). Professional identity development of Iranian EFL teachers: Workplace conflicts and identity fluctuations. *Journal of Language, Identity and Education*, 23(2), 256–270. <https://doi.org/10.1080/15348458.2021.1988605>

Mockler, N. (2011). Beyond ‘what works’: Understanding teacher identity as a practical and political tool. *Teachers and teaching*, 17(5), 517–528. <https://doi.org/10.1080/13540602.2011.602059>

Moloney, R.A. (2013). Providing a bridge to intercultural pedagogy for native speaker teachers of Chinese in Australia. *Language, Culture & Curriculum*, 26(3), 213–228.

<https://doi.org/10.1080/07908318.2013.829081>

Moloney, R., & Xu, H. (2015). Transitioning beliefs in teachers of Chinese as a foreign language: An Australian case study.

- Cogent Education*, 2(1), Article 1024960. <https://doi.org/10.1080/2331186X.2015.1024960>
- Mertens, D.M. (2019). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.
- Moloney, R., & Xu, H.L. (Eds.). (2016). Exploring innovative pedagogy in the teaching and learning of Chinese as a foreign language (Vol. 15). Springer. <https://doi.org/10.1007/978-981-287-772-7>
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412–446.
<https://doi.org/10.1017/S0261444811000309>
- Nguyen, C. D. (2016). Metaphors as a window into identity: A study of teachers of English to young learners in vietnam. *System*, 60, 66–78. <https://doi.org/10.1016/j.system.2016.06.004>
- Ospina, N. S., & Medina, S. L. (2020). Living and teaching internationally: Teachers talk about personal experiences, benefits, and challenges. *Journal of Research in International Education*, 19(1), 38–53.
<https://doi.org/10.1177/1475240920915013>
- Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELJ Journal*, 47(1), 5–23.
<https://doi.org/10.1177/0033688216631219>

- Pillen, M., Beijaard, D., & Den Brok, P. (2013). Professional identity tensions of beginning teachers. *Teachers and teaching*, 19(6), 660–678. <https://doi.org/10.1080/13540602.2013.827455>
- Pillen, M. T., Den Brok, P. J., & Beijaard, D. (2013). Profiles and change in beginning teachers' professional identity tensions. *Teaching and Teacher Education*, 34, 86–97. <https://doi.org/10.1016/j.tate.2013.04.003>
- Reeves, J. (2009). Teacher investment in learner identity. *Teaching and Teacher Education*, 25(1), 34–41. <https://doi.org/10.1016/j.tate.2008.06.003>
- Rodgers, C. R., & Scott, K. H. (2008). *The development of the personal self and professional identity in learning to teach*. In Handbook of research on teacher education (pp. 732–755). Routledge.
- Ruohotie-Lyhty, M. (2013). Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work. *Teaching and Teacher Education*, 30, 120–129.
- Reeves, J. (2018). Teacher identity. In J. I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching*. John Wiley and Sons. <https://doi.org/10.1002/9781118784235.eelt0268>
- Reeves, J. (2018). Teacher identity work in neoliberal schooling spaces. *Teaching and Teacher Education*, 72, 98–106. <https://doi.org/10.1016/j.tate.2018.03.002>
- Rosenfeld, I., Yemini, M., & Mamlok, D. (2022). Agency and professional identity among mobile teachers: How does the

- experience of teaching abroad shape teachers' professional identity? *Teachers and Teaching*, 28(6), 668–689.
[https://doi.org/ 10.1080/13540602.2022.2097216](https://doi.org/10.1080/13540602.2022.2097216)
- Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In Denicolo, P.M., & Kompf, M. (Eds.), *Connecting Policy and Practice: Challenges for Teaching and Learning in Schools and Universities* (pp. 5–21). Routledge.
<https://doi.org/10.4324/9780203012529>
- Sercu, L. (2006). The foreign language and intercultural competence teacher: The acquisition of a new professional identity. *Intercultural Education*, 17(1), 55–72.
<https://doi.org/10.1080/14675980500502321>
- Schreier, M. (2012). *Qualitative content analysis in practice*. Sage publications.
- Schreier, M. (2014). Qualitative content analysis. In U. Flick (Ed.), *The Sage handbook of qualitative data analysis* (pp. 170–183). London: Sage. [https://doi.org/10.4135/ 9781446282243](https://doi.org/10.4135/9781446282243).
- Serbes, M. (2017). Teaching abroad: Why teachers prefer teaching overseas. *International Journal of Social Sciences & Educational Studies*, 4(3), 182–186. <https://doi.org/10.23918/ijsses.v4i3p182>
- Sun, D. (2012). “Everything goes smoothly”: A case study of an immigrant Chinese language teacher’s personal practical knowledge. *Teaching and Teacher Education*, 28 (5), 760–767. <https://doi.org/10.1016/j.tate.2012.03.002>

- Sun, X., Pennings, H. J., Mainhard, T., & Wubbels, T. (2019). Teacher interpersonal behavior in the context of positive teacher-student interpersonal relationships in East Asian classrooms: Examining the applicability of western findings. *Teaching and Teacher Education*, 86, Article 102898. <https://doi.org/10.1016/j.tate.2019.102898>
- Skinner, B., Leavey, G., & Rothi, D. (2021). Managerialism and teacher professional identity: Impact on well-being among teachers in the UK. *Educational review*, 73(1), 1–16.
- Tao, J. T., & Gao, X. A. (2018). Identity constructions of ESP teachers in a Chinese university. *English for Specific Purposes*, 49, 1–13. <https://doi.org/10.1016/j.esp.2017.09.003>
- Taylor, L. A. (2017). How teachers become teacher researchers: Narrative as a tool for teacher identity construction. *Teaching and Teacher Education*, 61, 16–25.
- Tao, J. T., & Gao, X. A. (2018). Identity constructions of ESP teachers in a Chinese university. *English for Specific Purposes*, 49, 1–13. <https://doi.org/10.1016/j.esp.2017.09.003>
- Trent, J. (2020). Wither teacher professional development? The challenges of learning teaching and constructing identities across boundaries in China. *Asia Pacific Journal of Education*, 40(3), 315–329. <https://doi.org/10.1080/02188791.2020.1717438>
- Van Lankveld, T., Schoonenboom, J., Volman, M., Croiset, G., & Beishuizen, J. (2017). Developing a teacher identity in the university context: A systematic review of the literature.

- Higher Education Research and Development*, 36(2), 325–342. <https://doi.org/10.1080/07294360.2016.1208154>
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity and Education*, 4(1), 21–44. https://doi.org/10.1207/s15327701jlie0401_2
- Villegas, D. F. M., Varona, W. H., & Sanchez, A. G. (2020). Student teachers' identity construction: A socially-constructed narrative in a second language teacher education program. *Teaching and Teacher Education*, 91, Article 103055.
- Weedon, C. (1997). Feminist practice and poststructuralist theory (2nd ed.). Blackwell.
- Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, 33(1), 53–64. <https://doi.org/10.1080/1359866052000341124>
- Wubbels, T., Den Brok, P., Veldman, I., & van Tartwijk, J. (2006). Teacher interpersonal competence for Dutch secondary multicultural classrooms. *Teachers and Teaching: Theory and Practice*, 12(4), 407–433. <https://doi.org/10.1080/13450600600644269>
- Walters, L. M., Garii, B., & Walters, T. (2009). Learning globally, teaching locally: Incorporating international exchange and intercultural learning into pre-service teacher training. *Intercultural Education*, 20(sup1), S151–S158. <https://doi.org/10.1080/14675980903371050>. London, England.

- Wubbels, T., Den Brok, P., Tartwijk, J. V., & Levy, J. (2012). *Interpersonal relationships in education. An overview of contemporary research*. Rotterdam: Sense Publishers.
<https://doi.org/10.1007/978-94-6091-939-8>
- Wang, D., Moloney, R., & Li, Z. (2013). Towards Internationalizing the Curriculum: A case study of Chinese language teacher education programs in China and Australia. *Australian Journal of Teacher Education*, 38(9), 116–135.
<https://doi.org/10.14221/ajte.2013v38n9.8>
- Wang, L., & Du, X.Y. (2014). Chinese teachers' professional identity and beliefs about the teacher-student relationships in an intercultural context. *Frontiers of Education in China*, 9(3), 429–455. <https://doi.org/10.1007/BF03397030>
- Wang, L., & Du, X. Y. (2016). Chinese language teachers' beliefs about their roles in the Danish context. *System*, 61, 1–11.
<https://doi.org/10.1016/j.system.2016.06.009>
- Willemse, T.M., Ten Dam, G., Geijssel, F., Van Wessum, L., & Volman, M. (2015). Fostering teachers' professional development for citizenship education. *Teaching and Teacher Education*, 49, 118–127.
<https://doi.org/10.1016/j.tate.2015.03.008>
- Wei, M., Zhou, Y., Barber, C., & Den Brok, P. (2015). Chinese students' perceptions of teacher–student interpersonal behavior and implications. *System*, 55, 134–144.
<https://doi.org/10.1016/j.system.2015.09.007>

- Wubbels, T. (2015). A cross-cultural perspective on classroom management. *Research in International Education*, 261–275. <https://doi.org/10.4135/9781473943506>
- Yang, J. (2019). Understanding Chinese language teachers' beliefs about themselves and their students in an English context. *System*, 80, 73–82. <https://doi.org/10.1016/j.system.2018.10.014>
- Yazan, B. (2018). A conceptual framework to understand language teacher identities. *Journal of Second Language Teacher Education*, 1(1), 21–48. <https://doi.org/10.1558/slte.24908>
- Ye, W., & Edwards, V. (2018). Confucius institute teachers in the UK: Motivation, challenges, and transformative learning. *Race, Ethnicity and Education*, 21(6), 843–857. <https://doi.org/10.1080/13613324.2017.1376636>
- Yue, Y. (2017). Teaching Chinese in K–12 schools in the United States: What are the challenges? *Foreign Language Annals*, 50(3), 601–620. <https://doi.org/10.1111/flan.12277>
- Ye, W., & Edwards, V. (2018). Confucius institute teachers in the UK: Motivation, challenges, and transformative learning. *Race Ethnicity and Education*, 21(6), 843–857. <https://doi.org/10.1080/13613324.2017.1376636>
- Yue, Y. (2017). Teaching Chinese in K–12 schools in the United States: What are the challenges? *Foreign Language Annals*, 50(3), 601–620. <https://doi.org/10.1111/flan.12277>

- Yazan, B., & Lindahl, K. (Eds.). (2020). Language teacher identity in TESOL: Teacher education and practice as identity work. Routledge.
- Ye, W., & Edwards, V. (2018). Confucius institute teachers in the UK: Motivation, challenges, and transformative learning. *Race, Ethnicity and Education*, 21(6), 843–857. <https://doi.org/10.1080/13613324.2017.1376636>
- Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and teaching*, 9(3), 213–238. <https://doi.org/10.1080/13540600309378>
- Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching & Teacher Education*, 21(8), 935–948. <https://doi.org/10.1016/j.tate.2005.06.005>
- Zhang, G.X., & Li, L.M. (2010). Chinese language teaching in the UK: Present and future. *Language Learning Journal*, 38(1), 87–97. <https://doi.org/10.1080/09571731003620689>
- Zhou, Y. (2010). *Learning and Teaching Chinese Online-Based on a Survey of Chinese Education in the Netherlands* [Unpublished Master's thesis]. Tilburg University.
- Zhou, W., & Li, G. (2015). Chinese language teachers' expectations and perceptions of American students' behavior: Exploring the nexus of cultural differences and classroom management. *System*, 49, 17–27. <https://doi.org/10.1016/j.system.2014.10.011>

Zhang, H., Wu, J., & Zhu, Y. (2020). Why do you choose to teach Chinese as a second language? A study of pre-service CSL teachers' motivations. *System*, 91, 102242.
<https://doi.org/10.1016/j.system.2020.102242>

Zen, S., Ropo, E., & Kupila, P. (2022). International teacher education programme as a narrative space for teacher identity reconstruction. *Teaching and Teacher Education*, 109, 103527. <https://doi.org/10.1016/j.tate.2021.103527>



Appendix A (Chapter 3)

Observation checklist

Observation Time: Institute: Participant:
Teaching experience: Age of students: Number of
students:

Sectors of the model	Typical Behaviors	Interaction between teacher and students
<i>Dominance- Cooperation</i> Leadership	Noticing what is happening, leading, organizing, giving orders, setting tasks, holding attention, and structuring the classroom.	
<i>Cooperation- Dominance</i> Helpful/friendly	Assisting, showing interest, behaving in a friendly or considerate manner, and inspiring confidence and trust.	
<i>Cooperation- Submission</i> Understanding	Listening to students with interest, empathizing, showing confidence, and understanding, accepting apologies, looking for ways to settle differences, and being patient and open.	
<i>Submission- Cooperation</i> Student responsibility/freedom	Giving opportunity for independent work, waiting for the class to let off steam, giving freedom and responsibility, and approving of something.	

<i>Submission- Opposition</i>	Keeping a low profile, apologizing, waiting to see how the wind blows, and admitting one is wrong.
Uncertain	
<i>Opposition- Submission</i>	Waiting for silence, considering pros and cons, keeping quiet, showing dissatisfaction, looking glum, and questioning and criticizing.
Dissatisfied	
<i>Opposition- Dominance</i>	Getting angry, taking students to task, expressing irritation and anger, forbidding, and correcting and punishing.
Admonishing	
<i>Dominance- Opposition</i>	Keeping a tight reign, checking, judging, keeping the class silent, and having exact norms and rules.
Strict	

Appendix B (Chapter 3)

Interview Protocol

Part 1: Questions about identity

In the first part, we would like to go into detail about you as a teacher and how you see yourself as a teacher.

Example questions:

- Firstly, could you please introduce yourself briefly, such as your educational background, teaching experience?
- Can you describe yourself as a teacher in a few sentences?
- What are three important teacher characteristics you have?
- What do you think a teacher should do or should bring to the classroom?

Part 2: The actions I observed in the class

Now we are going to talk about your interactions with your students.

Because the interaction between teacher and students plays a vital role in the effectiveness of CFL teaching and is an essential part of you as a teacher, we would like to hear more about your opinions.

Starting questions:

- How you perceive the way you interact with your students?
- I will show them the teacher interpersonal behavior model and explain the eight sectors to them briefly. Then I will ask them do they have the typical behaviors in each sector and ask them to give me some examples.

2.1. How teachers see an ideal teacher:

Example questions:

- How would you like to have your interaction with your students?
- Do you think now you have this kind of relationship or not? If you already have, please give me some examples about your interactions with students. If not, please tell me how do you plan to turn into that relationship and what can help you with that?

2.2. How teachers see themselves:

Example questions:

- I noticed that in the middle of the class, you suddenly stopped speaking and gave students an eye warning. I heard students call it “alarm.” Could you please tell me what was going on at that moment?
- I saw that you asked students to correct each other’s dictation and give them chances to figure things out by themselves in the class. Could you please tell me more about it?
- After finishing marking each other’s dictation, some students told you they got full marks. You asked them to give the paper to you and wanted to check again by yourself. Could you please tell me more about the choice you made at that point?
- Some students in your class were very active, and kept asking you various of questions. Sometimes they interrupt your speech. How did you experience that?
- You stood on the stage and keep distance with student while giving the class. Can you say anything about where you were positioned in the classroom and what was behind that choice?

- It is usual for teenage students to rebel against their teachers, so classroom management might be a vital issue. When do you think you have interfere with the students' behaviors in the classroom? Why?

Part 3: General questions


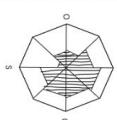
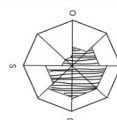
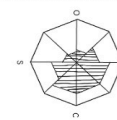
In this part, we are interested in knowing whether you are satisfied with your relationship with your students and how it has changed over time.

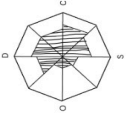


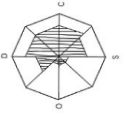

Example questions:


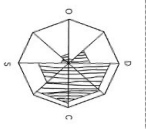
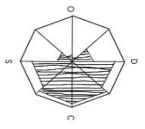
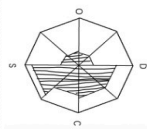
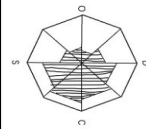
- What do you like/dislike your relationship with your students?
- Have your interactions with your students changed over years of teaching? How and why?

Appendix C (Chapter 3)

Interpersonal profile of each participant

	Surveys requested; returned	Leadership (DC)	Helpful/ Friendly (CD)	Understanding (CS)	Student responsibility/freedom (SC)	Uncertain (SO)	Dissatisfied (OS)	Admonishing (OD)	Strict (DO)	Profile	
Directive CFL teacher	Yin	15; 15	0.850	0.628	0.589	0.422	0.139	0.278	0.422	0.544	
	Hu	18; 18	0.745	0.694	0.644	0.481	0.153	0.282	0.320	0.560	
Authoritative CFL teacher	Tan	17; 17	0.733	0.725	0.669	0.522	0.162	0.164	0.390	0.600	
	Gao	18; 18	0.741	0.764	0.755	0.556	0.199	0.176	0.199	0.532	

Tolerant/ Authoritative CFL teacher	Su	17; 17	0.662	0.659	0.743	0.662	0.250	0.176	0.167	0.534	
	Zheng	19; 16	0.734	0.818	0.813	0.526	0.224	0.198	0.141	0.568	
	Xie	10; 10	0.764	0.750	0.764	0.625	0.111	0.097	0.111	0.431	
	Wu	21; 19	0.746	0.763	0.741	0.640	0.149	0.132	0.096	0.469	
	Shi	10; 10	0.787	0.870	0.861	0.704	0.130	0.176	0.315	0.306	

	Zhu	13; 10	0.800	0.817	0.833	0.683	0.133	0.142	0.150	0.338	
	Di	11; 11	0.780	0.826	0.871	0.667	0.091	0.197	0.030	0.379	
	Xiao	13; 11	0.818	0.962	0.955	0.765	0.220	0.129	0.015	0.341	
Tolerant	Den	10; 10	0.708	0.694	0.625	0.931	0.333	0.319	0.278	0.264	
CFL teacher	Mei	10; 10	0.625	0.750	0.808	0.717	0.300	0.242	0.200	0.383	

Appendix D (Chapter 4)

Protocol of first interview

Time of Interview: Date: Place:

Interviewer: Interviewee:

1. Personal information

- I would like to learn more about you and your cultural, linguistic, educational, and family background.
- How has your background influenced your teaching beliefs and conduct?
- In what contexts have you taught so far?

2. First impression

- How did you first decided to teach in the Netherlands?
- What was your first impression of CFL teaching in the Netherlands when you began teaching here? Could you please tell me the story behind this?
- Are there any particular and critical issues that occurred to you in the past few months, such as the most enjoyable moment or the most challenging moment?

3. Future perspective

- As a teacher in a new educational environment, what expectations do you have for this two-year experience?
- In the future, what type of teacher do you hope to become?

4. Necessary introduction of the reflective journals

Appendix E (Chapter 4)

Protocol of reflective journal

Select one group of students

Part 1 General reflection

Example questions¹:

- How did you feel about your teaching last week?
- What did you most like about teaching last week?
- What did you most dislike about teaching last week?

Part 2 Reflection on class teaching

Example questions:

- Most enjoyable moment last week?
- Highlights and assignments that worked well.
- Most challenging moment last week?
- Errors that need to be adjusted, and stuff that simply failed and needs to be reworked or cut out completely.
- Is the relationship that you have with your students helping/hindering their ability to learn?

¹ Note: Example questions under each part are there to help you think. These questions might be relevant to your experience during this teaching period or not. You can always add issues and feelings you want to share or things you think are most impressive under each category.

- Was your attitude towards your class this week effective for student learning?
- How similar or how different is it to other groups that you have taught last month?

Part 3 Reflection on professional development

Example questions:

- What have you gained from this teaching experience and how is it related to your other aspects of teaching?
- What have you changed your mind about, after this period of teaching?
- In what aspects can you still improve your teaching?
- What's stopping you from improving in these aspects?
- In what ways can you support your colleagues in their student's learning?
- What opportunities are there to improve yourself as a CFL teacher?
- Do your actions as a CFL teacher show that you take pride in your work?

Part 4 Reflection on adaption to the new education context

Example questions:

- How are you adapting to the new teaching context?
- Does the new context have influence on your teaching?

Part 5 Remaining questions

Example questions:

- Has this period of teaching raised any questions for you?
Something that you don't know about before or something you don't understand before.
- Things that you want to find out or solve in the coming months or future teaching.
- Your outlook for the coming months.

Appendix F (Chapter 5)

Basic information on the reviewed studies

Reference (author(s), year)	Subjects	Country setting	Type of education as identified in the article	Methodology	Participants
Bailey and Cooker (2019)	Ranged in discipline: Outdoor Education; Music; English; etc.	South-East Asia; East Asia; Middle East	International school	Interviews	20 participants British; American; etc.
Ballantyne (2024)	Chinese	Australia	Local schools	Interviews	15 participants Chinese
Chesnut (2020)	English	Korea	Higher education; Elementary school	Interviews; participant journals; observations	3 participants African American; Asian-Canadian;
Enns-Kananen & Ruohotie-Lyhty (2023)	English	Finland	A local school; Private institution	Story telling; Audio recordings	1 participant East Asian
Fimyar (2018)	The article did not mention this	Kazakhstan	International school	Interviews	11 participants
Guo et al. (2021)	English	China	University	Interviews	4 participants British; American; Canadian
Gong et al. (2022)	Chinese	Hong Kong	International school	Interviews	16 participants Chinese (Mainland China); Singaporean; ...
Guo and Sidhu (2024)	English	China, United States; India; Canada	Elementary school; Adult learner	Duethnography	2 participants Chinese; Indian

(continued)

Reference (author(s), year)	Subjects	Country setting	Type of education as identified in the article	Methodology	Participants
Gras (2024)	English	China, Japan Taiwan, Korea	K-12 level	Narrative inquiry study Semi-structured interviews Discussion forum posts	4 participants English teachers of color
Huang and Varghese (2015)	English	United States	K-12 school	Classroom observation Interviews	4 participants Hong Konger, Russian, Polish; American-born Chinese
Jeongyeon and Young (2020)	Korean	United States	University	Interviews	5 participants Korean
Leigh (2019)	English	China	Kindergarten; First grade of primary school	Interviews; Group interviews	8 participants Lithuanian; Ukrainian; American; Colombian; English
Lee and Jang (2023)	English	Korea	Elementary school; International school	Case study	3 participants African American; Asian
Lin et al. (2023)	Chinese	Netherlands	Secondary school Language school	Interviews; Survey Classroom observation	14 participants Chinese
Lee & Jang (2023)	English	Korea	Primary school; Middle school; High school	Narratives from semi-structured interviews; Classroom observation	6 participants Native English language teachers

(continued)

Reference (author(s), year)	Subjects	Country setting	Type of education as identified in the article	Methodology	Participants
Liu et al. (2024)	Chinese language	Netherlands	Confucius institute Secondary school Language school	Semi-structured interview	21 participants Chinese
Mutlu & Otaçtepe, (2016)	Turkish	United States	University	A personal data questionnaire; Ongoing controlled journals; interviews.	5 participants Turkish
McAllum (2017)	The article did not mention this	France	University	Autoethnographic approach	1 participant New Zealander
Miller (2021)	Ranged in discipline: Nursing, Education, Optometry, etc.	New Zealand	University	Individual interviews; Focus group interviews; Reflection journals	10 participants English; German; Chinese; Eastern European; Indian; Canadian; New Zealander
Minagawa & Nesbitt (2022)	Japanese	New Zealand Australia	University	Online questionnaire Follow-up interviews'	51 participants Japanese
Ozmantar et al. (2023)	The article did not mention this	Turkey	Primary school Secondary school	Interviews	15 participants Syria
Poole (2020)	physics	China	International school	Interviews Follow-up interactions	1 participant South African
Rosenfeld et al. (2022)	Hebrew Language; Music	North America; Latin America; Europe	K-12 school	Interviews	16 participants Israeli

(continued)

Reference (author(s), year)	Subjects	Country setting	Type of education as identified in the article	Methodology	Participants
Skerrett (2019)	Ranged in discipline: History, Geography, French, Art Science	England	Primary school Secondary school	Interviews	6 participants Irish
Sahlting and Carvalho (2021)	English	Mexico	International schools	Autoethnography Journal	1 participant British
Sun et al. (2022)	Chinese	New Zealand	Primary school	Individual semi-structured interviews,	7 participants Chinese
Uzun (2017)	Uzbek	United States	University	Interviews, Classroom observations, Classroom materials, teaching plan, syllabus,	1 participant; Uzbekistan
Wernicke (2017)	French	France Canada	Primary school; Secondary school	Questionnaires; Travel journal; Videos of classroom session and activities; Interviews	7 participants Canadian
Weinmann and Arber (2017)	Language	Australia	Secondary school	Vignettes; Interviews	2 participants Chinese, Japanese
Wang (2024)	English	United States	ESL composition program for international students	observation, reflection journals; interviews; a CV; artifacts provided by participant; GTA meeting observations	1 participant; East Asian

(continued)

Reference (author(s), year)	Subjects	Country setting	Type of education as identified in the article	Methodology	Participants
Walker and Bunnell (2024)	English	Northern Europe	International school	Interviews	6 participants British
Wen et al. (2024)	Ranged in discipline: Business; Mathematics; Computer science; English language; etc.	China	University	Narrative inquiry Interviews	6 participants Western foreign teachers; American; European
Yip et al. (2019)	Chinese language	Singapore	Government secondary school	Narrative inquiry approach	1 participant Chinese
Yip and Saito (2024)	Ranged in discipline: English; Math;	Australia	Urban school Rural school	Semi-structured interviews	8 participants Singapore; Malaysian; Indian; Japanese
Zheng (2017)	English	United States	College	Interview Participant observation Survey Course-related document	2 participants Chinese; English-Arabic bilingual;
Zacharias (2019)	English	Indonesia; United States	University	Autoethnography	1 participant Indonesian
Zang et al. (2024)	Chinese	United States	Elementary school	Interview; Observation Journal	2 participants Chinese
Zhu and Alsup (2024)	Teacher Assistant	United States	University	Narrative inquiry Interview	3 participants East Asian; South Asian