



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).



Curriculum Vitae

Xu Liu was born on July 23, 1990, in Sichuan, China. In 2008, she graduated from Mianyang Dongchen International School. After that, she attended Sichuan International Studies University and majored in teaching Chinese as a foreign language. She received her Bachelor's degree in 2012 and was awarded the Outstanding Graduate Award. Following this, she continued to pursue her interests in linguistics by studying linguistics and applied linguistics at Sichuan University. Under the supervision of Professor Dr. Wenquan Yang, she focused on studying Chinese as a foreign language teaching in applied linguistics. In July 2016, Xu Liu completed her Master's degree and was recognized as an outstanding postgraduate student. Upon graduation, she moved out of campus and became a lecturer at the Chongqing Institute of Foreign Studies. Teaching courses related to linguistics and participating in scientific research are some of her responsibilities at work. After working for five years, in 2021, Xu Liu started her PhD at Leiden University, Graduate School of Teaching (ICLON). She decided to investigate Chinese foreign language teachers' identity development in an intercultural setting as a result of her sustained interest in linguistics and education. Her PhD was supported by the Chinese Government Scholarship Council grant.

Publications and Presentations

Scientific Publications

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, 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.

Liu, X., Mearns, T., & Admiraal, W. (2025) Construction and Reconstruction of Teacher Identity in an Intercultural Context: A Longitudinal Multiple Case Study. *Teaching and Teacher Education*, 157, 104963.

Manuscripts Under Review

Liu, X., Mearns, T., & Admiraal, W. (Under review) Navigating Cross-Cultural Landscapes: A Systematic Literature Review of Teacher Identity Construction in Intercultural Contexts Abroad.

Wang, Zhou, Liu*, Bao (Under review) Fairness of Grading in Blended Learning in Higher Education.

Conference Presentations

EERA 2022 Paper Presentation: Understanding Chinese Foreign Language Teachers' Identity in an Intercultural Context.

EERA 2023 Paper Presentation: Construction and Reconstruction of Teacher Identity in an Intercultural Context: A Longitudinal Multiple Case Study.

ICO National School 2022 Paper Presentation: Understanding Chinese Foreign Language Teachers' Identity in an Intercultural Context.

ICO International School 2023 Paper Presentation: Teacher-Student Relationship as a Lens to Explore Teacher Identity in an Intercultural Context.

Acknowledgments

In January 2021, I flew to the Netherlands to begin my PhD journey. This doctoral experience has been an unforgettable chapter in my life. Even though there were times of frustration and challenges, this journey was full of joy and happiness. Living and studying abroad has brought me invaluable experiences and growth. Completing this PhD journey would not have been possible without the support and encouragement from many wonderful people around me. My heartfelt thanks go out to everyone who's been a part of this journey.

First and foremost, I am deeply grateful to my supervisors—my daily supervisor, Tessa, and my promotor, Wilfried. Thank you for your guidance and support. You both are professionalism, kindness, and patience. Your timely feedback always increases my productivity, and your constructive comments always inspire me to think deeply and refine my work. Both of you have taught me a great deal.

Wilfried, thanks for your sense of humor and friendly manner, which made our meetings and collaborations a true pleasure. You created a relaxed and positive atmosphere that turned work into something delightful. Your passion for research and teaching showed me that work can indeed be inspiring and meaningful. You are a knowledgeable, insightful, and modest educator. Your insightful and sharp perspectives always provided me with new perspectives and broadened my thinking. I was most touched by your unwavering support when I expressed my desire to accelerate my graduation date.

To assist me in improving my efficiency, you sacrificed your own rest and worked on weekends. It was your encouragement that gave me the confidence to complete my dissertation on time. I am lucky to have had your guidance during my PhD.

Tessa, you are not only my brilliant supervisor, but also a dear friend. Academically, you are rigorous, intelligent, and insightful. When I felt lost in my research, it was your expertise and critical thinking that helped me find clarity and direction. When I struggled to recruit participants, you reached out to your own network to assist me. When I was overwhelmed by data analysis, you would come to my office with a cup of tea and patiently discuss everything with me. In daily life, you are cheerful, humorous, and incredibly thoughtful. I enjoyed chatting with you, it was always full of laughter. Your care and support during and after my pregnancy meant a lot to me. I will never forget how, just days before I gave birth, you made time in your busy schedule to help me handle article publication matters. Having such a supervisor and friend is truly my good fortune.

I would also like to thank all my colleagues at ICLON. I had a wonderful time working with you. I cherish memories of academic discussions in the office, research group meetings, happy hours in the common room, small talks in the hallway, and singing together at Christmas events. To my Dutch and international colleagues, Simone, Nika, Max, Ben, Errol, Inge, Karel, Niloufar, Zohre, Morteza, Catur, Els, et al. I would like to thank you for the rich conversations that have given me new perspectives on life and work. My Chinese colleagues,

Linyuan, Luyao, Nan, Na, Xinglin, Jingxian, Yuzhi, Xiaomei, Pengyue, Yujia, Cheng. I would like to thank you for bringing me joy and companionship beyond research, making my stay in the Netherlands colorful and fulfilling. Since I may have missed someone, I have chosen not to list everyone by name. Instead, I will give you a warm hug when I return to Leiden.

I would also like to thank the friends I have made through dance classes and performances, Wei, Alice, Isabella, Florence, Michael, Felicia, Patrick, et al. I truly enjoyed the weekly dance sessions and monthly dance parties with you, which enriched my leisure time and balanced my life during my PhD.

Of course, my deepest thanks go to my family, particularly my beloved parents and grandmother. You have always been my strongest support, offering me endless encouragement. Throughout my life, you have respected every decision I have made and have always encouraged me to pursue my dreams courageously. As well, I would like to thank my beloved husband, Yichuan. You accompanied me to the Netherlands, and together we overcame dozens of challenges while also sharing countless joyous moments. This journey would not have been complete without your presence.

Last but not least, I would like to extend my sincere appreciation to all the participants in my study. Without your collaboration and willingness to share your experiences, this dissertation would not have been possible.

To all who have walked beside me, supported me, and inspired me—thank you. *O ever youthful, O ever weeping*—may the spirit of inquiry, wonder, and feeling remain with us always.

Xu Liu

Chongqing

Leiden University Graduate School of Teaching

ICLON PhD Dissertation Series

Hoeflaak, A. (1994). *Decoderen en interpreteren: een onderzoek naar het gebruik van strategieën bij het beluisteren van Franse nieuwsteksten.*

Verhoeven, P. (1997). *Tekstbegrip in het onderwijs klassieke talen.*

Meijer, P.C. (1999). *Teachers' practical knowledge: Teaching reading comprehension in secondary education.*

Zanting, A. (2001). *Mining the mentor's mind: The elicitation of mentor teachers' practical knowledge by prospective teachers.*

Uhlenbeck, A.M. (2002). *The development of an assessment procedure for beginning teachers of English as a foreign language.*

Oolbekkink-Marchand, H.W. (2006). *Teachers' perspectives on self-regulated learning: An exploratory study in secondary and university education.*

Henze-Rietveld, F.A. (2006). *Science teachers' knowledge development in the context of educational innovation.*

Mansvelder-Longayroux, D.D. (2006). *The learning portfolio as a tool for stimulating reflection by student teachers.*

Meirink, J.A. (2007). *Individual teacher learning in a context of collaboration in teams.*

- Nijveldt, M.J. (2008). *Validity in teacher assessment: An exploration of the judgement processes of assessors.*
- Bakker, M.E.J. (2008). *Design and evaluation of video portfolios: Reliability, generalizability, and validity of an authentic performance assessment for teachers.*
- Oonk, W. (2009). *Theory-enriched practical knowledge in mathematics teacher education.*
- Visser-Wijnveen, G.J. (2009). *The research-teaching nexus in the humanities: Variations among academics.*
- Van der Rijst, R.M. (2009). *The research-teaching nexus in the sciences: Scientific research dispositions and teaching practice.*
- Platteel, T.L. (2010). *Knowledge development of secondary school L1 teachers on concept-context rich education in an action-research setting.*
- Kessels, C.C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development.*
- Min-Leliveld, M.J. (2011). *Supporting medical teachers' learning: Redesigning a program using characteristics of effective instructional development.*
- Dobber, M. (2011). *Collaboration in groups during teacher education.*

- Wongsopawiro, D. (2012). *Examining science teachers pedagogical content knowledge in the context of a professional development program.*
- Belo, N.A.H. (2013). *Engaging students in the study of physics: An investigation of physics teachers' belief systems about teaching and learning physics.*
- De Jong, R.J. (2013). *Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship.*
- Verberg, C.P.M. (2013). *The characteristics of a negotiated assessment procedure to promote teacher learning.*
- Van Kan, C.A. (2013). *Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy.*
- Dam, M. (2014). *Making educational reforms practical for teachers: Using a modular, success-oriented approach to make a context-based educational reform practical for implementation in Dutch biology education.*
- Hu, Y. (2014). *The role of research in university teaching: A comparison of Chinese and Dutch teachers.*
- Vink, C.C. (2014). *Mapping for meaning: Using concept maps to integrate clinical and basic sciences in medical education.*

- De Hei, M.S.A. (2016). *Collaborative learning in higher education: design, implementation and evaluation of group learning activities*.
- Louws, M.L. (2016). *Professional learning: what teachers want to learn*.
- Moses, I. (2017). *Student-teachers' commitment to teaching*.
- Veldman, I.M.J. (2017). *Stay or leave? Veteran teachers' relationships with students and job satisfaction*.
- Chen, D. (2017). *Intercultural identities of English language teachers: An exploration in China and the Netherlands*.
- Vereijken, M.W.C. (2018). *Student engagement in research in medical education*.
- Stollman, S.H.M. (2018). *Differentiated instruction in practice: A teacher perspective*.
- Day, I.N.Z. (2018). *Intermediate assessment in higher education*.
- Huisman, B.A. (2018). *Peer feedback on academic writing*.
- Tran, T.T.Q. (2018). *Cultural differences in Vietnam: Differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education*.
- Van Ginkel, G.V.M. (2018). *Making mentoring match: Mentor teachers' practical knowledge of adaptive mentoring*.

- Wieringa, N. (2019). *Teacher knowledge and lesson design: Understanding and supporting biology teachers' decision-making while designing context-based lessons.*
- Vossen, T.E. (2019). *Research and design in STEM education: What do students and teachers think about the connection?*
- Van Kampen, E. (2019). *What's CLIL about bilingual education? A window on Content and Language Integrated Learning pedagogies.*
- Den Ouden, J.A.J. (2020). *Zachtjes schudden aan de boom: Een onderzoek naar rationales en kernpraktijken van eerstegraads docenten Godsdienst/Levensbeschouwing gericht op de levensbeschouwelijke identiteitsontwikkeling van hun leerlingen.*
- Vogelzang, J. (2020). *Scrum in secondary chemistry education: A methodology to support teachers and to scaffold students.*
- Kop, P.M.G.M. (2020). *Graphing formulas by hand to promote symbol sense: Becoming friends with algebraic formulas.*
- Lamers-Reeuwijk, A.M. (2020). *Teaching and professional development in transnational education in Oman.*
- De Vrind, E. (2020). *The SpeakTeach method: Towards self-regulated learning of speaking skills in foreign languages in secondary schools: an adaptive and practical approach.*

- De Jong, L.A.H. (2021). *Teacher professional learning and collaboration in secondary schools.*
- Zhang, X. (2021). *Teachers' teaching and learning motivation in China.*
- Wang, J. (2021). *Technology integration in education: Policy plans, teacher practices, and student outcomes.*
- Guo, P. (2021). *Online project-based higher education: Student collaboration and outcomes.*
- Jin, X. (2021). *Peer feedback in teacher professional development.*
- Keijzer-Groot, R. (2021). *Vocational identity of at-risk youth: Tailoring to support career chances.*
- Rumiantsev, T. (2022). *Collaborative learning in conservatoire education: catalyst for innovation.*
- Galikyan, I. (2022). *Learner–learner interaction in digital learning environments: What and how are we measuring?*
- De Boer, E. (2022). *Towards An Ecological Approach to Teacher Professional Development: How preservice biology teachers direct their learning routes in authentic classroom settings.*
- Kroneman, M. (2022). *Peer education as an opportunity for practicing respect for sexual and gender diversity.*
- Le, T.T.T. (2022). *Towards a democratic school: Experience and viewpoints of stakeholders in Vietnamese secondary schools.*

- Zhou, N. (2023). *Professional learning of vocational teachers in the context of work placement.*
- Smit, B.H.J. (2023). *Dimensions of student participation: Participatory action research in a teacher education context.*
- Baas, M.A.A. (2023). *Open to all, not known to all: Sustaining practices with open educational resources in higher education.*
- Den Otter, M.-J. (2023). *Bridging the Gap between Macro and Micro: Enhancing Students' Chemical Reasoning. How to use demonstration experiments effectively for the teaching and learning of structure-property reasoning.*
- Theeuwes-De Bock, B.C. (2024). *Culturally responsive teaching in Dutch multicultural secondary schools.*
- Lai, Y. (2024). *Self-Directed Language Learning Using Mobile Technology in Higher Education.*
- Wang, L. (2025). *Design for Engagement in Blended Learning: Insights, Practices, and Challenges.*
- Kusters, M.C.J. (2025). *Understanding teacher agency in universities: Why and how lecturers shape and navigate university teaching practices.*

Liu, X. (2025). *Maintaining Self While Adapting: Chinese Foreign Language Teachers' Identity Development in an Intercultural Context.*