

A Research Project entitled

*The Teacher Identity Construction among Non-native English Teachers:
Mainland Chinese and Non-Chinese Pre-service Teachers in Hong Kong*

Submitted by

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Declaration

I, Janina Celine De Castro Vitto , hereby declare that this research project report represents my own work under the supervision of Dr Pauline Mak Wing Wah, and that it has not been submitted previously for examination to any tertiary institution.

Signed

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Abstract

Teacher identity is the professional identity in which teachers acquire in the pursuit of the profession. For pre-service teachers, its construction is crucial as it is one of the many factors that determines a teacher to stay in the field. Research concerning teacher identity construction of pre-service teachers in Hong Kong has focused primarily on local teachers, i.e. teachers who are Hong Kong locals and could speak Cantonese. As a result of the lack of literature on the rise on the number of non-Chinese and Mainland Chinese pre-service English teachers who are pursuing English education, this research aims to investigate their teacher identity construction (TIC) in the context of their Field Experience (FE). The research conducted used a qualitative approach in which both pre and post-study interviews, and written logs were used to collect a narrative account of the participants' teacher identity. Results show 2 categories of factors shaping their teacher identity: 1) factors relating to identifying with the profession and 2) factors relating to the teaching practice.

Keywords: teacher identity, teacher identity construction, professional development, teaching practice

Introduction

In a teacher's professional development, the teaching practicum is considered as one of the most important components of teacher education programmes for it culminates and condenses theory and practice (Farrell, 2003). It has been found that practicums are when a pre-service teacher construct their teacher identity (Nguyen & Sheridan, 2016). This teacher identity is crucial and is especially imperative for language teachers (Varghese, Morgan, Johnston, & Johnson, 2005). Pertaining to English teachers, research conducted on their teacher identity has predominantly been in countries where English is the first language (Benson, 2012). Subsequently, research on English teachers' identity in countries where English is the second or foreign language remains minimal.

In Hong Kong, there has been an increase in the number of non-local English teachers from mainland China and those who are part of ethnic minorities (Bhowmik, Kennedy & Hue, 2017; Trent & DeCoursey, 2010). The increase of mainland Chinese students may be attributed to the development of Hong Kong as the Asia-Pacific educational hub as the government encourages tertiary institutions to enrol students from the mainland (Trent & DeCoursey, 2010). For ethnic minorities, their number remains small but continue to grow (Bhowmik, Kennedy & Hue, 2017), which parallels to their increased accessibility to tertiary education by 93.7% between 2006 and 2011 (ibid). Currently, research on the teacher identity construction (TIC) of English teachers in Hong Kong focus on local ethnically-Chinese teachers while research on the TIC of non-local English teachers in Hong Kong is only at its onset, if not lacking. The research was conducted to investigate the TIC of pre-service non-native, non-local English language teachers (ELTs) in Hong Kong to address the research gap on TIC among non-native ELTs, which is significant to pre-service non-native and non-local ELTs preparing to teach in Hong Kong to understand the experiences, perspectives and realities of being a non-native, non-local English teacher in the city.

Research Question

The research was guided by the following question:

- What are factors shaping the teacher identity of non-native pre-service Mainland Chinese English teachers (MCET) and non-native non-Chinese English teachers (NCET) in Hong Kong?

The research question aimed at inquiring the factors that interplay in TIC to facilitate a better understanding of how and what pre-service English teachers undergo to construct their teacher identity.

Literature review

Defining teacher identity and teacher identity construction

There are difficulties in defining teacher identity for there has not been a consensus on its definition despite an abundance of literature (Beauchamp & Thomas, 2009). On defining teacher identity, it is important to first define the core of the concept - identity.

According to Danielewicz (2001), identity refers to the understanding of ourselves and an understanding of how other people are. For Teixeira and Gomes (2000), identity is a set of perceptions in which a person has on herself, others and the world (as cited in Williams, 2013). From these, identity is essentially how our understanding relates to ourselves, to others and the world around us. Its formation depends on the engagement in learning of the self and the society, pertaining to the effect of the context to the self (Law, Meijers & Wijers, 2002). Law et al. (2002) also argue that its construction is also dependent on the learnings of an individual's past and present. This dependence fortifies the notion that identity is dynamic for it is a phenomenon that constantly evolves. Teacher identity is therefore a facet of identity that is developed professionally, constructed in a similar fashion as identity, with context being an essential part because context is where a teacher learns professional characteristics (Beauchamp & Thomas, 2009). Another crucial factor to TIC is agency, which is the "active pursuit of professional development and learning in accordance with a teacher's goals." (ibid). This aligns with Wenger's (1998) theory of identity, where he emphasises the role of participation, arguing that participating in professional activities that helps one grow professionally is where identification is found.

On defining teacher identity, Wenger's (1998) framework on identity construction is frequently cited despite critiques (Beauchamp & Williams, 2009; Trent & DeCoursey, 2011; Trent, 2016; Varghese, Morgan, Johnston & Johnson, 2005). It has three modes of identification, namely, engagement, imagination and alignment. Engagement is where an individual engages in activities that permits herself to be established, to establish collaboration and to negotiate meanings (Wenger, 2010). It is through engagement where an individual's professional identity is directly affected as it allows an individual to build relationships with others who are in the same field (ibid) such as fellow teachers and teacher educators. Imagination refers to individuals creating images of the world inferred from their experience, enabling them to comprehend as to whether there is a sense of belongingness to a group, thereby having a relation to engagement. Meanwhile, alignment parallels an individual's activities with those of a broader establishment which thereby allows the identity of the more established group to be an identity of the individual herself. It is in alignment that the context one engages in helps aid TIC for "collective discourses [in teaching] shape personal worlds" (Sfard & Prusak, 2005, p. 15). Condensing the above, teacher identity is an evolving professional identity constructed through engagement, imagination and alignment in collective discourse related to teaching.

Teacher identity construction (TIC)

The research regarding the nature of becoming a teacher as well as the construction of its professional identity has been described as a "multi-dimensional, idiosyncratic and context-specific" (Flores and May, 2006, p. 219). With such a nature for TIC, there is an inevitable engagement among differing perspectives and practices which shape a teacher's professional development. As stated by Sachs (2001a), TIC is a process that is

open and constantly being negotiated. For Maclure (1993), teacher identity is dynamic and that teachers utilize this identity in order for them to “justify, explain and make sense of themselves in relation to other people, and to the contexts in which they operate” (p.312)

Flores and May (2006) states that in the development of a teacher in the pre-service education, considered as important factors are the school context where one teaches and also the teacher’s personal experiences. Similar to Flores and May, Feiman-Nemser (2001) iterates that the construction and the maintaining of a teacher’s professional identity depends on how the teacher’s view themselves along with how they relate that to their specific teaching contexts, as well as using their past and present experiences. Meanwhile, a key factor to become an effective teacher is the sense of professional teacher identity which has been found to influence the commitment, motivation, self-efficacy and job satisfaction of a teacher (Day, Stobart, Kington, Sammons & Last, 2003) Based on these research, it is apparent that key factors influencing TIC include how teachers view themselves, the school context as well as their experiences and that there is a process of meaning negotiation that transpires on the side of the beginning teacher to make sense of how their early teaching experience mean to them as a developing teacher.

Teacher identity construction in Hong Kong

In the Hong Kong context, existing research on TIC arise from the native and non-native English teachers dichotomy (Trent, 2016), as well as on pre-service English teachers from Hong Kong and the Mainland (Benson, 2012; Gan, 2013; Trent & DeCoursey, 2011).

On the dichotomy between native and non-native English teachers, English teachers are frequently categorised as either native or non-natives (Ma, 2012). Native English teachers (NETs) are usually defined as those whose first language is English while non-native English teachers (NNETs) are those who learnt English as a second language. Pertaining to the more prevalent term in Hong Kong, local English teachers (LETs) refer to English teachers who were born and raised in Hong Kong, and speak Cantonese as their first language (Trent, 2016).

Considering the divide, the research conducted by Trent (2016) investigates its effects on the TIC of NNETs as they continue to be compared to NETs. He stated that a hierarchy discourse exists among the NETs and LETs, suggesting the former is placed at a higher level. He found that this discourse seems to have been promoted by institutional norms and perceptions exist that “place a premium on the competencies of NETs” (Trent, 2016, p. 317) This discourse therefore has implications on LETs’ TIC as it places them in a position where they are unable to foster a relationship and engage themselves in collaboration and professional development with the NETs. As the present study is about the TIC of mainland Chinese (MCET) and non-Chinese English teachers in Hong Kong (NCET), Trent’s study places a question on whether the perception on NETs also impacts their own TIC due them being categorised as NNETs.

Benson’s (2012) study is one of the few studies that investigates the TIC of pre-service Mainland Chinese English teachers (MCETs) in Hong Kong. These teachers are non-local and non-native English speakers as their upbringing and education were in the mainland. Their first language is also either Putonghua or another Chinese dialect. For Benson (2012), he describes these MCETs as “falling between the cracks of the non-native

English-speaking teacher and native English-speaking teacher (NNEST-NEST) distinction, because they are neither native speakers of English nor locally-educated, Cantonese speakers” (Benson, 2012, p. 487). This relates to factors affecting TIC as participation, engagement and alignment among MCETs become minimal as language, context and the divide become barriers. He then attempts to determine where these teachers fall in the existing categories (NETs vs. LETs), evaluating their perception on what they think they contribute to the education system as non-native and non-local English teachers, and how they construct their teaching authority.

Benson’s study (2012) concludes that the dichotomy between NETs and LETs is a mere starting point of student teachers making sense of their teacher selves and one that is a complex divide. This complexity may be reiterated due to the existence of another set of English teachers that also do not fall on the NNEST-NEST nor NETs-LETs distinction. These are non-Chinese, non-native English teachers who are born and/or raised in Hong Kong, locally-educated but with little to no fluency in Cantonese. These teachers are categorised as part of ethnic minorities, such as Indians and Pakistanis. As of date, research is minimal if not non-existent on the TIC of minority English teachers in Hong Kong.

Similar to premise of Benson’s study (2012), the proposed research investigates the TIC of pre-service, non-native mainland Chinese (MCET) and non-native non-Chinese English teachers (NCET) in Hong Kong.

Research design

With the purpose of the thesis investigating the teacher identity of participants, a qualitative research method is adapted to gather data. Two types of data were gathered: 1) interviews and 2) written reflection logs.

Interviews

In the study, a pre-and a post-study study interview were conducted where both were conducted individually. The commencement and the end of the teaching practicum (TP), which were September and the end of December 2017 respectively, served as the stages where the pre-study and post-study interviews were conducted. Both interviews were constructed by determining how one's teacher identity was shaped with the practicum as the developmental context. The pre-study and post-study interviews lasted for about 20 minutes and 1 hour respectively. Interviews were conducted in English and were semi-structured, containing several open-ended questions. Follow-up questions were asked to seek clarification when necessary. Participants were asked about their identity as a pre-service English teacher and how they evaluate their teacher identity after the TP (post-study interview) in order to examine the factors influencing their English teacher identity. The interviews were audio recorded upon the consent of the participants and were transcribed for analytical purposes.

Written Reflection Logs and the e-Portfolio Final Entry on becoming a teacher

Participants were asked to write written reflection logs during the TP. These logs were used to provide accounts of experiences and thoughts that impacted their TIC. There were 2-3 logs from each teacher. Participants were also asked to submit their final e-portfolio entry, which is about reflecting on becoming a teacher. The e-portfolio is the

written component of the Field Experience(FE) which student teachers need to reflect upon. It was presumed that the submission of the final entry be deemed a viable insight to the TIC of the participants due to its topic of becoming a teacher.

In both of methods of data collection, it can be seen that a narrative approach is adopted. This method was adopted from Sfard and Prusak (2005). They suggest that identity is a “collection of stories about persons, or more specifically, as those narratives about individuals that are reifying, endorsable and significant” (p.16), hence adopting the narrative approach to investigate identity. It was therefore expected that through a narrative approach, each participant’s experience as stated from both interview and written reflection logs would provide essential vignettes of their teacher identity, enabling a meticulous analysis and a bigger picture of how their experiences contribute to their TIC.

Participants

A convenience sampling approach was used in participant recruitment. The target number of participants was 4, with 2 who agreed to participate. There was one teacher per category, i.e. NCET or MCET. They were chosen on the basis that they were pre-service teachers undertaking an undergraduate degree in English education in a university in Hong Kong and were non-native speakers of English. They were also chosen for they were placed on their TP, which is the context significant to the research because it is expected that one’s teacher identity would be constructed in it. The following are the background of the teachers.

Mainland Chinese English teacher (MCET)

The pre-service MCET, Kate (pseudonym), undertook her primary and secondary education in Mainland, China. She has resided in Hong Kong for the duration of her studies i.e. 5 years. Her Cantonese-speaking competence is at the fluent level.

Non-Chinese English teacher (NCET)

The NCET, Sandra (pseudonym), is Pakistani, locally-educated and a permanent resident of Hong Kong. Though a non-native English speaker, she has native-like competence. This NCET was selected because of her minimal Cantonese fluency, which would be used to determine whether it is a factor in their TIC.

Ethical concerns

Ethical considerations were adopted in the completion of the research. Participants were informed of the objectives of the study and their permission was sought to conduct audio recorded interviews. Participants were assured that their personal information and data collected would remain confidential and would not be disclosed to other parties. Data security was also conducted, with files being password-protected. Pseudonyms were used for privacy protection.

Data analysis

A grounded theory approach, the iterative process (as cited in Bell, 2005) was used for data analysis and interpretation. The interviews were transcribed verbatim, and both transcripts and reflection logs were reviewed multiple times. This was done first through open coding, followed by focused and axial coding respectively to identify pertinent

themes and categories that may surface and may be of relevance to answering the research question.

Findings

This section of the paper reports the findings of the study with reference to Wenger's framework of identity construction (Wenger, 1998). There are 2 categories of factors: 1) factors relating to identifying with the teaching profession and 2) factors relating to the practicum teaching experience.

(1) Factors relating to identifying with the teaching profession

From the interviews as well as the written data, teachers often attempted to make sense of their experiences and applied their reflection to their practice. This meaning negotiation process was crucial as it has direct impact to their TIC, hence permitting them to identify with the teaching profession.

1.1 Gap between current and ideal teacher identity

Participants were asked what kind of English teacher they aspire to be in both pre and post interviews. Both participants reflected from their own English learning and teaching experiences and concluded that teaching English requires one to be interactive and fun. With such teaching belief, both Sandra and Kate aspire to become English teachers where English is enjoyable and highly interactive. However, both teachers recognise they have not yet reached their ideal teacher identity by the end of the practicum. Kate, the MCET participant, emphasised that she is "still learning" to become a teacher, while Sandra, the NCET participant, explicitly said that she has not yet become her ideal teacher self.

Question: Are you there yet, your ideal teacher self?

Sandra: No, I don't think so. I still think there's a lot more to do. Like for example, if we are talking about grammar, like I really want to learn different ways (...)

Nevertheless, both participants stated in the post-study interview that although they have not reached their ideal teacher self, they are much closer to it than before.

Question: Do you think you are closer to your ideal English teacher self?

Kate: Yes. As I said before it is the experience that helped me build up my own confidence.

Sandra: I won't say we are English teachers already, but we are very near. Like a little more than intermediate.

These are in contrast with their response during their pre-study interviews where both stated that they are far from their ideal teacher selves, illuminating that a change has occurred during the TP.

Conceptually, the student teachers evaluating their teacher identities demonstrate imagination (Wenger, 1998) of how they perceive the world with themselves as teachers, an occurrence achieved through engagement which is the practice of teaching where they establish themselves as teachers. As engagement is frequent in TP, it enables the teachers to self-critique and makes distinctions between their current and ideal teacher selves, thereby shaping their teacher identity.

1.2 NET vs LET dichotomy

When asked whether they prefer to teach in a local school, both participants responded positively. On which teacher category they identify more, i.e. NET or LET, both teachers responded that they leaned towards LETs. For Kate, it is because of how she has similar traits with LETs which is usually an English teacher who can speak the students' L1.

Other than this feature, Kate may be able to identify more with being a LET because of her English-speaker identity of being a non-native English speaker. During the pre-study interview, she asserted that her being a non-native English teacher is a fact. Thus, for Kate's case, it seems straightforward that she would identify with being a LET rather than a NET.

For Sandra, during the pre-study interview, she prefers to become a LET because she believes that she is not a NET. She provided the following elaboration.

Sandra: I prefer being called a local teacher. I would like people to know that I'm from Hong Kong. Like for workplace, they consider us as a NET. (...) I think that NETs are not necessary. (...) I don't find them useful because I think [local] English teachers have the authority to teach.

However, during the post-study interview, she responded ambiguously when asked whether she would like to be a NET, stating that it could be one of the career options for her upon graduation, a statement in contrast to what she previously expressed in the pre-study interview.

Sandra may be in a conflicted position because of her native-like speaker qualities while also having LET attributes, which includes being locally-educated. Described in her work experience, the teacher identity imposed on her is to be a NET although it contrasts with how she positions herself as an English teacher in the dichotomy, which is a LET. This difference between her self-perceived teacher identity and other's imposition on her teacher identity impede with her TIC because of how NETs and LETs have differing roles to assume and her identification with both types of teachers. It may be that the two categories are insufficient in describing teachers such as Sandra and that a new category that complements the characteristics of NETs and LETs would enable teachers like Sandra to better understand who they are.

The participants' identification with NETs or LETs reflects alignment, where identifying with one of them that does not align with who they are results in a dissonance between their beliefs and actions. From their excerpts, such dissonance results to a possible impeding of their TIC, especially in the case of Sandra where she had the experience of the NET identity imposed on her despite not completely identifying with it.

(2) Factors relating to the teaching experience

Teacher identity is heavily influenced by the interplay between teachers and their immediate teaching context. Therefore, investigating how others such as their students and their colleagues view them was significant due to the direct impact these have in shaping the teachers' teacher identity. Additionally, to many pre-service teachers, it is expected that the TP prompts significant change in one's teaching and career.

The following are factors that affect the participants' TIC during their TP.

2.1 The school culture and colleagues

Regarding people at their respective schools, both teachers generally had positive reception from students and colleagues, where both felt they were treated like “normal English teachers”. Quoting Sandra:

Sandra: I think it really feels like that [feeling like an English teacher] because we really did the whole four months and we've been regarded as English teachers by students, by teachers, by the principal; so I feel like we are English teachers.

Such an acceptance allows for them to identify with the profession, which enables their TIC. This reflects alignment, where the identity of the established teachers at school is willingly imposed and assumed by both in-service teachers and pre-service teachers respectively. Having such positive reactions to the participants' presence at the school correlates positively to their TIC as it implies that in-service teachers value their presence as pre-service teachers and that they too could contribute, which hence allows for the pre-service teachers to assume school membership and thus also to the profession.

2.2 Students' responses

Based on the data collected from interviews and written data, it was evident that their students' responses affected the way the two teachers taught in class, with the students' responses (which were either positive or negative) affecting their self-esteem, and teaching confidence. Kate and Sandra had differing experiences wherein their students' responses affected their teacher identity:

Kate: For this particular lesson, I designed some activities and materials for my students and when I saw that student ask or try to practice his English with other students using my materials at that moment, I was touched.

Sandra: One thing that always has an effect [on me], I have to think whether I am a good teacher. I always think maybe I am not good enough because I don't get what I want from my students.

From the above excerpts, the opposing responses of students have an effect on how the two teachers view themselves. The engagement of teachers generated the students' reactions which seems to have become reinforcements, depending on whether they are positive or negative responses. With student responses acting as reinforcements, they became deciding factors for the teachers to determine how they would continue to establish themselves as teachers, hence impacting their teacher identity.

2.3 The role of using students' L1 (Cantonese) in the classroom

In Hong Kong, it is still common practice for local teachers to use students' L1, Cantonese, in their ELT. Previously stated, the participants have some knowledge of L1, with Kate being more fluent, and Sandra at the minimal to basic level. During the interviews and their written logs, they discuss how they position themselves in relation to using students' L1.

Due to Kate's L1's fluency, she used it to explain aspects of English lessons that students could not understand. It was especially useful during NET classes where she could supplement the NET's instructions using L1. In a written log, she wrote:

As a non-native English teacher myself, I can often use Cantonese to explain better the content of teaching to my students. However, considering the same situation in the NET's teaching, I found that students often cannot understand the instructions of the NET. What is more, because I also learn English as my second language but not as my mother tongue, I can design my teaching based in my learning experience.

As Kate can use the L1 in her lessons, she could explain instructions better, a language skill that put her at the advantage against the NET. With this, it may be interpreted that because of her L1-speaking ability and learning English similarly with her students, she was able to better meet their learning needs, indicating that she may be a more suitable teacher for them. Being able to speak in L1 in the HK context perhaps positively impacts her English TIC because it affects her subsequent engagement – how she establishes herself as an English teacher and specifically, a LET.

Meanwhile, Sandra's experience was different such that her lack of L1 fluency instigated self-doubt on her teaching. The following is a quote related to her class' L1 use:

Sandra: From my experience, students rely a lot on their L1. But if I am not able to provide for them their L1, I feel like they are less inclined to talk to me, to ask me questions, so it's really [affected] the trust and confidence of the students in me.

From Sandra's account, not using L1 with her students position her at the disadvantage because students, perhaps due to their lower English abilities, preferred to converse in L1 with teachers. Her L1 inability may have lessened her opportunities to gain her

students' confidence in her teaching. Hence, not being able to use the students' L1 in her teaching had had a negative impact on her TIC due to the self-doubt that developed about her teaching, which may subsequently affect her engagement with students. Additionally, Sandra's Cantonese background similar to NETs may cause problems with her aligning her teacher identity with LETs because of the possible continuation of her being labelled as a NET. As her preference contradicts with the imposed NET label, this negatively impacts the shaping of her teacher identity.

2.4 Supervisors' expectation and evaluation of teachers during TP

As the TP was an official assessment, student-teachers had supervisors acting as their assessors and mentors. Their guidance and perception of their supervisees had a powerful impact on how the student-teachers shape their emerging teacher identities, a view echoed by Kate and Sandra, emphasising how their supervisors' expectations and evaluation impacted how they viewed themselves as teachers. The following are quotes pertaining to the view:

Kate: Sometimes my supervisor will give me some suggestions to ask me to improve according to his expectations but then in reality, based on my students' English level, I don't think it is possible (...) It's difficult to meet those idealistic requirements. Sometimes, I felt depressed, I feel powerless and I will think that I'm not a good English teacher.

Sandra: The first assessment did not go really well. Like when we were questioned by the supervisor, about what we were doing, that made me see that maybe I'm not

good enough. (...) When you hear that kind of [negative] comments, you really get less motivated.

These excerpts illustrated that meeting supervisors' expectations was one of the major difficulties the participants faced. This stems from the dissonance between the supervisors' teaching expectation and the implementation of the prepared lesson. Should dissonance exist as perceived by supervisors, there could be self-doubt and feelings of demotivation as illustrated in the participants' experience. From these, supervisors' comments had significant impact to their emerging teacher identity given that the supervisors explicitly evaluate the teachers. The impact the supervisors have on their TIC may be due to them being already established members of the teaching profession, in which they expect the participants to align themselves to in terms of how they engage themselves in the classroom.

Discussion

Based on the findings reported, there are critical factors that impact the TIC of the study's participants.

From the context of the present study, the teaching practice is highly influential in shaping the participants' teacher identity. Although there is a gap between their current and ideal teacher selves, it has allowed the participants to recognise that they are closer to their ideal teacher selves compared to the practicum commencement. Through the recognition of the gap among the participants, the effort to close it becomes a driving force to become better teachers and to be closer to their ideal teacher selves. Constant and willing engagement in teaching activities may be an example of agency (Wenger,

1998; Sexton, 2008) which permits teachers to develop themselves professionally with alignment to their ideal teacher identity. As their teacher identity evolved during the practicum and the participants recognising a teacher identity gap between their current and ideal one, the present study also aligns with Sachs' (2001a) study in that teacher identity is in constant transformation. This gap recognition is a form of meaning negotiation process which is also central to identity formation (Wenger, 1998; Tsui, 2007). As a result, bridging the gap between their current and ideal teacher identity may be a form of motivation that could allow them to practise more teaching activities and engage in professional development which would enable them to realise and transform into their ideal English teacher selves and consequently, their ideal teacher identity.

The findings show that participants do not particularly perceive for it to be extremely difficult to identify with the existing categories, NET vs LET, which is in contrast with what has been stated in the present literature about the TIC of MCETs in Hong Kong (Benson, 2012). Both participants identified with being a LET, which is a matter that does not seem to be problematic for Kate, the MCET participant due to her LET-like attribute of speaking Cantonese, a significant factor that determines such identification. However, Sandra, the NCET, who also has the ease of identifying with being a LET, may be in a more complex TIC process due to her having both characteristics of being a LET and a NET, for instance, being native-like in fluency and accuracy, having minimal fluency in students' L1 and being locally educated. From Sandra's experience, although she did not normally use L1 in her teaching, a common trait among NETs (Ma, 2012), she was treated as a LET instead of a NET. This may suggest that despite having NET-like attributes, a non-native NCET may identify more as a LET and may choose to become one. Such case shows that the ability or inability to use L1 should not necessarily automatize the categorisation of

English teachers in the HK context. Sandra's situation is an example that the existence of what seems like a binary categorization is a mere starting point of identification such that its existence may be one that does not necessarily reflect nor reinforce one's teacher identity. According to Moussu and Llurda (2008), there need not be an urgency to identify with only one category given that there are many interlaying circumstances that may limit one's belonging as a result of attributes specific to each category (Trent, 2016), which is Sandra's case.

Current findings from the present study illustrate that acceptance of colleagues and student responses for pre-service teachers impact their emerging teacher identities, a finding consistent with previous research (Flores & May, 2006; Hong, Greene & Lowery, 2017; Yuan & Lee, 2011). As experienced by the participants, feelings of acceptance by colleagues facilitates TIC for it allows teachers to have a sense of professional teacher identity (Flores & May, 2006). Equally influential to the participants' TIC were their students' responses which was generated by their mutual daily interaction. Teachers feeling acknowledged through positive responses built a sense of self-identification as teachers, which contrasts with the negative responses such that when they exist, they inhibit self-doubts in their teaching abilities (Yuan & Lee, 2011). With such identifications found during the practicum, the context of TIC, the present study also testifies the claim that TIC is dependent on multiple aspects and that it is based on the teaching context (Day et al., 2003; Flores & Day, 2006). With the practicum's aim to practice being teachers, the participants underwent legitimate peripheral participation (Lave & Wenger, 1991) in which they were able to practice the role of being a teacher without assuming full responsibilities associated with the position. The practicum is thus a legitimate and a

highly influential context in shaping their teacher identity as it allowed them to practice being teachers.

The current study found that the expectations and perceptions of supervisors assessing pre-service teachers are powerful teacher identity shapers, which testified to previous research findings (Timoštšuk and Ugaste, 2010; Yuan, 2016). As shared by the participants, self-doubt in the ability to become a teacher is generated as a result of supervisors' evaluations. A dissonance between what the teachers practice and what supervisors expect therefore become an internal conflict for the pre-service teachers. However, as the pre-service teachers are assessed, they felt compelled to implement their lessons according to their supervisors' expectations as an attempt to attain extrinsic by-products of the compliance, i.e. commendable grades. In the words of Vonk (1993), the student teachers have 'adapted strategically' to the constraints of the teacher role in the institutional aspect, with this institutional aspect portrayed by supervisors. Such compliance may negatively affect the TIC of teachers because instead of supervisors positively reinforcing the teacher identity of the participants, the direct impact on their grades may significantly deviate the way participants are constructing their teacher identity (Ong'ondo & Borg, 2011; Pennington & Richards, 2016), that instead of aligning their actions with how they believe their lessons should be, they are aligning their lesson implementation based on their supervisors expectations, which may or may not be similar to the pre-service teachers' beliefs (Trent, 2013).

As the results have instantiated, the TIC of pre-service non-native, NCETs and MCETs highly depend on the following categories of factors: identifying with the profession and the teaching practice experience. An individual is influenced by these factors differently

and whether they would adapt or negotiate meanings enticed with these factors depends on them. As a result of that, the TIC of the participants is dependent on their individual experiences and how they would continue to construct their teacher identity when they enter the teaching field.

Implications

It is noteworthy to mention the role that teacher education programs play in aiding the construction of the pre-service teachers' English teacher identity. Based on the finding that there is a gap between their current and ideal teacher identities, prior the practicum, teacher education programs could provide more professional guidance and preparation for pre-service student-teachers. A suggestion would be for the programs to play a more proactive role in encouraging student-teachers to participate in voluntary teaching activities in which they could practice teaching. From this, student-teachers may begin their TIC and find it easier to adjust to their specific working conditions once they commence their practicum. Such suggestion may be more significant to MCETs given that they may have legal difficulties to find paid teaching experience prior the practice. By doing so, they may also be more aware of the local education context and may then apply what they learn through such volunteer work into their FE.

Moreover, with the present study showing that supervisors' comments and evaluation of teachers being a highly impactful teacher identity shaper, another initiative for teacher education programs is to pair student-teachers with teacher mentors early on in the programme. Student-teachers in the practicum may experience having teaching supervisors as mentors only for the first time and with the practicum lasting only a few months, they may not have built a mentor-mentee relationship that student-teachers can highly benefit from, especially due to the supervisors' role of also assessing students.

Having a mentor a few semesters prior the practicum can allow student-teachers to have guidance and support from the mentors, such as alleviating their uncertainties among themselves as teachers and suggestions on improving their practice. Such mentorship could help students-teachers as these mentors are already established members of the teaching profession in which the student-teachers can align themselves to.

Conclusion

Given that the majority of the literature available is about the TIC of local English teachers, the research conducted in the above was to shed light on the TIC of pre-service English teachers in Hong Kong who are of non-Chinese and Mainland Chinese descent. In line with the present literature on English TIC, based on the study conducted, the construction of teacher identity is not a straightforward construction but is instead dynamic. Its construction is a continual process encompassing various factors and is one that requires constant meaning negotiation, participation in practice and collaboration with stakeholders in order for teacher identity to be constructed and realised.

As for all research, there are limitations to the study. First, as the research was of a small scale, a strictly limited number of participants jeopardises the representativeness of the study. Furthermore, with both participants being females, issues that may be more sensitive to genders were difficult to identify. From these limitations, a larger-scale research should be conducted, vying for a larger pool of mixed-gender participants from both kinds of pre-service teachers i.e. non-Chinese and Mainland Chinese English teachers, so as to have a more legitimate representation of the study and its data. A larger-scale data may be of high importance, especially due to the steady increase in the number of pre-service NCET and MCETs in Hong Kong. Additionally, follow-up research could be

conducted so as to further track the TIC of the teachers from pre-service to in-service to generate a better understanding of the changes of teacher identity.

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Appendix 1

Interview questions

Research questions

1. What are factors that shape the teacher identity of pre-service non-native mainland Chinese English teachers (MCET) and non-Chinese English teachers (NCET) in Hong Kong?

A. Background

1. Where did you grow up in?
2. What is your first language?
3. What is your second language?
4. Where did you learn English?
5. When did you start learning English?

B. English-speaker identity

1. How did you learn English? / What did you do to learn English?
2. Do you consider yourself as a fluent English speaker? Why/not?
3. What do you think about being called a non-native speaker of English?

C. English language teacher identity

1. How would you describe yourself as an English teacher?
 - a. What experiences have you had that made you how you are as an English teacher?
2. What kind of English language teacher do you want to become?
 - a. What approaches to English teaching do you want to adopt?
3. Do you think you are close to being the ideal English teacher you want to become? How/Why not?
4. What do you think you need to do to become your ideal English teacher?
5. How did your teacher education programme help you become an English teacher?
6. What do you think about the Native English teacher scheme?

D. The teaching practice

1. How prepared do you think you are for the English language teaching practice?
2. What are your expectations for the teaching practice (TP)?
3. What do you think will be challenges during the TP?
4. Do you think that the TP will change you as a teacher?
If yes, how/ If no, why not?

For post-study interview, repeat question categories C

E. After the teaching practice

1. What do you think about your teaching practice?
2. Did the TP meet your expectations about it? How?
3. Were you able to practise being the ideal English teacher you want to become? If yes, how? / If no, why not?
4. What difficulties did you encounter as an English teacher?
5. How do you think you changed as an English teacher?

Expansion questions:

1. How would you describe yourself as an English teacher?
2. How do you think you reached this level of English teacher identity?
3. What kind of English language teacher do you want to become?
4. How do you evaluate yourself compared to the English language teacher you would like to be?
5. What do you think are the factors that have shaped your current English-teacher identity?
6. What do you think are the barriers to achieving your ideal English teacher-self?
7. After the teaching practice, how do you feel about being an English teacher?
8. Do you think that you can label yourself as an English teacher?
- What made you think that? Can you name certain experiences that made you think so?

9. Were there any experiences that made you think whether you would like to be an English teacher?
10. What was the most difficult part of the FE for you?
 - How did that affect how you see yourself as an English teacher?
11. How important is it to have good subject knowledge as a teacher?
12. What do you think are important traits to being an English language teacher?
 - What do you think is important to be/do as a starting teacher?
13. How does your performance in FE affect the way you see yourself as an English teacher?
14. How did other teaching staff see you as an English teacher?
15. How do you think about teaching in a local school?
16. How was your relationship with the teaching staff?/supporting teacher?
How important do you think is it to have a strong support system as a starting teacher?
17. How do you think you can improve in the future as a teacher after the teaching practice?

NET/L1

18. For EMs, how did not being able to speak fluent Cantonese affect your teaching?
19. For both, what did you think about the NET scheme after the FE?
20. for both, as students could see that you were of different descent/not from Hong Kong, how do you think they perceived you? any difference with the local teachers?

Appendix 2

Excerpts from pre-study interview MCET

Codes

R – researcher

MCET – Mainland Chinese English Teacher

Question (from researcher)	Response (from MCET)	Theme
How would you describe yourself as an English teacher?	I'm still learning, I mean the transition from student to teacher. I mean there's one factor affecting my construction of my teacher identity. But when it comes to the subject English, I's more about sharing. You know because I learn English from school and then now I need to teach them. I mean teach English to my students. Yes.	
So you think it's more like not just knowledge transfer but more of communicative? Would you say that the way you would like to teach is more of teacher student sharing? Which means more on the talking	just sharing is more like sharing. I think in terms of knowledge it's more about talking because we have 4 skills. Yeah so we need a bit of formal teaching. Vocabulary, we need to do that.	
how about this? You're saying that you're still in the transition so you really can't tell yet how you would describe yourself as an English teacher but how about this. About metaphors. For example, what do you think English teachers should be? They should be like for example "I think English teachers should be like policemen. They need to be very strict about language."	for me, being an English teacher, first English is a language. What do we use language for? For communication. Yeah, speaking. Yeah you were right! So first, if I'm in a classroom. Of course I need to try to speak more in English to students. But the past few days, when I was in school with my primary students of course we still don't know each other that familiar that but I have tried to communicate with them in English. Maybe because their competence is not high, then they may feel shy sometimes. So it's difficult for me to carry the conversation.	
So would you say that you're going to see first your students' level and then kind of adapt?	I'm worried that my expectation might be too high. It's a subject. Here comes the exam-oriented	
I'd like to ask. Before entering the FE semester, have you had experiences where you taught English?	Not a lot. There was this one time when I was doing some volunteering work in Thailand. Actually, I was teaching Chinese, some basic Mandarin. But the medium of instruction was English. But then the English level of students was not that high.	

	So it's just some very basic level of communication.	
do you think that teaching even in volunteer work that kind of shaped you see yourself as a teacher?	Yeah. It's experience. for me, if I experience something more then I would be more confident.	
What kind of English language teacher would you like to become? Your ideal self as an English teacher.	First of course I wish that my students will learn English well. They will be able to communicate with me in English. Yeah. But I don't know because I'm still learning. For me there is never an end to the process of learning English.	
how about this? We put some personality traits for example. The kind of English teacher I want to become is kind of strict.	Oh I don't want to be a strict teacher (laughs) Of course I mean in terms of knowledge I hope that they can get the answer correctly. If it's right then it's right, if it's wrong then it's wrong. But then I don't want to be too strict. I will scold them or something like that. It's hard to be that kind of teacher.	
so it's safe to say that you don't want to be that kind of teacher. It's more friendly [teaching]. Alright, because you said that you're not close yet right. So you can't answer this yet, how close are you to being the ideal teacher that you want to become?	I'm still in the beginning.	
Because you're still learning. But what have you been doing to become that ideal teacher? Like for example, any kinds of self-regulation?	what does that mean? R: oh you are monitoring yourself. You're very aware of what you're doing. M1: there is one thing I want to talk about. Because for me, I personally don't like to approach to strangers. To take initiative for me to talk to strangers and then but to your students, I need to step outside my comfort zone. And then to initiate a conversation so this what I feel sometimes I mean, anxious about.	
so do you mean to say that you're kind of trying to work on not being too shy? So that you can approach more on the students. Oh, this one is more about our programme. How did your teacher education programme help	good things about our programme is that we have some very good teachers you know that inspire me in some personal way. For example, it's not just about academic. When I encounter some difficulties in my life, other aspects, not just academic, they will be very patient. Yeah, because of academic, there are many	

<p>you become an English teacher? Like maybe to answer that better, what do you think are the good things about our programme that helped you become an English teacher?</p>	<p>theories. Of course, we need to learn them. It's a part of knowledge. But I think education not just about you study well and do good in the exam, good results and then, how to be human being.</p>	
<p>so ah maybe this is a little bit biased but just curious, do you think that you learnt enough?</p>	<p>M1: did I learn enough from our programme? Enough, in terms of what? R: ...becoming a teacher. Do you think that you are equipped already? M1: I don't know. I think that this is what FE is for. We always learn theory but we don't have experience. R: like the application right? M1: Yes.</p>	
<p>No. 6 I have to give you a bit of background. Here in HK, they have a NET scheme. Which stands for native English teacher. M1: yes, I heard a bit about NET. I don't know how it works. R: so the school hires a net teacher. Mostly for helping students practice their speaking. So most of the time they are hired to cover all of the classes for oral speaking practice. So it's separate from the English subject. M1: so it's just about speaking, talking. R: most of ... yeah, basically. M1: so there is one specific lesson for just speaking. R: yepp. Just like for, even for my school, my partner and I have 4 periods with 2 different classes. We're kind of assisting the NET. The reason why I'm asking is because in the studies that I have read which are also about teacher identity, some English teachers either like or don't like the existence of</p>	<p>That's a very good question. What do I think about NET scheme? Because I, back in my English education, in mainland china, we don't have this scheme. In my school. There might be some other special, private tutoring about this for some very wealthy people but I don't have that experience. For Hong Kong context, I think it's good because in terms of the teachers, they can learn from each other. For example, for local Cantonese-speaking, native Cantonese-speaking, local teachers – they can learn what native English is like. And even for native English speakers, there are different accents. And then for NETs, of course one most important task for them is to introduce maybe their own culture, and of course speaking is the most important to students. But at the same time, they can also learn about the local culture from the local teachers, how some school policies has some working style at school.</p>	

<p>the NET scheme because they think that some NETs think every high of themselves. Something like that or, the existence of the NET kind of highlights the...what is wrong with the local teachers. Something like that, so there's some pros and cons. So I guess what I'm asking is do you have any (...)? so it's like, better to collaborate and learn from each other. It's like they complement each other.</p>		
<p>About the teaching practice. Are you prepared?</p>	(laughs)	
<p>How prepared do you think you are?</p>	The beginning. Because I still have a week.	
<p>Do you think you're ready?</p>	Not yet.	
<p>Why do you say so?</p>	Because I haven't started to prepare my lessons.	
<p>I think we're all kind of nervous about this, cause just to share with you, even for my school, where are the teachers' scheme of work? Because we kind of need to follow up their schedule. And it's not ready yet so that means we also cannot prepare. And of course we don't want to put pressure on whoever is doing that one. The politics. Also us. For the teaching practice, what are your expectations?</p>	<p>the big one is that the students will follow my instructions. So you expect that and want that to happen. I'm worried that when I speak, nobody will listen to me. There will be a big problem.</p>	
<p>how about expectations on being a teacher? Like what do you think will be challenges? Expected challenges / difficulties</p>	nobody listen to me. That's one aspect. And then another one is im not sure how to prepare lessons.	
<p>I think all of us are worried. You're not alone. So it's more of like one, you're worried about nobody listening, and number 2 is more on lesson preparation. Alright so the last one, do you think that the</p>	I believe so.	

teaching practice will change you as a teacher?		
why do you think so?	because this is an official formal teaching setting. The first time for me. And I haven't experienced such this kind of practice before.	

Appendix 2 (cont'd)

Excerpts from post-study interview – MCET

R- researcher

K – Kate (pseudonym, MCET)

Question	Response	Theme
After the teaching practice how do you describe yourself as an English teacher?	Well me before the f y I think I am or I have more confidence. As an English teacher who can actually teach the children. To design different kinds of different materials for different levels.	
You would say that now you are a confident English teacher?	K: yes	
Ok that's nice. Because it's important as an English teacher. How do you think you reached this level of English teacher identity?	I practiced. I mean at first maybe the first visit or just the beginning when my supporting teacher came into the classroom to observe how i teach and little by little and step-by-step until today, I built my confidence little by little.	
Ok so would you say just to paraphrase it's this feedback from the teachers that really helped you affirm your identity yes, I can do it so it built up.	Yes, there are advised to help me to improve my design of the materials and the lesson plans all this stuff actually helped me.	
Ok then that's very very good. That is nice to know because i would say based on what i have read it is such an important thing for a practice teacher or a budding teacher to feel assured that they can do it	K: i think the support of senior teachers and those experienced teachers are very important	
R: why do you think so?	Because if you know I am just a fresh graduate and I don't have any kind of teaching experience before and then I need to go inside the classroom and then I need to teach them those things. I don't you know I never know what I will be facing. So sometimes I would get panicked. And then that's when I think you know the support is important. You know you have back up you know that you will get help.	
Ok what kind of English teacher do you want to become?	: I don't know but I think in terms of teaching and knowledge I think I will be a	

	strict teacher, but I think overall, I still want to be friendly enough. You know Stella always says we cannot be friends with friends with our students, but we can be friendly.	
R: do you think that you were able to be that kind of teacher?	K: I think I've have done quite well not just for teaching and knowledge but then also you know to help them with their learning. Now with also there are extracurricular activities I can help them also. There was this extracurricular activity I don't know if you know the instrument gu zhong. I was able to help them as a teacher assistant it was quite fun.	
R: now I think the next question is related to that. You are learning but do you think that but do you think that you are Do you think you are closer to your idea English teacher self?	K: yes as I said before it is the experience that helped me build up my own c confidence. And that indeed helped me to have my own teaching style I would say so that helps	
R: if I may ask what is your teaching Style? You can talk about the way you are in the classroom and also strategies you use in your pedagogy.	K: ok let me say this as an example my supporting teacher and I or or have very different kinds of teaching Style. He is some more strict than me because he will just scold at the children when they have done something wrong and I don't know if it's related to personal characteristics but I will want to talk with the kids to have reasoning to tell them why it's wrong why it's not good we can do this not that something like this.	
R: for you do you want to be like him?	K: I think for some little young kids sometimes indeed we need to be they're like little Monsters so sometimes yes we can be very angry and scold at them but I do not want to be that kind of unreasonable person.	
R: I think that the way you approach the situation is always reflective of how you view education and how their stakeholders really affect the Education of the children. Ok as you have already mentioned It is your field experience in the teaching practice and also the	K: I have something to say about expectations sometimes that can be very troublesome for me. Four different kinds of stakeholders for example for parents they have their own Expectations for their children and they also have certain level of expectations for teachers. So as a teacher we are our own goal is to help our children to learn from their level and stretched	

<p>support that you have not made you a more concrete English teacher identity. Do you think there are other factors that have shaped that identity that identity? 8:03 because during the interview yesterday one of the interviewers responses was the students responses to you teaching them, their learning motivation school culture the workload expectations something like that those are examples of factors you can name some other things.</p>	<p>them to a higher level that they can reach. But then for parents sometimes I think it's maybe about people's opinions or they think they are right and we must listen to The Parents Say, I'm not sure if you can understand but. I think the most difficult part is that it's difficult for us teachers to reason with the parents so sometimes when the parents are complaining about something, we can just listen and yeah and say you're right I agree with you something like that.</p>	
<p>R: does having parents kind of complain affect the way you see yourself as a teacher?</p>	<p>: sometimes can be troublesome there was this one instance during my FE. That kid, originally, he is naughty for example in the classroom when I teach I give them assignment and homework to do and I asked them to take Are there handbook to write down the homework and I will check that most of them will write down the homework. But then I checked out this kid even he doesn't write down not even the homework and then the next day he will come to school and we'll say I'm sorry I forgot to do it. And then his parents call the school and asked me as his English teacher to pick up the phone, "you must tell him to listen to you and tell him to do the homework you must pay more attention to him". But then I think he each parent of my student asked me to do with the same thing to do the same thing for each student, I don't think that it's a possible thing to do to pay extra attention to some particular students. I I think it's unrealistic.</p>	
<p>Would you say that it made you angry?</p>	<p>Yes, sometimes it did.</p>	
<p>Ok but given that the parent literally said I must talk to the English teacher I must talk to you, Other than it making you feel angry or awkward or troublesome, what else did you feel? Did that make you reflect?</p>	<p>: I think at that moment when I pick up the phone from the parent I've felt I indeed have the responsibility to teach my student well at their English teacher and then you'll know when I was just a student I just feel everything is relaxed with the homework the work is easy but then when you are a teacher the feeling as you said that identity is different the responsibility is... 13:01</p>	

<p>Based on that experience, what do you think are the roles of an English teacher?</p>	<p>: I think the identity is Complex in school. For example as an English teacher we are supposed to only teach the children English and then maybe help how help them learn how to learn English well. But actually in reality it does not work that way. We take care of the children in it's because the children are very young so we need to take care of them. In all different kinds of angles aspect.</p>	
<p>R: then you would say that it really depends The variables that happened in the school.</p>	<p>K: yes</p>	
<p>R: what difficulties did you have aside from that? What difficulties did you face during the FE or what were they?</p>	<p>K: one the most difficult part for me is I need to try my best to meet my supervisors expectations.</p>	
<p>R: why did you think that that was a difficult thing?</p>	<p>: I don't know if you still remember the day when Dr Taylor said in the debriefing session he said they I mean the professors they have this kind of idealistic directions that require us to meet in the reality. So sometimes my supervisor will give me some suggestions to ask me to improve according to his expectations but then in reality based on my students English level I don't think that it is possible so that is the most difficult part for me. Of course you can say Christian is not a good English teacher because she can't teach them well according to the supervisors opinion but I think sometimes it's difficult to meet those idealistic requirement.</p>	
<p>R: would you say that because it was quite difficult to meet their expectations, how affect the way you sort of yourself as an English teacher?</p>	<p>K: sometimes I felt I will feel depressed I feel powerless and I will think that I'm not a good English teacher.</p>	
<p>R: because of their comments it kinds of it has immediate effect on how you see yourself as an English teacher. That's interesting to point out because that's one of the things they're research is also saying, and to but th... Because according to the Research we it's important to be critical but not to the point that</p>	<p>K: then I can say that I was discouraged.</p>	

we discourage the teachers or the budding teachers...		
R: you would say that this experience or someone like this as a supervisor is definitely a factor in the construction of teacher identity. After the teaching practice what do you feel about being an English teacher?	K: I enjoyed my time with my students they are very adorable yes and then because I like learning English myself so I am very happy I'm very willing to teach them and help them to improve their English. And I understand that at current stage I still have some shortcomings and assigning teaching material something like that but I think I will improve myself yes.	
R: I think that that's a very positive thing to hear especially for my budding teacher. Like you want to despite having a hard time and going and improving and I think it's very important to ourselves and also to the Future of education because we don't when we don't have teachers who are hard-working then it's kind of pointless you know. Ok because I asked this question yesterday what to you is a good English teacher?	K: for first you must have good English and then let's come to the teacher part I think for a good teacher he or she must have love the students and then have patience to them because love and patience I think are the most important.	
R: do you think that you were able to be that?	K: I think I can love my students but patients sometimes no.	
R: I think it's important for me to ask that question because a lot of our practice how we implement ourselves is based on an idea on what the good English teacher is or what is a good English lesson. So it's important to ask that because more or less you try to be that you tried Bridge the gap.	K: yes kind of like our teaching philosophy	
R: number 8 do you think that you can label yourself and English teacher? Like you can actually call yourself," I am an English teacher"?	K: (3 second pause)yes I can.	
R: why did you have a pass what was going on in your mind?	I mean maybe it's related to my own personality I get to I'm not sure if this word is correct but Humble. I would feel that they are better than me.	
R: "they" meaning who?	K: like you so I need to pause.	

<p>But yes I think that's the thing it's different for all of us. It's yes and regardless of the differences I guess what I am trying to say is you can meet your own standards. You can meet your own higher expectations of yourself. So yeah So if you think that yeah I am an English teacher I can take pride in that then to me as a researcher who is researching about the identity construction of English teachers, it really goes to show that she has kind of solidified her or confirmed within herself yeah they are an English teacher so I am happy to hear when you said that you are an English teacher because to me you have somewhat constructed already your teacher identity</p>	<p>K: yes, I am. No, my English is not as good as you.</p>	
<p>That is another thing that I heard from a professor. There were the professor said that we teachers are such a perfectionist we have the tendency to beat ourselves we have the tendency to think that we are not good enough, others are always better. I think that is very true when I said yes that is very sure because we recognise it we are models if there is part of us I'm not the best for them it affects our teacher identity. But the thing is you believe in yourself right and that matters. Since we are on the topic, how important do you think or how important is it to believe that you can do it?</p>	<p>100% I think. I must believe in myself you know the determination I think it's important to do good in this teaching.</p>	
<p>R t then I think it answers the question because even personally I think it's true. I think we can move on. 23:51 Can you name a certain experience or experiences that made you think wow I am proud of myself ?</p>	<p>Can I share something that I am not proud of?</p> <p>K: you know I for this particular English lesson I designed some activities materials for my students and when I saw that student asks or try to practice his English with other students using my materials at that moment I was touched that he is really so serious about this assignment and then</p>	

	<p>after that when I reflected about my own teaching design, I found that there are something wrong with the activities with a design. And I felt ashamed of myself. My student are very serious about my activities for them but then I didn't decide well for them to learn and I think for that moment made me feel that I must improve myself to improve enough to teach them good English and not damage them. Not to harm them but...</p>	
<p>R: I think it's interesting that you pointed this out because I think it goes to show that it's true about what for him it's working out for his student but then you found out that there was something wrong, oh I'm such a bad English teacher". I think the good thing about that is that you reflected. How important do you think is it to reflect? 26:05</p>	<p>K: reflection. I think it's important. If we don't reflect then we cannot see the good and bad in ourselves but usually I only focus on the bad.</p>	
<p>R: number 9: were there any experiences that made you think... Any experiences that made you ask yourself do I still want to be an English teacher?</p>	<p>K: ok let me just say this my passion or career at Is still focused on research linguistic research. But to be an English teacher I think it's also ok for me. For this few years after or maybe two or three years after graduation I think it's ok but I still want to work on linguistic research.</p>	
<p>R: I think it's interesting that you point that out because this is what I'm researching about now weather in the end because of the teaching practice you still want to become an English teacher.</p>	<p>K: I want to yes. I don't feel rejected. I quite like it. I think this is a very meaningful job. I it is not easy. I'm afraid of much workload but it is meaningful.</p>	
<p>R: that's good to hear. It's very encouraging. You already said this what was the most difficult part of the FE for you but would you like to add anything? Like like lesson planning?</p>	<p>K: ok. The most difficult Part 4 lesson planning is sometimes I just run out of ideas for example the language objectives for students to learn and then you need to base the objectives on the designed the activities. Sometimes you're in the classroom and then you just sit there and you're like what.</p>	
<p>R: so you would say that lesson planning was quite difficult?</p>	<p>K: Yes</p> <p>K: yeah they don't plan for example my supporting teachers he just he's very busy man he just walks into the classroom and open the eBook ok that's have class for me I need to spend the whole night or the</p>	

	<p>afternoon to sit there and wonder what to teach or what am I going to do with the next day. It's the experience that make it different but to some degree lesson planning is crucial. You don't just walk into a classroom without anything in mind what am I going to do with my students? They are going to learn what I expect of them after this lesson. So I think that is important.</p>	
<p>R: Number 11 how important is it to have good subject knowledge as an English teacher? 31:40</p>	<p>K: I think that is very important. It very crucial to have good. Ok maybe maybe I should not think that. Because for my supporting teacher, he didn't receive us to have very new knowledge I don't know how to say. Let me just put it this way, he didn't have a kind of training like us. Most of the time he teach it based on his experience for example designing the games activities for students to play and he told me that his English was not that good in the beginning but he learnt English by himself but I'm not sure if I'm too strict about myself. We are teaching our students to be language users but not linguist.</p>	
<p>R: yes especially for secondary because if the foundation is not good if they're grammatical structures are not good if their vocabulary is not good it's hell thinking how many students there are in the class, thinking about how many classes I'm going to teach. What do you think are important traits to be an English teacher?</p>	<p>K: I am not sure if this has something to do with cultural differences, I think for most of the Chinese people, who are English teachers, they tend to be more open minded open ended, I think that is important. Because we are not native speakers, so to improve ourselves we need to listen to different listen to different opinions from native speakers, from people who speak better English so open thinking is important.</p>	
<p>R: so basically, you are saying that it is important to be open minded.</p>	<p>K: yes.</p>	
<p>R: would you like to add anything else? Whatever it is that you think is important? K: do you have some words I can choose from? R: ok maybe you said reflective before it's important to improve ourselves as a starting teacher I</p>	<p>K: I think that depends on school culture. I was lucky that my assigned school was quite democratic. We actually had quite good relationship among our teachers even for our panel head my supporting teacher who is very experienced who has about 20 years of experience. In Chinese culture, it</p>	

<p>guess do you think it's important to be very... kind of submissive...? K: submissive do you mean kind of in the school policy...? R: do you think that's important?</p>	<p>could be very the senior staff they can be very... I can't find the word...</p>	
<p>R: laughs - let me help you. Can be pushing have high expectation? Expectations</p>	<p>K: Yes exactly. But I don't feel that that way too as you said like submissive I don't feel that way I feel quite free to express myself, even when I have ideas and we sit together. The discussion about the lesson plan, we prepare the blessing or the unit plan together. I don't... I can't really say anything (negative.)</p>	
<p>R: How does your performance in the affect the way you see yourself as an English teacher? Ok first were you happy with your results?</p>	<p>: not happy but satisfied. K: maybe we can come back to that literature story. I'm not sure if my supervisor has taught in Hong Kong local schools he is Taiwanese. So I am not sure if he is very he if he understands very well the situation in Hong Kong and so sometimes it's difficult for us to have a very meaningful conversations about lesson planning. Sometimes his opinion is like to imaginative, and you will feel like it's very difficult to implement those suggestions.</p>	
<p>R: let's just put it this way, did you feel supported by him?</p>	<p>K: no. I don't feel I got any support from my supervisor.</p>	
<p>R: but congrats congratulations you survived. But going back to the question, does how does this performance affect you see yourself as an English teacher?</p>	<p>K: that part is quite suffering for me. To try my best to meet my supervisors' expectations. Teaching is like you need to prepare a show. Just to show him so that is very safari experience for me. But then just for daily teaching, I enjoy it I enjoy the time with my students even though sometimes they can be little monsters.</p>	
<p>R: number 14 how did other teaching staff see you as an English teacher?</p>	<p>K: most of the teaching or that English teachers they we had quite good relationship with them. We had no problems. Even though we don't know each other you know we have that meeting together for example if we Come across each other, we will say hello hi for greeting.</p>	

R: did you get to collaborate with them?	K: we don't have that opportunity to go teach or collaborate.	
R: as a follow up do you think that because you had a good relationship with them, does that have any effect on the way you see yourself as an English teacher?	K: no.	
R: how do you think about teaching in a local school?	K: I don't know what to say because there is no comparison. I only did my teaching in only one School. I didn't teach in any international school or other types of school. I didn't receive my primary education in Hong Kong also so I don't know.	
R: I think that you are being critical which is good. Because then you don't want to generalise. But would you like to teach in Hong Kong?	K: yes.	
R: then that is already quite telling about your experience at your school. Would you want to teach in your placement School?	K: yes.	
R: I hope they offer you a job if you apply. Can you elaborate a little bit more about your support teacher? You said that you or he was a little bit more strict, how was your relationship with him? R: to conclude he was really kind of like supporting you.	K: my relationship with my supporting teacher was quite good. Though sometimes he was very busy, you just cannot find or locate him. But then if I have lesson observation for supervisor, he will be very responsible. He will have a meeting with me. To help me plan my lesson. K: yes.	
R: how important do you think is it to have a strong supporting system as a starting teacher?	K: very important.	
R: what or who would you say where you're supporting system?	K: my supporting teacher my friend though the student who was assigned to the same school with me. We we told each other everything and we also help each other plan. We discuss to share our ideas.	

	That is very important. Yes, and then if we are lucky, if we have the school the English teaching team. They share materials and Resources that what we did in my placement School. We shared materials and Resources.	
R: to me when I think about They have a good collaborative culture.	K: yes. K: in my assigned School, we had a platform that we can up upload our example ppt slides and worksheets everybody can see.	
How do you think you can improve in the future after your teaching practice? 48:31	K: first improve my own English. I have vocabulary problems. Sometimes I find it difficult to find the word to express myself. And after this teaching practice, I think I have more confidence in speaking in English and then to share ideas with my peers with people like you where we have different teaching styles, perspectives. Those ideas are very helpful to plan lessons well. Basically to experience more.	
R: ok. What did you think about the net scheme after they teaching practice?	K: we have a net teacher in my school. He is very outgoing, and he has lots of good ideas. But sometimes he can be, I'm not sure whether he is good at classroom management. Sometimes he is too I think it's too Friendly. Too random for students. But I think that is only for one person.	
R: do you like him?	K: no. Not really. But we can work together.	
What made you decide that you don't like him? R: professionally speaking as a teacher, would you want to keep collaborating with him in the future?	K: I don't think that we can communicate well. It's like he has his own mind set and it's difficult to communicate. It's like he has his own style. K: if I have a better choice, I don't think I would choose to. K: but there is one thing. Maybe it's about the training. He said that he didn't have, he is still getting his PGDE. So I don't think he is that much more mature than us. I think that is a critical factor that let me think that.	

R: this is just based on your opinion. Do you feel that his existence in the school made you question your English teacher identity?	K: no.	
R: and that's a good thing because as I mentioned before in the first interview in the literature I'm reading especially here in Hong Kong, some local teachers feel useless because there is a net and the teachers or the students prefer the net because of the segregation of classes.	K: I don't think that is right. Ok you're a net, ok that's good for you. But I also don't think I'm bad I have been learning English for a very long time. Can you speak in Chinese like me? So I cannot see the reason. The connection.	
R: I'm happy to hear that his existence didn't you know affect the way you see yourself as an English T. Because based on the research I've read their exists that kind of thinking. Just let the net teach la or something like that.	K: I have also observed that NET teachers teaching in my class. Sometimes I think it's because my students English level is not that high, sometimes the NET say something but my students cannot understand his instruction. So sometimes I need to use Cantonese. To tell them what to do and then my students can really understand what the NET teacher is trying to say. So the language barrier here is an issue.	
R: is it language barrier or difference in culture?	K: it's just understand or not, so I don't think the coaches sing have or different attitudes. It's just you say something in our language and you don't understand. I think it's like that.	
R: OK then let's go for number 20. This one may be sensitive I don't know if you would want to answer but I also ask this for the ethnic minority participants. Before this question, did the students treat you differently did they know that you were from the mainland?	K: no. I didn't say that. When I speak in Mandarin they were like You know how to speak Mandarin? Because most of the time I speak in Cantonese with them. Maybe that's a reason.	
R: do you think they would have treated you differently?	K: I don't know.	
R: that's another say that I should have asked you. Being able to speak in Cantonese, ...	K: I think that makes a very big difference.	

<p>R:... How did that help you develop your English teacher identity?</p>	<p>K: because I'm teaching and Hong Kong now, not in the mainland, Cantonese is very important even in the communication of my with my colleagues with my students, everything. And that indeed and hands to a very high degree the relationship between me and them. That is very useful.</p>	
<p>R: right now I can already put an implication in my research. Because for my, I'm the other ethnic minority participant, she said that her not being able to speak in Cantonese is not a big factor to her being an English teacher. To me oh I would say...</p>	<p>K: well if you speak in English with them most of the time or all of the time ok then I have no factors I mean like your colleagues or your students can communicate with you fully in English then it's not a problem. But then if you're colleagues or your students cannot do that, they can only speak in Cantonese then that's the way you go. You speak in Cantonese.</p>	
<p>R: ok this is very interesting to me you can confirm this with a yes or no, would you say that because you can speak Cantonese it helped you teach English better? Did you speak Cantonese in class?</p>	<p>K: sometimes. To translate what I'm trying to say.</p>	
<p>R: were they able to understand better right after?</p>	<p>K: I hope so.</p>	

Appendix 3

Mainland Chinese English Teacher Written Logs and e-Portfolio Final Entry

Written Logs

Entry 1 (September)

More than a month has passed in my FE semester. Overall, I have been enjoying my teaching time at my assigned FE school. This is the first time for me to stand in the front of a classroom and teach a whole class of primary students. For me, still as a student teacher for the time being, every day of my teaching day can be new for me, because I could never predict what would happen in my classroom. While I must manage to be strict to my students so that they would sit appropriately and not talk to each other secretly during the lesson, I must not be so strict to be able to let the students have fun during the lessons. For getting a better understanding of my students, regarding both their personalities and the level of English, it indeed spent me quite a few lessons. Based on their feedback from the homework as well, I eventually have a whole picture of my students' English level. Understanding my students better is important for me, because as my teaching belief, I help my students build up their knowledge from where they are, and I don't want to set some unrealistic goals for them. I see this process of helping students as meaningful experience for me personally.

Entry 2 (October)

After several times of co-teaching with the NET teacher in my assigned FE school, as well as several times of observation on the NET teacher's teaching, I regard that there are both advantages and disadvantages for non-native English teachers and native English teachers' teaching respectively. For example, as a non-native English teacher myself, I can often use students' first language, i.e., Cantonese, to explain better the content of teaching to my students. However, considering the same situation in native English teacher's teaching, I found that students often cannot understand the instructions of the native English teacher's. What is more, because I also learn English as my second language but not as my mother tongue, I can design my teaching based on my learning experience. This

is difficult for NET teachers because they learn English as their mother tongue, and first language acquisition and second language acquisition are significantly different.

For disadvantages, as a non-native English speaker myself, inevitably, sometimes I speak English with my accent, and this may hinder my students' learning of English.

Entry 3 (November)

Now, after I have the real classroom teaching experience, I deeply understand that it is not easy at all to be a good language teacher. First, he or she must have the passion to design good classroom activities for the students to learn the language. What is more, a good language teacher must have a clear knowledge about his or her students' language level, and design the activities according to their levels. This is for catering learners' differences. One of the mistakes I often make is that I often overestimate my students' language level, resulting in that sometimes in classroom activities, students do not respond to my questions because the questions are too difficult for them. Reflecting on myself, though I do not reject the idea of teaching languages, my passion still falls in learning languages and research about languages. Even though, I do realize that teaching language also inspires good research of languages significantly, because we can have practical experience if our research interest is on Second Language Acquisition and the relevant.

However, if we put the subject knowledge aside, as a teacher myself, I wish that when my students are learning English, 1) they could have the passion to learn it and to take the challenges of learning the language, and 2) they can enjoy the learning process. Personally, I don't like forcing students to learn something.

Becoming a Teacher

When I read these few words “becoming a teacher”, I feel that it means a lot to me. While I am still learning to be a teacher, I also grow little by little to be more mature to be a good teacher. The learning process also changed me. In my heart, being a teacher requires a person to be able to love your students, and be caring and be patient with the growth of the students as well. These few points are the most important teaching values and principles from my perspective of being a good teacher. Then, one can build the teaching of the subject knowledge based on the teaching values. I could still remember that when I was a student (though I still am), it is very suffering to learn knowledge from a teacher who treated the students badly.

Apart from the above, I also learned to respect my students as individual human beings. Each student has his or her own personal characteristics, and sometimes one could be good at this but bad at that, and the others may show the opposite. Sometimes the kids could ask me interesting questions that I have never thought about, and inspire me to teach something that is even new to me. I regard their different perspectives of thinking as gifts of innovation, and it could hurt me if I saw that their curiosities were to be erased. Before I took part in the BP, I often have confusions and/or difficulties understanding some of the theories I learned in the University, and I often find that they are abstract and like the fog which is intangible, but now, thanks to the BP experience and what I have learned from my students, I have better understanding of the theories I have learned. They are no longer the bunch of words I need to memorize without any meaning. There was a time when I need to prepare a lesson, and I looked at some of the lesson plans I had written as course assignment when I didn't have teaching experience, surprisingly, I found them too idealistic to be implemented in the real teaching context. That is when I learned that, actual teaching experience in fact could inspire good researching in English learning and teaching, and vice versa.

To end my reflection on this magical BP journey, I would like to quote a passage from Ayers (2010). Based on the words, I will keep reminding myself of the importance of teaching, of touching the souls from two sides, and keep improving myself to be a better teacher in the future:

"Teaching is a human activity, constrained and made possible by all the limits and potential that characterize any other human activity. Teaching depends on people - people who choose to teach and other people who become students, by choice or not. There are these two sides to teaching, and on each side there are human beings, whole people with their own unique thoughts, hopes, dreams, aspirations, needs, experiences,

contexts, agendas, and priorities. Teaching is relational and interactive. It requires dialogue, give-and-take, back-and-forth. It is multidirectional. This explains in part why every teaching encounter is particular, each unique in its details." (Ayers, 2010, p.29).

Ayers, W. (2010). *Beginning: The Challenge of Teaching. To Teach: The Journey of a Teacher* (3rd ed.). P.13-37. New York: Teachers College Press.

Appendix 4

Excerpts from pre-study interview – non-Chinese English Teacher

R – researcher

NCET – Non-Chinese English Teacher

Question (from researcher)	Response (from NCET)	Theme
how would you describe yourself as an English teacher?	I believe that an English teacher's a learner. Because I think that when we teach, we're also learning from students, not only from colleagues, also from students. I also think that sometimes if a teacher goes into a classroom with the thought that I have the knowledge I need to teach, that's already setting a wrong foundation to their teaching because, I know that their aim to teach but then when we are also teaching, we're learning. Cause we're open to suggestions from our colleagues. We're constantly learning throughout this process. So I'm not like a teacher now but I did before. From there, we had observation, those kinds of things so we learn from their feedback and we improve. We teach again and then we improve.	
So basically that's how you see yourself as an English teacher. The lifelong learner type. Okay, so that's kind of like you now. But what kind of English language teacher do you want to become? Ideal English teacher self, what is it?	Now I don't think I have enough experiences. But for the ones I do, I'd like to become a teacher that caters for learner's needs cause there are certain classrooms where there are really a big range of difference, in their learning abilities. So I'd like to be able to give enough time to each individual cause I know in Hong Kong classrooms, there are a lot of students compared to classrooms I guess maybe even in Canada. Pretty small. I think it's easier there compared to Hong Kong but I'd like to be able to give what I can to each student. Because students need teacher's attention, otherwise, no motivation.	
Yeah, I think so too. More on the English academic side, how would you approach teaching English? For	For the approach, I think, because it's still a new thing going on, I'll go with communicative first. Because I think everyone starts learning to speak first. I believe interaction is very important. So I prefer going for communicative because that will	

<p>example, going to be doing task-based, are you going to be doing communicative?</p>	<p>involve a lot of interaction between students and student teachers. Students and teachers, and students and students. So, more on communicative. Also in this approach, I don't really remember but being with something, they also involve their personal experiences and then they use the target language. They use the target language to talk about their personal things also.</p> <p>But if not anyway, interaction. I think it's very important. Because you learn to speak before reading writing and everything yeah?</p>	
<p>that makes sense. So the kind of teacher you want to become is someone more interactive and is able to cater for learner differences. How close are you to being your ideal English teacher self? How close or how far -</p>	<p>Because - whatever I'm talking about it's always about my part-time - because that's how I can tell you something. For that I was very limited, I was very restricted. I was restricted to the content they gave me. Due to which, if there were some interaction activities, we did it. If there weren't, we didn't really have. We didn't really do. We always tried to include, by the end of the class, group activities where they have to talk a lot and write their answers on the board. So I did try but I still think I'm not very close to what I want to be. I still need more authentic experiences.</p>	
<p>so that's the closest you were able to say.</p>	<p>But then I still need more, I know.</p>	
<p>If you want to, if you kind of had the power to do the curriculum or do scheme of work, do you want more interaction in it?</p>	<p>Yes because I think, nearly all school they always focus a lot on dictations, grammar, these kinds of things. Where students don't really have much in their speaking amongst their classmates. If they want their students to improve in English, why only reading and writing? It's always reading and writing. But then when they think about later, more on speaking. I mean if you find a job, even in Hong Kong in English, but usually what they focus on is usually speaking ability.</p> <p>Schools are really focusing on grades. Interaction I think is very important.</p>	
<p>Okay actually we kind of answered number 4 already,</p>		

<p>what do you think you need to do to become your ideal teacher self. 5, now it's about our education programme.</p> <p>How did your English teacher education programme help you become an English teacher? Say for example what aspects of the education programme did you think were very helpful in helping you become one?</p> <p>Do you think that they were effective in helping you?</p>	<p>I think I'll talk about some courses. One is grammar and the other one is ... in the ESL classroom. Because that course actually and literally taught us about grammar. It was about to teach and how we can properly teach a word. Instead of just showing them a definition online, it's much more than that. I believe that's much more. And we pretty much had a lot of exercises to do oh and we can also show some videos where we could actually comment on a person's teaching. So I found that very usual also because when we listen to the whole class we could actually tell whether that person was good or not. It's an advantage for us. There were a lot more but I don't really remember.</p> <p>I really think. In helping me yes. I mean I didn't really try, I didn't really execute whatever I learnt that I would like to clarify. Then if I do, I'm trying my best to incorporate that one first because I realized that the school is going to do a lot of grammar for form2 so I think it's really going to help. And then also, I forgot the word, I had a teaching in Alice's microteaching. That one too. That one literally. We actually had the opportunity to design all of the lessons I plans , materials and try it out.</p>	
<p>which was good because that was helpful. After these courses, did you feel a little better about being an English teacher? Like it's something you could do.</p>	<p>The Mt part I would say seemed really interesting. Oh I did it and we got good grades. But then for grammar one, we were shown a lot of videos of students doing their teaching practice so that was a little scary after that.</p>	

<p>so did the courses equip you?</p>	<p>cause for the grammar one, as I told you, there wasn't a lot of teaching practice. I was really scared about that and for those students. Yeah and they showed good and bad. Those videos, at times, they could really intimidate you.</p> <p>There were some for primary I remember. Like how we expect, like this this this. At that time it was very simple, but then she said she passed. That was kind of a relief. But then for the once that were good or not, we could tell. That teacher was actually shouting. And then she was, she was laughing around. It was too much at that time. It was helpful because we were actually given a sheet. There were a lot of questions so we were actually thinking.</p> <p>So it was like you were observing. E1: yeah and we were actually writing and responding to each element. So I think those things helped us. I feel like a teacher... feel like being a teacher? I don't know.</p> <p>before that I really wanted to but then it depends on after teaching practice. It's more than just part time job. More than just micro teaching. 4 full months. Constantly going to be teaching. This is going to let us know.</p>	
<p>there's a net scheme, the native English teacher scheme. Any thoughts about that?</p>	<p>but then I'm also wondering if this school's NET is focusing on oral. The normal English classrooms not do oral?</p> <p>for Net scheme, if they do it like an extra thing. And then maybe once a week, maybe that kind NET. It's fine. But then if they start teaching same as English teachers, then as you've said, then the English teachers might not feel like we're enough.</p>	
<p>I would like to ask you. Would you like to be a NET? Or considered as a local teacher? You know how native English teachers -</p>	<p>E1: I prefer to be a local teacher because I know I'm not a NET. I mean, I don't know.</p> <p>we can never [reach their level of fluency], accent. They have an accent. I don't know. The face? It's usually that too - appearance. I don't think -. I prefer being called a local teacher. I would like people to</p>	

	<p>know that I'm from Hong Kong. Like for workplace, they consider us as a Net. I don't know why but then usually, I tell the students that I'm from Hong Kong. [continued] I think that Nets are not necessary. If we already have English teachers with a degree, they are allowed to teach because they have the professional background. Then if they're bringing NETs, what's the position of English teachers teaching in Hong Kong? I think it's normal for local teacher to feel non-native. In schools of course compared to students, they feel native but when native teachers come, then they native, they don't feel... I think they'll feel less authority, less knowledge probably. So I feel like if they bring NETS to Hong Kong, I don't find them useful because what they teach, I think English teachers have the authority to teach.</p>	
<p>I think that's an interesting point of view. It's interesting because I want to know later what's your perception after the teaching practice. When you've experienced going with the NET.</p>	<p>I never thought about it until now. Yeah, I have to see what's special about the NETs.</p>	
	<p>Okay, primary school, I never had a NET. But there was 1 teacher who never had to come for our last lesson. I don't remember what we used to learn. I remember we had our own magazine, that's it. But I don't think it's a normal case in every school. I don't think every school has a NET. R: same for my secondary school. We had English teachers who were non-Chinese. I think they were all considered NET but they were like local teachers. E1: So I really didn't know what they consider NETs. R: cause in my sec school the NETs taught like local teachers. E1: they were NETs? R: I think by contract they were. But then the way they taught was like NETs.</p>	

	<p>we also had a lot of non-Chinese teachers who were not NETs. We were having local English lessons. Why do we have to label them?</p> <p>is it that they have a different position, different pay?</p>	
<p>I think it's interesting because like you said before you were considered a NET in your part time but then when you're here, you're a local teacher.</p>		
Question	Response	Theme
<p>I think we're ready to go to the next part. Onto the teaching practice, it's more about your expectations. How prepared are you? How prepared do you think you are?</p> <p>Why do you think you're not prepared?</p>	<p>Not at all.</p> <p>I don't know. The point is for me, before anything, I always feel I'm not prepared. But on the spot, I can actually manage. That's my thing, I don't know why. Always happen like that. At the moment, I'm really not sure before I start.</p>	
<p>But like in terms of say, for example, you feel that your English education programme was sufficient in helping you prepare?</p> <p>did it give you a certain level of confidence?</p>	<p>basically everything?</p> <p>It does. I mean if I go back to the notes again, it helps. I think it does help. But then sometimes it's also that, whatever we are taught, it's okay if we don't use at all. I really feel like that. Now, what we're learning, if I go back to my sec or primary</p>	

	<p>school teachers, to be honest, I don't feel like the way the teach is actually how we learn. So I feel like whatever we're learning, at some point will not affect. It might be helpful but it might not be unhelpful. What am I saying. It might be helpful but it doesn't matter. That's what I think. Whatever we're learning now, is it going to be useful later? Because from my past experiences, from my teachers, I don't feel it.</p>	
<p>what are your expectations for the teaching practice? What do you think will happen? Do you see yourself doing well, do you see yourself struggling?</p>	<p>I think that all these things that you mentioned, depends on the class. If like classroom management, if I can't handle it, then I won't be able to do my own share. I did witness a few things in my observation. I think if you can't handle the class well, you can't teach so it really depends on the classroom discipline.</p>	
<p>do you expect the tp to be difficult?</p>	<p>I think in the beginning it will be difficult. like even before this period started, I'm already kind of worried for teaching practice. But I think the first few cycles might be difficult because we're not only teaching but we're also making a lot of lesson plans materials and all those reflective reports. It will take time to prepare. Then I feel like after a certain time when were used to it. It's going to be fine until the observation. I don't know but sometimes I did feel like, I did tell my partner, I don't feel like following stuff. I don't feel like following what is given to me. If they give me you have to teach it in this way, I don't like it. Because as a I was telling you, we can only teach what we can teach. You can't expect more than how ... different teachers have different methods. That could be a challenge. Even for observation that could be a challenge. The way I teach, the supervisor might think a different kind of teaching. That could be a problem too. That's a challenge. That's the biggest challenge because classroom management is ...</p>	
<p>it's interesting the you mention that</p>	<p>that's what I was telling my partner. We can only teach what we can teach. Like if you know how to</p>	

<p>because I read about it and there are some teachers who are restricted by the school.</p>	<p>teach them. I would like to use the methods I know, I think I can help. Even now we're observing, I don't know if we're observing the class or observing the teacher. If you're observing the teacher, does that mean we have to follow the way she teaches. Because I would not like to do that.</p>	
<p>for me it's more on observe the class and observe the T so I get to see how she balances it. And how we can improve ourselves.</p>	<p>but I don't want to be restricted to the fact that we're observing the teachers so we can teach like them.</p>	
<p>okay for the last one, do you think that the teaching practice will change you at all?</p>	<p>Should be better. I mean cause it's a long period of time. we have experiences. We're going to be doing a lot of CLPs also. And that we can know about their progress and know more suggestions. And then even observation's going to help because they're going to assess us and they're going to give us suggestions. And since it's co teaching, our partners are going to help too. I don't think there's a chance for us to be worse. We'll be better. Not so much better. Not little bit better but should be better. It's going to be something. More than now.</p>	

Appendix 4 (cont'd)

Excerpts from the post-study Interview: Non-Chinese English Teacher (NCET)

R – Researcher

S – Sandra (Pseudonym for NCET)

Question	Response	Theme
1. What do you think about your English teacher identity after the teaching practice?	S: ok so first I'd like to say before I used to do part time, I used to still think I'm not there, like I'm a beginner, the. Think teach that but I think the teaching practice was not a very short period. It was a whole semester that we thought. Since we all managed it quite well, I won't say we are English teachers already, but we are very near. Like a little more than intermediate.	
R: by th buy that do you mean your level of confidence?	S: Increased I think should be	
R: do you feel like you are an English teacher now?	S: I think it really feels like that because we really did the whole four months and we've been regarded as English teachers by students by Teachers by the principal, so I feel like we are English teachers.	
Ok that's nice to know. Because to me, how it sounds like is your there. You are at the part where you have constructed quite firm idea of how you are as an English teacher in that's good because as a starting teacher that is very	S: there are many factors... S: I won't say I had a good experience throughout. I have had bad experiences. But but one of the major factors I would say is the students responses. I think the major factor for me was always the students. It was not an easy class to teach. So if there were times when I felt really discouraged to teach. I never thought really that my	

<p>important to go on in the few. Ok I I would say... Your construction is quite firm.</p> <p>Is it safe to say that you had a good experience by good I mean you had a full experience to teach?</p>	<p>motivation would go low. There was a time the classroom management problem when you feel like you were talking but nobody was listening. So I feel like what is the point what am I doing I feel like there was no purpose. In teaching them. And also, when the students are not very positive or motivated, learning attitude was a problem too. I think it's very hard. I think a teacher who can really motivate everyone can handle them. But then I can motivate them, but they wait for this class they really needed a one-to-one which is Which is tough because they're really was not enough time. I mean not me only none of the teachers have the time to do one the one specially if you have a class of 30 students so those who are the times where it was difficult, but otherwise throughout throughout I understood them. I understood how they can work how they are going to respond so I worked according to that and I think it ended quite well.</p>	
<p>R: it's quite interesting to hear this because I remember I was transcribing again your first interview and you kept saying I don't know I don't know how things were going to go out what it's going to be like you said you were not</p>	<p>S: I think ok i'll just explain it I as far as I remember in the beginning was always prepare so much way before time. And then the other teachers the other English teachers they said wa wow you actually did this much and we still are like here but then as time passed we were able to work with the flow. Just a day before or even on the same morning we were able to manage so I would say I was not a very prepared not</p>	

<p>prepared but hearing this all ok big change big change I guess I get back to to the factors again about that so let me ask you. If you had one word to describe yourself as an English teacher what would it be? Or like i'll give you two sentences maybe yeah</p>	<p>very well prepared but still someone who can manage in a good way.</p>	
<p>What is how do you see yourself as an English teacher I'm not asking about your experience anymore and asking about the outcome of the experience how do you see yourself as an English teacher</p>	<p>S: you mean with that the experience</p>	
<p>It's cuz the experience is given but as a result of that experience what are you now like where are you now in the spectrum of being an English teacher ok first let me ask you what to do is an English teacher what to you is a good English teacher?</p>	<p>A good English teacher is not only someone who can transfer the knowledge but make it into something that interests the students not just the teacher transfer and students receive and respond it's more like interactive the teacher is able to make the class more interactive more lively like basically to engage the students.</p>	
<p>How would you define a successful student in terms</p>	<p>I think a successful student is always someone who works hard but it doesn't</p>	

<p>of learning English? Like you would say that oh had a good English teacher because...?</p>	<p>depend on someone who's always getting good grades but someone but someone really improves if someone is able to improve drastically like how he or she was at first he and she is none but if it's a big change it's either things to the teacher or the students on avid plus the students own efforts.</p>	
<p>Ok going back to your teacher identity. Of a good English teacher do you think you are that good English teacher</p>	<p>Oh yeah it goes back to the experience. What I think was I did more than enough for my students already but then one thing that always effect. Have to think whether I am a good teacher. I always think maybe I am not good enough because I don't get what I want from my students. They are not giving me what I expected them to give me. We prepare so many notes but then we don't see improvement. That's when it really strikes me like I start questioning myself but then I think it's my students. Maybe they may not it's not completely my problem. It was really the attitude problems of the students. I think my English is not very good I don't understand but then it's only if you listen then you will understand. Some of my students are listening when it's English they just completely shut off.</p> <p>Ok Ok but then recently when we had the last unit test, there were some surprising incidents. Around 3 to 4 of my students who were really very bad they got one of the top you know that made me feel really proud that maybe that made me think that maybe I</p>	

	did, or a part of the reason was me. It really makes you feel like that	
Would you say that that's an experience that kind of solidified that you can be an English teacher that you are an English teacher that can help them improve?	Yes but then the percentage of the number of students laughs. It's not very high.	
I guess if you talk about the quantitative side of it it's still a different how to say area of discussion but the fact that how do you say you are making changes in the lives of these kids as an English teacher I think that is already an impact. Ok. So ok let's move on what kind of English language teacher do you want to become? Tell you what is an ideal lesson?	S: it's like similar to what I have mentioned interactive more fun because you know my students with Chinese at their L1 they are discouraged with their English most of them. Like everyone. They are easily bored unmotivated so if you teach them the traditional way that's because they are not listening so if you make it more fun like I have had cases where my students they tell me like there were a few lessons OK now it's boring ok so what they really want is an interesting lesson. Only interesting but also knowledgeable basically even if it's grammar they wanted fun, transfer the grammar knowledge. It's very tough. To make it fun but grandma is very hard to make it fun.	
R: are you there yet? As in to your ideal teacher self?	No I don't think so. I still think there's a lot more to do. Like, for example if we are talking about grammar, like I really want to different ways to teach grammar instead of just tell them the structure and then make a	

	<p>sentence. I want to learn a lot like for these kinds of things.</p>	
<p>Learn in terms of...? Is it like subject knowledge wise or assessment wise or...? Personality wise like in what ways do you want to improve?</p>	<p>Actually, all kinds of ways I'd like to know assessment whilst like what kind of things can I give them to work or to check the grammar knowledge instead of just worksheets. And then I think even we have not really professionally started as teacher yet but even if we become a teacher when you're still a fresh person up there you still cannot say you're there yet because there is still a lot. It will take years, or it will take a year or two to make it feel like ok I'm "that" And also it depends on the school culture if you are able to adapt to that school very easily than you can confidently say yes but sometimes there are some conflicts with your colleagues where it would make you think think correctly are you thinking correctly or am I thinking incorrectly what if I am wrong? It makes you kind of question yourself again.</p>	
<p>Ok that's good because you mention the answers to what do you think are the factors that shape your that shape your current on teacher identity so of course your experiences and at the same time your students so far, their learning attitudes and the school culture. Can you tell me a little bit more about the school culture? How</p>	<p>Ok: so, what is my supporting teacher how she worked. It was a lot more bracket like how we had substitution at the university bracket we didn't observe I couldn't tell because we only say observed for like a week it was very traditional method like she felt really bored in the class because really it was just teaching them and they do exercise for the others there was not amongst the other English teachers, I I think for my form to English teachers it, it was very well divided. It was I mean even in the meetings there were not much problems like the form coordinator really thought about each class</p>	

was the school culture in your school?	very well balance and make sure teachers worked. Not. Not much of a problem.	
So so just to confirm your factors are students learning attitude school culture your experience ok do you think that it's really the experience that You whether you really are an English teacher? Or you want to become a teacher?	Yeh. Because I have heard a lot of people like after I mean even I was there was this time I never thought about it the question myself whether I really want to become an English teacher because it was like a firm thing. I want to become a teacher.	
R: when was this?	: even before. Really before because I don't want to make myself feel, I a for nothing you know so it was always planned I want to become a teacher so that's why I'm say I'm taking these courses that's why I came to education University. But during teaching practice practical there were a lot of hardships. There there were a lot of difficulties. I wouldn't say I questioned myself many many times but but there was like a time or two, can I really do it? It was not like whether I want to become a teacher, or not it was more of can I manage and I really eligible to manage all these difficulties. Because we were only teaching One class. And when I look at my supporting teacher managing 3 classes, I felt like it was tough.	
To me, it's really interesting that you point	I think that I always wanted to and I still want to that's confirmed. But for the can	

<p>out that can vs want. So now what is your conclusion? Because you know that you want to do it, but can you do it?</p>	<p>part, i'll say if I was able to do it, In the four months I think I can. Like I was able to manage, then why not? Then I feel like I can.</p>	
<p>I think it is safe to say that we can move on to the barriers. What do you think are the barriers to your English teacher identity construction? What are the barriers to your ideal English teacher self?</p>	<p>You mean barriers to my idea English teacher self? Confidence sometimes I feel like I lack confidence.</p>	
<p>What do you say in like a hour teacher jargon your teacher authority is lacking?</p>	<p>Sometimes I feel like it is authority not only my confidence but the students confidence in me. Like for my experience especially I would say that the students rely a lot on me. Sorry on their L1. But if I am not able to provide for them they're L1, I feel like they are less inclined to talk to me. To ask me questions so it's really the trust and confidence of the teachers sorry off the students in me. That's one thing I always think about, it's more on the relationships.</p>	
<p>Ok since we are already on the topic, you've touched up on the topic of L1. I want to ask; this question now how did not being able to speak Cantonese</p>	<p>Ok for this one I do have something to say. So we were doing co-teaching and my partner was fluent in Cantonese. So in the beginning we decided no Cantonese cuz that's what we have been taught don't make them Mews Cantonese or their L1. But</p>	

<p>fluently affect your teaching?</p>	<p>when our supervisor encouraged us the news of Cantonese, my my partner was at the advantage. She could use it but then I realised that some students really started on relying a lot on her. Because they heard her speak Cantonese and she started to regularly speak it. To teach grammar only grammar she use Cantonese but for the others not really. For the others I didn't find any problems it was not problematic. It's fine but it's the fact that students have to rely on her which made me feel like ok so bracket what now? Like if I teach in English are they even listening?</p>	
<p>So would you say your experience with that kind of difference in who your students rely more on comma did that effect the way you see yourself as an English teacher?</p>	<p>I don't think it really really affected. It's actually fine. I think it's still to the point it's acceptable because there were some students and then when I were when I was walking around comma they did tell me lighting this is an English lesson why are they talking in Cantonese. And then when she also did her HP, she had to divide the class into English of learning vocabulary in English and English and learning vocabulary in Cantonese comma they really the students really relied on her to use L1 and students who actually are really good in English they really want it to be in English. Because it's English lessons full stop those things motivate me more.</p>	
<p>So that's good. It's like a 50/50 kind of sing but if I</p>	<p>Exactly GTM. It's actually a GTM problem. Like how to translate and stuff but then later</p>	

<p>were really an outsider, I would really appreciate it or I would appreciate the students who would but reality is we cannot have the same types of students. What we just learnt like GTM.</p>	<p>you would not have Chinese every time in the exams and stuff.</p>	
<p>Ok so we talked about whether Cantonese influences it but if you had to do you think new being an English teacher is a lot more firm or do you believe yourself more as an English teacher If you can speak their L1?</p>	<p>I don't think so. I don't think really being able to speak Cantonese it's just it just kind of improved the relationship. But not really also because I also had a good relationship with my students. But then I think as long as I feel like I know what I'm teaching I have complete confidence in what I am teaching and what my students are getting from me. I don't think Cantonese matters.</p> <p>Like when my students ask me questions and I am able to answer on the spot it really challenges it gets tough those are the points though</p>	
<p>All right. A students can say that you were from a different descent, you're not from Hong Kong how do you think they perceived you as an English teacher? Any differences with local teachers?</p>	<p>: I don't think so I can only tell from my form. And I felt like they treated us normally. But then they just assumed I was not from Hong Kong which is kind of like which is kind of weird because even that school has a lot of people from my country so I felt ok but then there was this one student who kept asking. When he knew we both studied in hongkong then why is your English so good so they really think that</p>	

<p>Do you think that students treated the local teachers differently from the way they treated you?</p>	<p>people from outside have better English. Which I don't understand.</p>	
<p>I think that that's an interesting fact that you just mentioned. But it will be a different case I will say maybe if you were from mainland Chinese like factors that we can control or perceptions.</p>	<p>But then there is also one thing, because the students knew I was not from Hong Kong or Chinese they wanted me to speak in Chinese. So, you can tell how important it is for them how important Cantonese is for them. Than English</p>	
<p>How about the local teachers the teachers who were really working there, did they perceive you differently? Did they not speak their L1?</p>	<p>No I think it was really all equally I think it was all equally fair. You really had a good time but then they really were surprised when they found out I can speak Cantonese, but I told them I was not confident. In using Cantonese at school.</p>	
<p>I wanted to know whether the teacher is treating you differently and it's good that you said no laugh I think that that's a good thing I think that it kind of answers yourself where you can label yourself as a teacher we have experience experiences whether you would like to be an English teacher full stop</p>	<p>S: first of all was already the students right? Adding up to that was the supervision. The first supervision did not go- the first non assessed was fine. But the first assessment did not go really well. Like when we were questioned by the supervisor, about what we were doing that made me see that maybe I'm not, maybe, good enough something I don't know what's the better word. To describe it. But the way we were questioned was not very... Yeah condescending. Not very acceptable. Yeah, which kind of discourages a little bit</p>	

<p>R: number 10 what was the most difficult part of the fe you?</p> <p>How did that affect how you sell yourself as an English teacher?</p>	<p>so we were questioned based on the fact that may be the level we were targeting was not in form 2. But was like primary to.</p> <p>When you hear that kind of comments, you really get less motivated those things otherwise it was fine.</p>	
<p>R: ok. But the door supervisor let's just say your performance in fe did your (overall) performance in the FA solidify that you want to become an English teacher?</p>	<p>S: overall yes it did because even our supervisor our grade we really going upwards. It was going better I would have loved it if we maintained by the second one was not bad it was good. I kept kept the same. But it's better of course to go up but what we heard from our supervisor in the last supervision was he could see how much we have improved from our first Assessed visit. So that so that really made us feel that we did so much much much more. Much better since we did our first one. Now it makes us feel like now even he accepted the way we work so it really feels like we were kind of ready.</p>	
<p>R: I have a few questions about the supervision. Because it is part of the program, do you think, how do you think that having the fe is important to your teacher identity?</p>	<p>: having the fe I think it's very important actually because when someone's not sure about if he or she wants to become a teacher, part-time experiences are not enough. Because those are just they give you everything sometimes. The lesson plan in the materials you just do what they ask you to. But the FE experience was really the way we are supposed to teach as a teacher like we actually taught the entire semester</p>	

	like normal English teachers. So it was really important to make us think. Like if we are going the right way if we think we can do it if we really want it those kinds so I think the fe was important.	
Do you think it's a deciding Factor?	A deciding factor for a lot of people.	
How important was it have a good subject knowledge as a teacher?	<p>I think it's very important.</p> <p>I would say maybe (level) 4 (of high importance). Because actually this is a good question if you are good if you if you don't do this then what why are you being a teacher?</p> <p>So, I don't really experienced that but if then i've seen someone getting those experiences like if you don't do that then why are you an English teacher. It's like why I. should</p> <p>When they question you when students challenge you.</p>	
Do you think that that's a deciding Factor?	I think not really because... Not really in Hong Kong. In Hong Kong it's always what you learnt and how much you succeeded in those courses. I mean like if you want to become a teacher it's always is the courses and they will see your qualification. Those things really make the knowledge a deciding Factor. But then I think their students questioning you is like a part of it. What was the question?	

<p>About whether having good subject knowledge a deciding Factor to being an English teacher or it's like if you or if you have good subject knowledge does that make you an English teacher?</p>	<p>Having good subject knowledge does not mean you're going to become a good English teacher. That means you have enough knowledge. But teaching is something very different. That's the conclusion.</p>	
<p>Ok I think we can move on. What do you think are important traits to being an English language teacher? Especially if you are starting</p>	<p>One of the important Street is subject knowledge second one again is the way you teach you should know. You should always look at your, student their abilities. Try to teach in the way that they will be active. Where they will not stay passive. But for a lot of teachers I don't think it's very easy. I think for a starting teacher it takes them so much time to adapt. To know the students that they are kind of the kind of delay the relationship building with their students (because the students are troublesome). I think important trees for a starting teacher should always be, students really... I I think for students, a teacher's first impression is really important. So the first few lessons they will already judge you. So I feel like it's always the way you are able to engage the students. Make them interested in learning about you. For a starting teacher I think like somehow teach them in a way that they want to know you. And I think students are always... There Les on studies but more on the teacher. Like getting to know the teacher.</p>	

<p>How do you think about teaching in a local school?</p> <p>Do you want to teach in a local school?</p>	<p>It's normal.</p> <p>Yes. I don't mind. Since we are very familiar with the curriculum, since we've had experience in a local school, it's ok. But only when that's only when I would prefer EMI. When you want to teach in a CMI School, that's when you are going to use Cantonese. Then Cantonese would become important in daily life. But since I'm an English teacher Cantonese should not be a factor that that stops you, you know? That's why does to avoid all those, I would prefer EMI. Local schools. End for international schools that the different, so I don't know.</p>	
<p>With emi, does banding matter? Because it can be an EMI, but the level of students that's the thing.</p>	<p>I think banding actually matters. Our school was band 2, different, lower level students. I think it matters we have had tough experiences, but when I heard from other teachers, fellow classmates taking f e, they had Band 3 and they kept telling me that at least you've got band 2. That makes me feel ok then banding is actually important. It's also important based on the perception of the public. But then that shouldn't I don't think it should affect the way I teach. Also, the students are a factor. Really important factors in the way you can teach. So banding, it includes the facts I think banding is really important because it includes learning motivation, learning attitudes, and the kind of students you have. So if you</p>	

	<p>really cannot manage students with really poor learning attitudes, poor performances, no chance of thinking you can help them improve, then you should really go for a Higher banding.</p>	
<p>How is your relationship with any other teaching staff? How Important is it to have a good support system?</p>	<p>For teaching staff, it was, I wouldn't say we were very very close what is normal I would say. We have these meetings where we share what we do. The meetings sometimes were very interesting because they open up to you so that felt nice and I felt included. We were actually included like a normal English teacher. But then there were times where one of the English teacher, when we couldn't attend it because of the English week, when we came and they were having the meeting, we just suddenly remembered that we were supposed to have the meeting, so we said I'm sorry we couldn't attend because of the English week, I think that teacher didn't intend to say it like that but "oh it's ok, even if you are not here, it is ok." It doesn't matter" it was not really the words were not formed in this way, but I received it in a way that we were not necessary(to be there.) I feel like she did not intend to say it but it came out like that. I was a little affected because the words could have been said in a better way, it could have been communicated in a better way. Which it could have been like it's ok I know you are working hard" but I expect my</p>	

	supporting teacher to say something like that.	
How important do you think is it to have a strong support system as a starting teacher?	It's very important. I think it is very important. Especially as a starting teacher. It's really One vs the whole school. Cause my supporting teacher, she had an issue she had conflicts and she also felt that it was because she was a new teacher. So you really need someone to talk to. Not really as a support but someone who can listen to your problems. Just listening is so important. As a starting teacher, there might be some issues like is it fair you might face unfairness inequality and division of labour. That was not the main issue but that is what my supporting teacher shared. Like there were some after school duties, she counted, she had more than the others. She was kind of like, why. What is very. It should be the same. And then she goes back to the question, is I is it because she is new?	
I think it's related to us because honestly, I think it's normal if a school asks me to do a lot of things because they are trying to see is it right for us to hire you? Last question. What did you think about the net scheme after the FE? Would you like to be a NET?	Since I just recently heard about it, I think it is kind of interesting. But also, I'm kind of confused. Because the net scheme would be very different with what we have been doing until now. Knowing the fact that in net scheme you are not going to be included, in normal English lessons. That's what we were used to. That's the kind of saying that makes me confused whether I really want it. I mean it could be one of the options for me. I wouldn't mind but I also feel like	

	<p>separating classes in a school is not necessary. That's what I felt weather observations in the NET classes. I think that that could have just been normally incorporated in the English lessons. So I don't think it's very necessary. There were times, where they were learning a grammar item. But that could have been just type in the normal English lessons. Otherwise they have activities and stuff. I felt like with what I have seen, it always depends on the classes. In class I can see that they are very into the activities. But no know so I t I think it's not really the problem of the NET scheme, it's really just the students. From what I had seen until now, it's not very important having it at a separate course I mean.</p>	
<p>Does having a net over there affect the way you see yourself as an English teacher?</p>	<p>I don't think so actually he was really something else. But at times in the English cafe I can see that the students were a lot more interested in his games.</p>	

Appendix 5

Non-Chinese English Teacher Written Logs and Final e-Portfolio Entry

Written Logs

Entry 1 (September)

Teaching at my FE school does not seem very stressful yet as the workload is manageable but I assume it will, at a later stage. The first cycle of planning the lessons and the relevant materials got a little messy because I feel like my English classes are not well-balanced. All my single periods come at the first half of the cycle and the double periods are left out for the last few days, due to which, planning becomes a little difficult. But of course, it got better with time, which is what we need.

Coming to my FE school, I think there is an (intentional) lack of communication between teachers of the same subject because it seems like they don't believe in "Sharing is Caring". Extra materials are never shared. Besides, based on the students' capability in and willingness to learn English, I think the school is forcing too many extra classes of English (oral, life-wide) to them. I think it is not effective sometimes because (for example) life-wide is teaching S.3 students Math (in English) and the content includes percentages... However, the students do not even understand the basics in Math (through English) such as words like addition, subtraction, so it makes me feel like the students are forced and are being put pressure on.

Based on the observation of our supporting teacher, I could see that task-based approach was utilised because the aim of a lesson was usually the completion of a task (mostly reading and then working on an exercise). There is less of a communicative approach, which I believe is very important for the classes in this school, because the students here seem to have a low self-confidence and low motivation in learning English, so I think they need to be given many opportunities to engage in certain kinds of interactions (group work) in order to have more practices.

Entry 2 (November)

Planning lessons in the previous 2 months seemed a little tough because there was a lot to cover but cooperation was nowhere to be seen from the students' side due to which, I was behind schedule some of the times. The planning process, with time and experience, became easier but I think there is a lot of thinking to be done. During this time, I think it is important for a teacher to reflect on his/her previous lessons to see how the next lesson can be different or improved like for example, activities to include, the students' responses and their abilities.

Moreover, there were also the lessons we had to plan for supervision, which was taking quite a lot of our time and effort. The second visit from my supervisor was the time when I had to reflect on how I could have done better. However, before the visit, the planning process already made me question myself because the comment I received on my lesson plan was quite negative. After the visit, the supervisor gave us a lot of comments, which enabled us to think thoroughly on how we can improve. After this supervision, I was not able to forget the paragraphs of comments that I had received from the supervisor because I kept wondering if what I am doing is reasonable/ acceptable/ useful/ helpful for my students or does it even make sense.

Entry 3 (January)

FE has ended already and I think it has been a very meaningful and wonderful experience. After spending nearly every day in planning each lesson, I felt like I got so much experience that I learnt how to manage time more properly and I learnt that planning lessons does not require every single day. It becomes even much easier when the previous lessons are linked.

Despite the fact that I was a teacher for the whole semester, I still think that I am not the ideal teacher that I would like to be yet. After having some hands on real classroom experience, I think that I am getting there by taking small steps. I do not want this to stop. I would like continue to see how far I can reach as a teacher. I believe that even the most experienced teachers learn something every single day and I would like to be one of them

one day. I hope to get a lot of experience and knowledge before I can say that I am now an experienced teacher.

Besides, I feel that my relationship with my students got better with time, which makes me think that time is actually medicine. Everything gets better with time. I learnt that my students just needed some motivation and encouragement like maybe for someone to tell them that they can do it. I think I was able to do that but there were still some things that I think I was not able to do, which is what I have to improve. I actually need to learn that. I need to know how I can push students to revise, which is something they dislike. I know they want good grades and they really want to pass in the English tests but they are still not willing to put even minimal amount of effort.

4.2 Reflection on becoming a teacher

Based on my overall experience, I think that I have the ability and capability to become a teacher but I just need more practice. I have had experience from work before and this teaching practice is an additional element that has been very effective in improving me as a teacher. Below are the components that helped to reflect on my ability as a teacher.

Theory and Practice

In my lessons, I incorporated two theories, Cognitivism and Behaviourism, in consideration of different factors that will be discussed. On the other hand, we attempted to include Humanism as well.

- Cognitivism

Cognitivism was the targeted theory applied in most of our lessons. It is a theory related to an individual's critical thinking and problem solving skills. The reason why it was used is because our lessons focused a lot on the students' prior knowledge and on what they have learnt in the previous lessons. New knowledge was then constructed with an integration of their prior knowledge. This also tested the students' ability in processing new knowledge and linking it to the prior knowledge.

- Behaviourism

My students are very passive as they lack motivation and self- confidence. They also have a poor attitude towards learning English because the message that they have the weakest academic performance has been conveyed to them a

multiple times. This has become a belief to them and refrains them from working any harder even though a lot of potential can be seen in most of them. However, I believe that they are capable of doing better than how they have been doing until now. Therefore, behaviourism was the other theory that I applied in practice throughout the teaching experience. We used positive reinforcement because we believed such as that we gave stickers to students performing well in their English dictation (https://drive.google.com/open?id=1-rjF_X-BgVFQfDIhoOL2slggVijlwfk9) and we gave the ones attaining full marks a small prize. The reinforcement was proven to encourage students' behaviour and some improvements were clearly shown. Other than giving students some prizes, we also provided students with positive verbal feedback. For instance, we complimented them for their good responses, their good performance and their improvements.

- Humanism

Humanism is a theory in which an individual's personal willingness to manifest own capability and it was also one of the theories that we made an attempt to include in our teaching but it was not effective in our class. As mentioned earlier, my students are not very eager in learning English due to which, they were not very willing to accept any kinds of settings. Therefore, Humanism did not work due to students' lack of eagerness to learn (https://drive.google.com/open?id=1-UBsH_WLe_Oefz93hHuicsNVBhLveMgn).

Ethical and Moral Principles

As a new teacher, I believe that there are some ethical and moral principles that are essential to be considered. One of the principles is 'Impartiality' because a teacher

should always provide equal treatment to every student. He/ she should not be showing favouritism to any student and should be avoiding any kinds of personal preferences. Otherwise, students might feel that they are being mistreated and that the teacher is not being fair.

Another principle is 'Integrity', which refers to the attribute of being honest and sincere. In my opinion, 'Integrity' is an important principle because a teacher should always do what he/ she thinks is right instead of doing being influenced by other colleagues or by being under pressure. They should always be mentally prepared to maintain their convictions and this will mean they hold strong ethical and moral principles.

My Strengths and Weaknesses

From my past experiences, I have already taught English in a number of primary and secondary schools. In fact, I have taught different courses such as those that include speaking skills, reading skills, writing skills and listening skills. Besides, I have also taught students different grammar items. Hence, I had a good amount of experience before this teaching practice due to which, I was able to apply my work experience to this practice.

Moreover, as a teacher, I have a willingness to learn from my peers as well as my students. I alter my plans based on my students' performance, either good or bad. I will sustain my strengths by continuing the practice of asking my peers about their teaching styles and improving my lessons based on the impacts of my lessons on the students.

However, I have a number of weaknesses as well. I think I have a poor bad time management because at times, I was not able to complete the activity that I had planned for my class on time. Other than time management, I think I need to work on my

classroom management too because it is very challenging to manage my class. They have a very short attention span due to which, they get distracted very easily. I will work on my weaknesses by asking my peers for their suggestions whenever required and I will need to prioritise different things. I need to divide the content carefully so that what I plan can be covered within the lesson.