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**A Self-Study through Narrative Inquiry about Construction
of Teacher Professional Identity: Stories of “Non-Chinese,
Non-native” Pre-service English teachers in Hong Kong**

Honors Project

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Abstracts

This paper investigates the construction of teacher professional identity of “non-Chinese, non-native” pre-service English teachers whose cultural backgrounds and linguistic repertoire are different from the host context’s in the English language field in Hong Kong. In English language teaching field, those English teachers are significantly emerging and arising nowadays. During their teacher education program, they were allocated to teach in local mainstreaming schools as Field Experience (FE). Their self-perceived teacher cultural identity, their position where they stand as English teachers comparing to their counterparts, native-English teachers (NETs) and local-English teachers (LETs), and the perspective of teachers, principals, and students are investigated and analyzed to have a better understanding of how those factors influence in constructing their teacher identity. An in-depth individual interview was conducted in order to collect comprehensive qualitative data. The data were analyzed using Marshall & Rossman’s process of generating so as to develop themes. The participants in this research study were four non-Chinese, non-native English pre-service female teachers who all have completed their FE teaching practicum in first semester of year 5. The findings show that construction of their teacher professional identity is highly influenced and constructed by their personal experiences and experiences encountered in their FE schools. This study has significant implications on education institutions, stakeholders, policy makers and direction for future research so as to provide more supportive context and help them to be well-rounded teachers.

Keywords: non-Chinese and non-native, teacher identity, pre-service English teachers

Introduction

The number of non-Chinese and non-native English teachers are emerging in English language teaching field in Hong Kong. These teachers are ethnically non-Chinese and non-native English speakers, yet they have native-like English competency. These types of teachers do not fall under the category of native English teacher (NET) and local English teacher (LET) whose mother tongue is Cantonese. As for those pre-service teachers, their family migrated to Hong Kong many years ago and settled their lives in Hong Kong; therefore, these pre-service teachers are ethnically Indian, Pilipino, Pakistani. They attended local mainstream schools that use English as medium of instruction (EMI) schools and completed their Hong Kong Examinations and Assessment Authority (HKDSE). Being able to receive schooling in the local education system, they consider themselves as local, yet they have very limited Cantonese competency.

As a non-local, non-Chinese, non-native pre-service English, I am inspired to pursue the topic so as to shed more light on the how the non-Chinese, non-native pre-service English teachers are constructing their teacher identity. Teacher identity is a complex notion and is about what we think of ourselves as teachers which play as a significant aspect for developing teachers and the notion of teacher identity can be negotiated and influenced due to different factors (Beauchamp & Thomas, 2009). The purpose of this research study is to investigate how their personal experiences and experiences in FE schools influence and contribute the construction of these non-Chinese, non-native pre-service English teachers' teacher identity.

Literature Review

Teacher identity is not a fixed notion, which has been pinpointed in the past studies as an of important aspect for teachers regarding the development of teachers during their teacher education (Beauchamp & Thomas, 2009). Teacher identity is stated as a complex notion which play as a significant aspect for developing teachers (Beauchamp & Thomas, 2009). As teacher identity is not fixed, it could be ever changing, multiple, and negotiated due to the different continuous experiences that we encounter in our lives and interaction with the host context such as social environments, learners, etc. With identity being shaped by interactions with oneself and others, identity becomes multifaceted, ever-changing and a dynamic process (Beauchamp & Thomas, 2009). Thus, based on the literature on teacher identity, it could be understood that different kinds of factors such as our different cultural background and self-perceived teacher identity and interaction in host context which highly influence our various personal experiences contribute in molding our identities as a teacher. Hence, from literature on teacher identity, we can understand that teacher identity can be changed and negotiated due to different factors such as perceived self-beliefs and interacting in the host context that molds our personal experiences.

In English language teaching (ELT's field), there has been a segregation between Native English speaker teachers (NESTs) and non-native English speaker teachers (NNESTs) about whether who is better to teach English (Mahboob, 2004). There has been a wide discussion about (NESTs) and (NNESTs) whether who is the ideal English teacher for students (Marizal, 2013). Robert Phillipson and Peter Medgyes were the pioneers in researching about non-native English-speaking English language teachers. According to (Medgyes, 1992), he stated in his research paper called "Native or non-native: who's worth more?" that (NESTs) and (NNESTs) share equal change to become a

successful and ideal teacher. In his paper, he assumed that there were two differences that segregate (NESTs) and (NNESTs). For example, (NESTs) and (NNESTs) had contradiction in terms of their language competency, and, second of all, they contrasted in teaching practices. (Medgyes 1992). Traditionally, it was believed that (NESTs) were ideal and superior English teachers; however, some researchers and practitioners now believe that (NNESTs) are also just as qualified as (NESTs) to teach English despite of their major differences (Marizal, 2013). It was concluded that NESTs and NNESTs had their own strengths and weakness which were complementing to each other (Marizal, 2013). As the result, both of the NESTs and NNESTs are equally qualified to become successful teacher and to attain professional success. The literature covering a wide extent on NESTs and NNESTs support the understanding of the formation of teacher identity of the two different group of English teachers regarding their strengths and roles in the English language teaching field.

In Hong Kog context, there are different categorization for English teachers. For example, they are identified as native English teachers (NETs) and local English teachers (LETs). In Hong Kong, the NET scheme has been in schools since 1987. According to Hong Kong Education Bureau, NETs are recruited through NET scheme so that they can bring authentic English learning environment and work along LETs in regards of enhancing students English academic and supplementing LETs' English lessons in local schools. Ma (2012) stated in her paper that these NETs and LETs carried out different responsibilities and played a different role. It was explained that students preferred these teachers differently. For instance, students preferred NETs over LETs in terms of speaking practice; on the other hand, students preferred LETs over NETs in regard to vocabulary and grammar learning.

According to Trent (2012), a great number of studies have been done on teacher identity of NETs and LETs in Hong Kong. In his paper, the major between these teachers were that NETs were regarded as professional English teachers who could provide authentic English learning experience and LETs were regarded as traditional English teachers who focused on drilling to help students doing well in this exam-oriented education system of Hong Kong. Nonetheless, there is a limited discussion on teacher identity of non-native English teachers who have limited Cantonese competency in Hong Kong. Subtirelu (2011) mentioned that non-native English-speaking teachers (NNESTs) were experiencing severe emotional challenges due to their professional position. For instance, these NNESTs' professional authority was questioned by stakeholders. Moreover, Benson (2012) mentioned that local-NNEST and non-local NNEST particularly Mainland Chinese non-local NNESTs struggle to construct authoritative identities as English teachers, especially authority to the language.

My research scope falls under the study of Benson (2012). This study looks into the construction of teacher identity of Mainland pre-service teachers who are considered as non-native, non-local English teachers in Hong Kong. Benson (2012) looks into a further study on whether those teachers fall into the category of NNEST or NEST if they do not speak the students' first language and share the educational background and evaluates how these teachers construct their authoritative identities and perceptions as English teachers which are the factors highly linked to their construction of teacher identity in Hong Kong. Similarly, the main focus of this paper is to investigate whether the emerging English teachers, non-Chinese non-native pre-service English teachers in Hong Kong stand in the same position or not by comparing with counterparts namely

local English teacher (LETs) and Native English teachers (NETs), to see whether non-Chinese, non-native pre-service English teachers can assimilate in the local school culture and adopt their role in local schools in Hong Kong. By examining the aforementioned aspects and the perspective of non-Chinese, non-native pre-service English teachers, this paper will discuss how these teachers construct their professional teacher identity in Hong Kong.

Research Questions

Based on the literature review, research questions are emerged accordingly:

1. How do these teachers see their self-perceived teacher identity?
2. How do these teachers identify themselves with other profession in Hong Kong?
3. How do stakeholders perceive the identity of these pre-service English teachers in local schools?

The Study

Sampling

The participants in this research study were four non-Chinese, non-native English pre-service female teachers. Lily who is a mixed of Pakistani and Filipino, Rose who is a mixed of Filipino and a little bit of Chinese, Jasmine who is an Indian, Orchid who is a Pakistani. Their names have been changed to ensure their privacy. All of them were in their year-5 study, doing their Bachelor of Education in English Language (Secondary/Primary Strand); moreover, they had completed their teaching practicum known as Field Experience (FE), which is a mandatory teaching

practicum that allocates student-teachers to teach English in local primary and secondary schools based on their major strand in Hong Kong. All of the informants are born and raised in Hong Kong and have an International English Language Testing System (IELTS) over score as the following: Lily, 8.0; Rose, 7.5; Jasmine, 8.5; Orchid, 8.0. These four informants were the ideal participants for the sampling of the research as they met the criteria for being the non-Chinese, non-native pre-service English teachers; in addition, they have successfully completed their Field Experience which was also necessary to requirement for sampling this study because being able to have an authentic teaching experiences in local schools play of importance role in constructing teacher identity.

These pre-service English teachers were ethnically non-Chinese, yet they still considered themselves as local Hong Kongers. It was because they were born in Hong Kong and raised in Hong Kong. They all took Hong Kong Examinations and Assessment Authority (HKDSE), which is taken after completing form 6. When they were asked to rate their English proficiency from a scale of 1 to 5 where 5 is a native-like speaker. One out of four students rated 4 and the rest rated 4.5 since they were not native speaker after all at the end of the day.

Lily is ethnically a mixed of Pakistani and Phillipino. She completed her primary and secondary in designated schools. Besides, English is the first language for her. Rose is ethnically a mixed of Pakistani and Chinese. She completed her primary and secondary education in a local English-Medium Instruction (EMI) school where there were a high number of non-Chinese who tend to use English for daily communication; therefore, Rose's proficiency of Chinese was really low.

Jasmine is ethnically an Indian. She completed her primary and secondary education in local DSS English Medium Instruction (EMI) school. Even though she learned Cantonese in her school, she still could not speak it well. Orchid is ethnically a Pakistani. She completed her primary and secondary education in English Medium Instruction (EMI) school where they had a higher number of non-Chinese students like herself in the school.

Data Collection

A semi-formal individual interview was conducted in order to collect in-depth qualitative data. Interview was divided into three sessions. The first session is about asking questions to find out factors that might be related to teacher identity. The second session focuses on teaching experiences of non-Chinese, non-native pre-service English teachers in their FE schools. Last but not least, this session pinpoints stakeholder's perspective on their teacher identity. The interview was conducted through Skype. Each individual Skype interview ranged between 25 minutes to 40 minutes depending on the response of the informants, and follow-up questions were asked on spot according to their responses. All the interviews were audio recorded and transcribed verbatim. Before implementing the interview, verbal consent information was provided. After the informants approved their consents, the interview started with their basic background information. Moreover, their names have been changed in order to protect the confidentiality and privacy of the informants.

Data Analysis

All the Skype interviews were recorded, so data analysis started with listening to the recorded-audio files and transcribing all the audio verbatim. Since the interview is divided into three different sessions, the transcription was done for each participant for each session. After familiar with the data, the following categories were themed according to Marshall & Rossman's process of generating and developing themes. After analyzing the data, the three general themes were emerged for all sessions as the following:

1. Self-perceived teacher identity
2. Distinguishing with the other Profession
3. Teachers, principals, and students views on their identity

Results

(1) Self-perceived teacher cultural identity

Exploring the construction of teacher identity of non-Chinese, non-native pre-service English teacher included how these teachers perceived their teacher role.

- *Individual initial teaching philosophy and beliefs*

Their belief on initial teaching philosophy is an of important aspect that plays a huge role in their identity as teachers; therefore, it contributes in understanding the construction of non-Chinese, non-native pre-service teachers' teacher identity. When they were asked about their initial teaching philosophy and beliefs before joining the FE practicum, Lily and Jasmine's teaching philosophy

and beliefs were highly related to their background such as culture identity and their teacher training experiences that comes together to form how a teacher teaches as an education and how an ideal teacher should be. Rose related to her initial teaching philosophy and beliefs with her English learning experience in her secondary school. Her English learning experience with her secondary teacher who help her not only in academic but also in academic growth; therefore, it had influenced her teaching philosophy.

I also think teacher identity is about how you see yourself in the classroom, how you connect with your student and how you also connect yourself as a teacher and your own personal growth together.

- *Language Competency*

Language competency of the non-Chinese, non-Native pre-service English teachers was another important aspect. When asked about their confident in teaching in English in local mainstreaming schools during their FE teaching practicum, they were asked to rate their language proficiency from scale 1 to 5, 5 being the native-like speaker. Rose and Orchid rated 4 and the Lily and Jasmine rated 4.5, which suggests that these non-Chinese, non-Native pre-service English teachers have high confidence in teaching in English. In fact, they have a native-like English level. A common reason rating themselves in higher numbers was that hey use English as their daily communication language with their friends and relatives. as English is the first language for Lily and Rose and second language for Jasmine, and Orchid. For example, Jasmine rated herself 4.5 because English is her second language and she got overall IELTS score of 8.5.

I would rate, according to the test, may be IELTS, and the test that we took at school, I think I would say like may be 4.5.

(2) Distinguishing with the Profession

In Hong Kong, NETs and LETs have their particular responsibilities and play a different role with different specific strengths in local mainstream schools. They were asked whether they belong to NETs or LETs and which category they lean towards more.

- ***Belong to NETs, or LETs?***

These non-Chinese and non-native English pre-service teachers had a hard time understanding whether they belong to NETs or LETs in local mainstream schools because of the black and white segregation in the English teacher profession in Hong Kong. Their common dilemma was language barriers which results in emotional distance with students and colleagues in local schools. When asked about their thoughts and feelings of being non-Chinese and non-native English teachers in local schools, the answer for the questions was unclear and complicated as they thought that they belonged in both categories. Lily who is in a secondary strand felt that she belonged to LET as she was born and raised in Hong Kong which was the only place that she knew as home, yet at the same time she felt that she did not belong to LET as her teaching behaviors and styles were more creative which contradicted with LETs who focused on the curriculum of the DSE because it was LETs' responsibility to train students to succeed in their DSE exam and improve their English

academic. When asked the kind of characteristic she thought she shared with NET or LET, she expressed that she definitely shared characteristic of NET:

I think with NET teachers, I think I really emphasize on having students express themselves using creative writing like free writing, prose writing, even writing a story, especially poetry, I really like to encourage my students to write a poetry. That's not a necessary a priority for non- NETs because non-NETs have the burden unlike NETs to focus on the curriculum of the DSE because that is their job to train students to succeed...

Orchid, however, thought she definitely leaned towards more as a LET as she could speak Cantonese quite well. Nevertheless, she sometimes felt she belonged to a NET because she was only allowed to use English with her students:

In FE school, definitely a local teacher, but also sometimes a NET... because my mentor teacher, she told me not to tell my class that I can speak and understand Cantonese, just so that they would treat me as a NET. force them to speak with me in English. So, in that term, I felt a little bit like a NET. Other than that, it was completely local. Like I was definitely playing as the role of local teacher.

As for Rose, she felt that she belonged to both category; however, she was not qualified to teach as a LET in CMI school since she could not speak Cantonese and thought that she leaned towards more as a NET and was only comfortable to teach in EMI schools because English was her first

language and she could not speak much Chinese, resulting her to have a hard time communicating and connecting with her Chinese students in FE school:

It's mixed. I think for local teacher, I think they cater their local students more...for me, when I was teaching in FE, I felt like there was some struggle in teaching my Chinese students because their first language is not English ... they only know Chinese and for me I don't know Chinese and I only know ... I just really have to make sure English very simple, but I think if I were to teach in EMI school, I think I feel a local teacher because that's the school that I am more comfortable with.

Yet, she sometimes felt that it was unfair to categorize them:

I have been told a lot of times that I should just work as a NET teacher. coz I can't speak Chinese and just because they think that my English is good, they think I should be a NET teacher but at the same time I feel like it's kind of unfair. It's because your own expect me to be a NET teacher. like why can't I be a local teacher also.

Moreover, she felt that she shared characteristic as NET as she did not focus on drilling like LET did as the local education system in Hong Kong was very exam-oriented:

I think with NET, I am ... creative ... I don't only focus on drilling. I don't mean to be bias, but you know the local system is very exam-oriented in Hong Kong. Mostly, about drilling, academic, but for NET, I think their strategy in teaching is more diverse...

Then, I asked whether there should be a new category for them. Their common answer was that it was not really necessary to create a new category for them. Lily expressed that creating a new category for them might be another additional label being thrown on ethnic minoritized people in Hong Kong like herself:

it's like it's not necessary. If you are an English teacher, I think you are an English teacher. I think if you are a teacher and then you are a teacher, you know. I don't think there should be a special name given to it.

Jasmine felt that there could be 'a local NET'; however, she was concerned whether it should segregate it like 'a local NET':

I think it should be really like they should really ask the teachers like what you want to work with. I know some teachers who really want to teach like EDB curriculum right? and then there's some teachers who want to teach the NET curriculum. So, I think they should just ask which one they prefer and let them be local or NET. not a "local NET". We don't know like are we merging two together? Doesn't that make our job harder? yeah, I mean there are more expectation for us.

Orchid felt that that was not a necessary to have a new category as she can fit into a local teacher role even though she not ethnically Chinese. She felt that most of the ethnic minority students like herself were not in international schools. Her feeling highly related with her aspiration of contributing for ethnic minority students:

I definitely want to be a local teacher also because I want to contribute like my experience and may be like I also come from a similar background so I will know a little bit more about like the cultural backgrounds and staffs so. It's just that I do that that my role and my background would be really helpful to adopt into the Hong Kong society as well. So, I really want to offer my help in terms of that.

However, Rose felt that, if possible, there could be category for ethnic minority teacher like herself in Hong Kong:

I never thought of that, but I mean if possible, may be there could be ethnic minority teacher, but don't really like to use the label. but maybe I think there could a be a category, but not so sure what to name or category.

- ***Roles and expectations: NETs or LETs?***

Regarding how their roles and expectations as English teachers in their FE schools differed from NETs or LETs, these non-Chinese and non-native pre-service English teachers felt that their roles were mixed as a NET and LET, yet they felt that they were expected to play a role as NET in their FE schools. Compared to their counterparts, LETs, these pre-service teachers were able to enhance and provide a rich and natural English-speaking environment due to their native-like English proficiency. Likewise, as they cannot speak Cantonese, or even if they could understand and speak Cantonese, they were told not to use Cantonese at all while communicating with their students so

that students would have to communicate them in English. Moreover, they felt that sometimes they were LETs because some weaker students in FE school needed Chinese to understand lessons and they could explain the meaning of some words in Cantonese.

Overall, these non-Chinese and non-native pre-service teachers shared their roles as both NETs and LETs as they were familiar with the local English curriculum and performing their responsibility as LETs. Therefore, in terms of duties and responsibility, they lean towards as LETs meanwhile they were expected to teach English as NETs due to their native-like language fluency.

Jasmine was asked to teach NET lessons in her FE school in addition to her normal LET lessons. She felt that NET lessons were a lot more fun and they were non-language art. She could be creative and incorporate a lot of songs, phonic, drama in her NET lessons. On the other hand, she expressed that LET lessons focused more on the textbook, grammar, therefore, very traditional and mechanical. She felt that her role as a NET was quite opposite to her role as a LET:

...the NET is like supplementing the local lessons, ...showing the other side of English so it's not just like Grammar ... technical things. There's also non-language art kind of things, different dimension you know. So, it's kind of like NET lessons show to the students the other side of English.

The aspiration of Orchid is to be a class teacher in local DSS schools to contribute students who has similar backgrounds like herself. The expectations of teachers in her FE school on her leaned towards on NET.

...because my mentor teacher, she told me not to tell my class that I can speak and understand Cantonese, just so that they would treat me as a NET force them to speak with me in English. So, in that term, I felt a little bit like a NET...

3. Teachers, principals, and students views on their identity

Another important aspect to investigate construction of teacher identity was how these pre-service teachers view their relationship with supporting teachers, principals, and students in their FE schools.

- ***Expectation of supporting teachers, principals, and students***

As learning from supporting teachers and from their first-hand experience in FE schools is important for these non-Chinese and non-native pre-service English teachers, it is also of vital important aspect in shaping their teacher identity based on the expectation of their supporting teachers, principals, and students. When as how their supporting teachers, principals, and students viewed them as English teachers in FE schools, these teachers expressed that their teachers and students have high expectation on them as they have native-like English proficiency. All of these teachers were told not to use Cantonese with their students. For example, Jasmine expressed that

they prefer if the students didn't know I can understand Cantonese. Yeah, coz they want the students to like push them as much as they can to speak English.

Likewise, their supporting teachers and principals told them that they could work as NETs and teach in international schools or English Medium Instruction (EMI) schools so that these teachers can fit in more in the school culture. For instance, Lily expressed that she had been told by her English panel head and other teachers in her FE school saying that she could work as NET:

the English panel head and my FE school, because he said that coz I am a non-ethnic Chinese and said that I can look into NET teaching opportunities and you know I don't know that is possible because you know I don't hold the native English passport or something like that. I hold a Hong Kong passport, so technically I am local you know. So, but then they say that you are, your English proficiency or your accents is like native-like, so you should go for NET teaching opportunities, but you know I don't know. Yeah, I have had teachers who told me that I could work as a NET teacher possibility.

Overall, the pre-service teachers expressed that they were treated more or less as a NET as they were assigned NETs' activities such as teaching phonic, storytelling and were told not to use Cantonese at all even if they know a little bit of Cantonese.

- *Social acceptance and belongingness*

The pre-service teachers were regarded as NETs in their FE school as they had been told not to use Cantonese or pretend that they did not know any Cantonese at all if they could understand and speak a little bit of Cantonese. Their supporting teachers and principals saw this an advantage for students as students were forced to speak English with them. In fact, language barriers encountered by these pre-service teachers created a negative teacher-student relationship. Jasmine expressed that building teacher-student relationship was challenging due to language barrier which make her not to be able to relate with her students:

the students weren't very proficient in English. and So, it took me a lot like really a lot of time to get to know them and build a relationship with the students. So, it was really hard because I could not relate to them. They did a lot of the thing that works with the students that I teach part time did not work with those students. So, I have to find out what they like and like how I can relate to them so basically, the language barrier costs more time in relating to my students.

Likewise, as Orchid was asked to use only Cantonese even though she could speak Cantonese, she expressed that her teacher-student relationship was not good due to language barrier, creating emotional distance; therefore, she was missing emotional bonding with her students:

Generally, language barrier I mean. With my class, it's definitely the fact that they thought that I could not speak Cantonese. and they would not ask me in English like they are just like they wouldn't approach me normally like to talk about things. Well they just smile and

things like that. but they wouldn't approach me that much. But surprisingly, what I did was towards the end of my practicum I told them that I can speak Cantonese, it was like my last class. I told them that. The next day was Christmas party so during the break, Christmas party, they came up to me and they try to speak in Cantonese with me and also like I really did realize that how like I have been missing on the bonding between myself and the students and I don't know, but it's really sad.

Moreover, when asked whether they communicate with other teachers working in the FE schools, all of them expressed that they talked to their supporting teachers, panel heads and NETs only, yet sometimes their communication doesn't go beyond saying 'Hi' and 'Bye'. Moreover, it was very hard to communicate with other colleagues in FE schools, therefore, feeling left out. Jasmine said that

But For the other colleagues it was difficult because like I mentioned that a lot of them did not speak in English. Sometimes they would, we did not talk to each other at all like 4 or 5 months. I did not even talk to them.

Discussion

As mentioned in the literature review section, the construction of teacher identity is not fixed and can be influence by different factors, affecting different individuals in different degrees. The

results showed that the pre-service teachers encountered different experiences in their FE schools affect their construction of teacher identity in varying degrees.

The significant contrast from the finding to what is reviewed in literature section is that these non-Chinese and non-native pre-service teachers did not seem to have difficulties in authority to language compared to non-local, Chinese pre-service teachers from Mainland China (Benson, 2012). This phenomenon can be explained by using the concept of Trent (2012) which is 'self-positioned' meaning how they were positioned by other stakeholders such as their supporting teachers, principals, and students in their FE schools. The expectation of stakeholders reflects the way these pre-service teachers were positioned in their FE schools. As they have native-like language proficiency, they, therefore, were given authority to language in their FE schools. According to Ma (2012), she stated about NETs does know Cantonese and this a one particular trait of NETs. Being not able to speak Cantonese is an asset for NETs as students are forced to speak only English with NETs. Likewise, according to the experiences of the non-Chinese and non-native pre-service English teachers in their FE schools, they were told to speak English with their students which is considered as an advantage for students. Hence, this suggests that these non-Chinese and non-native pre-service English teachers share similar traits to NETs, automatically positioning them the authority to language.

As the pre-service teacher described that they belong to both NETs and LETs with a tendency of leaning towards as NETs, the pure segregation of NEST and NNEST in English language teaching field in Hong Kong is making difficult to distinguish where these group of teachers belong

According to Moussu and Llorca cited in Benson (2012) study, it is explained that there is no need to use theoretical study to categorize NEST and NNEST. This is because the categorizing of NEST and NNEST is usually based on individual cases. Hence, it highly depends on how these individual non-Chinese and non-native pre-service teachers perceive themselves whether they belong to NEST or NNEST or their own self identification. For instance, Jasmine who speak English as her second language, yet she has a native-like proficiency and accent. She self-identifies herself as a ‘local-NET’ who speaks English with native-like accent and who has limited Cantonese competency. In addition, Lily whose first language (L1) is English and has been told many times to work as a NET; nevertheless, it is unclear and questionable that whether she can present herself as a NET and whether she is qualified enough to apply for the NET scheme.

Regardless of the identification between NEST and NNEST, it does not necessarily need to distinguish which groups the non-Chinese and non-native teachers belong to because different factors impact individuals differently. Therefore, part of identity where non-Chinese and non-native pre-service English teachers need to make a choice highly contributes in construction of their teacher identity.

Similar to Benson’s study (2012), the pre-service teachers were missing emotional bonding with students and felt emotional distance with teachers, and colleagues in their FE schools. While most of their local counterparts perfectly fit in the school culture, these pre-service teachers felt quite opposite even though all of them completed their HKDSE through local education system. It shows that culture-dependent is a significant part of being a local teacher who not only speaks the local language but also share the local culture values. For example, these pre-service English teachers

highlight that local English teachers in their FE schools were traditional as they drill their students to get a higher grade in final exams whereas they integrated the creativeness and fun aspects in their English lessons that they have encountered in their schooling. Due to these aspects of differences, these pre-service teachers were struggling to fit in and gain acceptance in the local school and educational context. These challenges highly influenced them to apply for the English Medium instruction schools, DSS schools that are comprised with a high number of ethnic minority students or international schools.

Overall, based on the findings, the construction of teacher identity of non-Chinese and non-native pre-service teachers highly depends on their self-perceived teacher identity of how they see themselves as English teachers in local mainstreaming schools and how they see their similarity and differences comparing to their counterparts such as NETs and LETs, and how the construction of their teacher identity is highly affected by the perception and expectation of their supporting teachers, principals, and students. The aforementioned aspects highly influence them differently to some varying degrees in constructing their professional teacher identity; likewise, it is up to them to make a choice whether they adapt or negotiate it as part of the process in construction their teacher identity.

The author's Reflection

My motivation to pursue this topic is highly related to my own identity as a non-local, non-Chinese, non-native pre-service English teacher in Hong Kong. I was born and spent my early years in Myanmar which is one of the 'One belt one road' countries. According to EDB, Belt and Road

scholarship is established with a view to attracting more outstanding students from countries and regions such as United Arab Emirates, Malaysia, Myanmar, South Africa, Mongolia, Korea, Kazakhstan, Philippines, Russia, etc. which are along the Belt and Road to pursue university degrees in Hong Kong. Therefore, students from those countries have different cultural backgrounds and linguistic repertoire from the host context. They are studying in different programs in different universities in Hong Kong. In addition, I am the very first one in my cohort coming from ‘One belt one road’ country. I do not speak any Cantonese nor have Chinese background. Before coming to study in EdUHK, I have lived and studied in Thailand for eight years. Due to my different culture background and identity, I am so inspired to pursue the identity of the non-Chinese, non-Native pre-service English teachers, particularly focusing on their teacher identity in Hong Kong. Reflecting back to my own FE teaching practicum experience after learning about these non-Chinese and non-Chinese pre-service teachers’ experience, there were many aspects that I can empathize and resonate with these local, non-Chinese, non-native teachers in terms of language barriers, confusion of whether belonging to NET or LET, and perception and expectation of stakeholders. I felt that my FE experience was a bit harsher than those teachers as I was not educated in local schooling system of Hong Kong. Therefore, lacking the Chinese culture values and Cantonese competency, I was having a serious emotional distance with my students, other teachers, and even the school culture.

Limitations and Implications

In terms of limitation, there are several factors that may have impacted the narrative inquiry approach used in this study. First of all, the limitation of the study is that the participants. There are very limited participants due to the research focused on the specific category of the participant, which is, “non-Chinese, non-native” pre-service English teachers in Hong Kong. As the result,

the study may need to have more research participants in future research studies. Furthermore, all participants in this study were females which may limit to look at the view from gender-specific perspective. Second of all, interpreting the stories and personal experience of non-Chinese, non-native pre-service English teacher might be influenced by the very own of author's cultural backgrounds as well.

In terms of implications, first and foremost, teacher education program plays of vital important role in Hong Kong education setting. As these groups of English teachers are emerging in English language teaching field in Hong Kong, it is necessary for the teacher education program to offer some courses for them so as to help them adapt in local schools. For instance, perhaps NET courses and NET curriculum can be offered as an elective so as to provide better support and some courses about learning local-school culture can be provided to help them deal with some challenges that have been discovered in this research and the possible challenges that they might encounter in local schools. Major part of their challenges has to do with their limited Cantonese Competency, maybe teacher education program can provide Cantonese language courses, too. Therefore, this study has significant implications on education institutions, stakeholders, policy makers and direction for future research so as to shed more light on providing more supportive context to help them to be well-rounded teachers.

Conclusion

In Hong Kong's English language teaching field, the identity of English teachers in under the categories of Native English-Speaking Teacher and Non-native English-Speaking Teacher. When an individual does not fit or belong to any of those categories, the process of constructing professional teacher identity can be confusing and complicated. Due to the limited resources that

help them in constructing their teacher identity, their experiences that they got from FE teaching practicum highly influence their construction of teacher identity. The purpose of this research study is to investigate how their personal experiences and experiences in FE schools influence and contribute the construction of these non-Chinese, non-native pre-service English teachers' teacher identity.

Word count: 6371

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Transcription

Hamera (28:00) (as Lily)

Q: How do you understand teacher identity?

So, teacher identity I think as an ethnic minority it has to do in general with knowing that they are ethnic minority or know about the ethnic background and bringing their knowledge and their background into the teaching field which is likely going to be ethnic Chinese Hong Kong setting you know because general population of Hong Kong is Chinese. So, teacher identity to me as an ethnic minority means me coming as an ethnic minority teacher. So, bringing external culture to other Chinese society or environment.

Q: Who has been the greatest influence in your life?

my parents who are the greatest influence in my primary and secondary life or my life in general.

Q: How's your How was your classroom learning and (teaching) experiences before you came to Hong Kong or when you were young if you were born in Hong Kong?

Yeah, so I was born in HK. my classroom experience, because I went to schools, where, it's called designated school where all ethnic minority children basically go to the same school. So, my classroom learning experience was quite good in that I was expose to ...

my classroom learning experience was generally positive because I went to designated school which mean that I went to school with fellow ethnic minority students. All my classmates were ethnic minority descendent. So that's mean we are exposed to many different cultures and as well as we are comfortable because I was an ethnic minority myself and it felt like the place that I belong. In terms of teaching experience, it was also positive because we had a you know, kind teacher however, majority of our teacher all of them were ethnically Chinese. So, we thought like they sometimes where ignorance in that they will make stereo, ignorance comment such as you know why you have to take your holidays when you have your festivals or something like that. So, my classroom experiences were great because of my classmates and my teaching experience were also good, with some exception of some ignorance teacher.

Q: How was your self-perceived teaching philosophy before teaching this education program in this university?

my self-perceived education philosophy is that I always believe that the most ideal way of learning is not by forcing kids to learn, by teachers facilitating in an environment where the kids are

actually wants to learn. so, I believe in self-directed learning because and I don't think that by forcing kids can learn much or anything so ideally, I should be like self-directed learning. and self-motivation through the help of the teachers 's facilitation environment that foster that.

Q: What was your teaching belief? Is that the same with your teaching philosophy?

Yes, the same.

Q: What were your learning experiences in the country that you have lived in?

My learning experience? like so, in Hong Kong, we are very lucky because we get to learn not only in this school we get to go outside of school to learn , so we go to science museum, or the space museum. or we would go to the vocational institute and see first hand about how certain career task are like or we would even have events where we can go and watch a local footballs or sports tournament . and also international connections with Hong Kong so we can get to go not only other Asian countries, like Singapore and we can also go overseas for camp so there's a lot of outside school learning experiences that as a Hong Kong students that we get to experience. That's really great.

Q: What is the good teacher in your mind?

A good teacher in my mind is somebody who respects students. Somebody that does not think that just because they are teacher, they are above students or that they know better than the students. no, you know. a good teacher is somebody who is willing to learn from the students as well as try their best to make sure that they are doing everything that they can to expose students to a variety of knowledge and a variety of perspective about the same subjects. So, if you are teaching English, don't just teach English from the textbook. Teach English from real life context, because we are trained, going to be an English teacher. That's the ideal teacher for me.

Q: How would you describe your personal identity? Do you have any particular personal identity?

Yes, so, my personal identity is heavily pertained to my ethnic identity and cultural identity of upbringing. so, my personal identity when somebody would ask me, I would say that first of all I would say that I am Muslim . and the second of all, I would say my ethnicity, that I am philippinno , mixed Pakistanese and Philippineo and I would say my culture identity, which is that I am born and raised in Hong Kong . So that is my overall personal identity. Then, I am a female whatever.

Q: what is your IELTS score?

8

Q: how would you rate your English proficiency. So, it's from scale 1 to 5 and 5 is like native-like?

Umm.. may be 4.5 because English is my first language.

Q: Do you also speak other languages?

Yes, I speak my mother tongue. So , Urdu and I also speak Cantonese and I also speak a little bit of Ilokano or Tagalo.

Q: How would you rate your proficieny of other languages?

From 0 to 5. Umm... I would say Urudu, Cantonese 3.5 and then, other languages probably 2.

Q: What is your confident in teaching?

Umm.. I would say I am fairly confident to a large extent in teaching English.

****Q:** Do you think do you belong to NET or local teacher? Why?

****Q:** What kind of characteristic do you think you share with NET or local English teacher?

I think with NET teachers, I think I really emphasize on having students express themselves using creative writing like free writing, prose writing, even writing a story, especially poetry, I really like to encourage my students to write a poetry. That's not a necessary a priority for non NETs because non-NETs have the burden unlike NETs to focus on the curriculum of the DSE because that is their job to train students to succeed . Local secondary students go to school so that we can do well in the DSE. So, I also relate with local teachers in that regards because I believe that it's important because it's their responsibility, you know, as a local English teacher to focus improvising on English academice.

****Q:** Should there be a new category for you ?

I think no. because it might just be just another additional label being thrown on ethnic minoritized people in Hong Kong and like myself. you know, it's like it's not necessary if you are an English teacher I think you are an English teacher. I think if you are a teacher and then you are a teacher, you know. I don't think there should be a special name given to it. I even have an issue with people , saying NET teacher or local teacher because you know like I am local by every definition of the term 'local' because I was born and raised in Hong Kong and you know that's the only place that I know as home, so I am local. I have worked in jobs that you know , for example, through my tutoring agency, I am sent to different schools to teacher after school classes and you know they are actually NET's classes. because I am not ethnically Chinese, you know , suddenly I am classified as a NET, you know, so it's like a very confusing situation as it is. and I don't think there should be a label to begin with or differentiation what kind of English teacher you are, If you are an English teacher, I believe you are an English teacher. you know, so I don't think there should be a new category.

Q: Is there any teaching methods that you use in your Teaching practicum which may or may not covered in our program in this university?

Yes, So, one of them was implement pre-while-post tasks. I always tend to , in the pre-task, which is before doing the worksheets, I would introduce the topic of the lesson to them by either showing them a video or you know have some raising conscious activities like brainstorming some ideas. and then the while task , when I allow them to and we are also doing this in IEd is to always have activities , there's individual and pair-work and group work. So, I also do that. and the post task is , usually about evaluation, so I would ask them to talk to their classmates about what they have learned and ask the questions about the overall lessons, so that's what I tend to implement in all of my lessons which we have learned from IEd.

Q: Is there any other methods that you use in the class which you haven't learned in IEd?

Umm... Yes, so Umm. for example, we don't really learn this but I always try to, I always try my best if I can to bring props in the classroom. and I feel like people think that if you are in the secondary stream, you know props are kind of silly. But for me, for example, if I am teaching a

sports module, I would try to bring in sports equipment in the classroom, so that they have a visual, they can see something visually that catch their attention. We kind of cover that in IEd, but it's not so much emphasized like how effective you it can be when you have props in the classroom. It really does make a different than that if you just have a worksheet and the power point.

Q: Did you also learn with the props when you were in primary or secondary school?

No, not that much. In English lesson, no, not that much. but of course, if you were, if we were learning science or something like PE, of course, it would be easy to have props or materials. In English lesson, no, not that much.

Q: So, how you do think you get this idea from like having the props in the English class to help the students in learning?

Umm... I got this idea because I was thinking of way making students more interested and I thought that if they could have something that they could share or you know or see beside their worksheets which they are see the whole day in all other lessons in anyway, so I thought OK, why not the props. So, I came up with the idea is that from self-reflection on my own teaching and thinking about how to get better. and that's how I came up with the idea.

Q: So, how do you view your overall teaching practicum experience?

Overall, I think it was very positive for my, for being exposed to real life context. and that you know we had so many challenges that we had to face. Early on, before becoming a teacher, and I think it will be equipped me to be able to handle , it really equip me to be able to be very organized, to be very keep record of all the student's score and also be very on top of the syllabus, and also dealing with the other teachers like other English teacher, making sure that your progress matches with another teacher's progress . and also, our FE is not just the classroom, so we also got involved with speech festival training and also you know the English activities and the school. Overall, it was very immersive, and it was very good. So, overall, my teaching practicum was very helpful.

Q: What experience or aspect from your teaching practicum might have changed your teaching belief?

Umm... I think the, at first, I always believed in the teachers not needing to implement so much disciplinary action or negative reinforcements to the students when they are out of boundary. but the teaching practice really opened my eyes to, it remained me, I forgot when I got out from high school, it was six or five years ago. I actually forgot how serious the disciplinary issue was. I was a student, I wasn't a teacher. but as a teacher, you really realize that students can be really out of control when you don't set boundary towards them or if you don't let them know that there are consequences. So, before my belief was that yeah teacher should be lenient , teachers should be you know fun and should be whatever, but now I learned that some sort of discipline is very important because it helps to , it for the betterment of the kids, they come to school to learn, they just don't come to school to have just fun. You know, your responsibility to make sure that they learn, they are able to gain the knowledge. So, before discipline was something that I was like I was frowned upon, but now yeah I do think the discipline is very important.

Q: So, do you see yourself when you were doing teaching practicum, do you see yourself as a NET teacher?

No, I don't see myself as a NET teacher.

Q: Did you also talk with other teachers saying that you can work as a NET teacher in Hong Kong?

Yes, they, so, for example, the English panel head and my FE school, because he said that coz I am a non-ethnic Chinese and said that I can look into NET teaching opportunities and you know I don't know that is possible because you know I don't hold the native English passport or something like that. I hold a Hong Kong passport, so technically I am local you know. So, but then they say that you are, your English proficiency or your accents is like native-like, so you should go for NET teaching opportunities, but you know I don't know. Yeah, I have had teachers who told me that I could work as a NET teacher possibility.

Q: So, does your teaching role as an English teacher in the school change a little bit from your other teaching partners? Does your role as an English teacher change compare to other local, Hong Kong pre-service teacher?

Yes, generally, it was the same, but I did notice that they would ask me to organize events specifically with the non-Chinese students at the school more. So, we had may be a total of 7 or 8 non-Chinese students. So, the school would actually ask me to organize activities or you know whenever there's some school events to stick with them. So, Yes, that's how it was different. and it wasn't the case of the other FE teachers like FE student teachers. They were not told to stick with them, or you know to help them or something like that. It was always me that they would ask to go with them. yeah.

Q: What's the main language that you use when you were interacting with the students and the teachers in your FE school?

English and a little bit of Cantonese.

Q: Do you also frequently talk to other teachers teaching in that school?

Yes, Frequently. Because we need to umm, we need to make sure that we are going at the same pace so that they will teach another class and I will teach one class and we have to make sure that we are on the same page. and also, whenever they have uniform writing, we need to exchange ideas and get approval from each other or there's some listening test then, listening exercises that we need to make sure that it held on the same days and dictation as well. we need to have set dictation among all the teachers from all the classes. So, we need to regularly speak with each other in the English department.

Q: Did any of your teachers tell you to use a little bit of Cantonese when you were teaching in the class?

No. because especially with me, my supervisor and teachers and also like the ones at the school and the one, the English Panel head, as well as the vice-principle would urge that pretend that like I don't know how to speak Cantonese so that students are forced to speak in English with me. So, they would always ask me to avoid speaking in Cantonese or like told them that I don't know how to speak Cantonese. But then in the end, I really could not communicate with the students unless I have a little bit of code-switching or code-mixing with in Cantonese in the classroom.

Q: What was one of the main challenges that you had as a teacher-student relationship in your FE school?

Yeah, so, the main challenge was the language actually because not only. It's not even that they would not understand what I would saying, I felt like maybe they didn't understand, they thought many be they are intimidated that I was always speaking in English. and They fears making mistakes if they reply back to me. They might feel embarrassed or they might feel like intimidated. So, the barriers really came from the fact that I was not Chinese, and I was not visibly Chinese and that that sort of hinder them from responding or replying to me when I only spoke English. But then when I started to let them know they hey you know I do know how to speak Cantonese, and I would say a few words in Cantonese. sometimes in the classroom that really help break that barrier because they felt more comfortable because now, they were feeling like this person is somebody that I can communicate with because they know how to speak my language and you know it makes them feel more comfortable and more at ease when I started to speak Cantonese.

Q: Do you see yourself English teacher working in a local school or English teacher who cannot be fit in the school and need to work in an International school?

No, I totally see myself working in the local school.

***Q: Do you also feel any emotional distance with the local teachers since you mainly used English and know Cantonese a little bit?**

Yeah, there's some sort of distance because I can't you know like because they have a different sort of social cues as colleges that I don't understand because I am not, I haven't been around Chinese people as friends. I was always around other ethnic minority. Our sense of humor or our sense of social cues were a lot different. and that's what I have noticed with my other teachers at my FE school. We would get a long, but it would be fine, but it would never be beyond just 'hi' or beyond "how are you?" or beyond anything that would has to do with work. But then I would observe them, and I would see, ok, I would get along really well. They also got along well with other FE students- teacher because they could communicate in Chinese and they share the same social cues and understanding and humors and whereas I did not. So, there were some sort of, there was like a lot of emotional distance because of that.

Q: So, is there any way that you tried to cope with the problem?

No, not really. I didn't bother. it was simple anyway. because it was fine. it's just that it never went beyond what was necessary like I guess in terms of our communication. yeah.

Ella (about 25 minutes) (as Rose)

Q: How would you describe your personal identity?

I think I am a very friendly person. I think my personal identity I would describe it as I consider myself as a perspective teacher because in the future I want to become a teacher, but also I think personally yeah like I said I am a friendly person, I like helping children. I really like teaching children. I consider that that's the one of my main personal identity and I also consider myself as a Hong Konger since I live here.

Q: What's your original ethnicity?

My original ethnicity is I am Chinese. and Philippino.

Q: Which school did you go to for Secondary school. ?

Secondary school, I went to Delia Memory School (Broadway). It's an EMI , English Medium Instruction school. It's a local school also.

(it's not like a designated school like? Yeah.)

Q: So, are you doing Primary or Secondary strand in EdUk?

I am doing Primary in Eduhk.

Q: How do you understand Teacher identity?

I think there a lot of things about teacher identity. it's about it includes like your value, what you consider to be good teaching. and I also think that many teachers have personal style to teach and comfortable with. I also think teacher identity is about how you see yourself in the classroom, how you connect with your student and how you also connect yourself as a teacher and your own personal growth. together.

Q: Who has been the greatest influence in your life when you were in primary or secondary school?

I had one teacher in Secondary school. He's really one of my favorite teachers ever because he was my class teacher since secondary 1 to Secondary 6, throughout the whole year he helps me with my you know my academic and personal growth. He also really encourages us to work hard and I also really like his teaching and he's one of the teachers that teach very differently. Because in Hong kong , you would usually focus on Textbook, you know umm, remembering things, from you know like drilling, but for him, he uses a lot of different activities to help us learn. and I think it was really eyes-opening.

*Q: What were the subject that he was teaching in the school?

He always taught us English and English literature which were two separate subjects.

Q: How was your classroom learning experience when you were young, like may be in primary or Secondary school?

Umm, primary, I don't remember much, primary 5 and 6. It was the same, we just you know read our textbook, do the exercise and practices on the textbook, you know have a lot of exams, texts, assessments, and umm. For Secondary school, it was like a mixed. because of different teachers. Our teachers had different styles of teaching.

But most of them were also drilling for me personally. because we only did the exercise from the textbooks and then, we also did some other activities but like I mentioned before, my favorite teacher really , he really use very unique to teach us. You know it was a mixed of different teaching experiences.

Q: How was your self-perceived teaching philosophy before taking this education program in Edu?

Umm.. I feel like my value wasn't very strong. I just thought that to teach is how you remember all the information. I didn't think that teaching could be that more creative. Before joining this education program, my teaching philosophy was just to make sure that all students remember the information so that they can pass the exams.

Q: So what was your teaching belief? Is that the same with your teaching philosophy?
My teaching belief? I think for me my teaching belief is similar. Philosophy I think it's more about theories. and then beliefs it's like what you believe are your values as a teacher. Philosophy is more like a theory than belief, it's personal belief.

Q: What is a good teacher in your mind?
Good teacher is I think first you have to make sure that you care about your students first and colleagues also, an emotionally. I think umm..to be a good teacher you have to make sure that you can connect with your students first, you have a good relationship in your classroom and then from there you need to know your students' needs because every student has different needs and you have to make sure that you can help them all in a very diverse way. and it's better focusing on one student you have to make sure that you can help many students as much as possible.

Q: What is your first language?
My first language is English.

Q: What is your IELTS score?
My IELTS is overall 7.5.

Q: How would you rate your English proficiency from scale 1 to 5, 5 is native-like?
I would grade it may be 4.

Q: Do you also speak other languages?
yes, I speak Tagalog, some very very simple Chinese, but not much.

Q: How would you rate your proficiency of other languages? (from scale 1 to 5).
Tagalog, may be around 2.5; Chinese, 1.

Q: What is your confidence in teaching in English?
My confidence in teaching in English .. um... I think when I teach English, it's the fact that I also really enjoy reading books in English, ever since I was young I read a lot of English books and I think that it helps me to you know be confident in teaching English and you know pass my knowledge to students.

Q: Do you see yourself as a NET or local English teacher when you were doing your teaching practicum?
I think it's very complicated. that you know being a local or NET umm you know my first language is English and I cannot speak much Chinese. My FE school was a Chinese school so my students were you know local students but at the same time their English was very low so when I teach them English I also felt as a NET teacher because I had to you know communicate with them you know slowly and teach them English very, make English more simple for them. So, that moment I felt like a NET teacher but then you know after that, it's like I just feel that a local teacher. It's really complicated.

Q: Do you think that you belong to a NET or local English teacher?
It's mixed. I think for local teacher, I think they cater their local students more, if that makes sense? for me, when I was teaching in FE, I felt like there was some struggle in teaching my Chinese

students because their first language is not English right? they only know Chinese and for me I don't know Chinese and I only know English so, the language barrier is very you know a bit difficult . I just really have to make sure English very very simple. but I think if I were to teach in EMI school ? I think I feel a local teacher because that's the school that I am more comfortable with.

Q: What kind of Characteristic you think you share with NET and local English teacher?

I think with NET, I am more like I think more, not creative but I don't only focus on drilling. I don't mean to be bias, but you know the local system is very exam-oriented in Hong Kong. Mostly, about drilling , Academic, but for NET , I think their strategy in teaching is more diverse, if that make sense? I thought , I wasn't a NET teacher, so I can't judge too much.

Q: Should there be a new category for you?

I never thought of that but I mean if possible may be there could be ethnic minority teacher, but don't really like to use the label. but may be I think there could a be a category , but not so sure what to name or category.

Q: Did you also talk with other teachers saying that you can work as a NET in hong kong?

I did not talk with them, but I have been told a lot of times that I should just work as a NET teacher. coz I can't speak Chinese and just because they think that my English is good , they think I should be a NET teacher but at the same time I feel like it's kind of unfair . It's because your own expect me to be a NET teacher. like why can't I be a local teacher also.

Q: Does your role as an English teacher in your FE school change compare to other local pre-service English teachers?

Yes, because one time, I had an experience in teaching in EMI school, it's very different because the students I taught in EMI school where ethnic minority students. Well, their English is quite higher. So, I could properly teach them based on the activity I planned for them originally. But for FE school, I really have to adopt to my students teaching style, the local Chinese students, and also sometimes, I found that when I planned my English lessons in my FE school, I always have to change them in the last minutes because sometimes it did not workout due to the language Barrier.

Q: How about your role as an English teacher? Is your teaching duty the same with other pre-service English teachers?

no, in FE school, we just taught English classes. They only give us English classes. because the school is Chinese school so like their medium of instruction is usually Chinese, so I just teach English lessons.

Q: What is the main language that you use when you were interacting with the students in the teachers in your FE school?

The main language for English classes were English but at some point, I also have to use some Chinese words like I just use google translate and write Chinese meaning on the Blackboard. So, they can understand the meaning.

Q: Do you also frequently talk to other teachers teaching in that school?

Not really because they usually speak in Chinese, we usually say "hi" "bye" to each other. but yeah, I do talk with my mentor a lot. My mentor who helps me with the class in FE.

Q: Did any of your teacher tell you to use a bit of Cantonese when you were teaching English in the class?

Yes. My mentor told me that a lot of time. because she thinks that my class in FE, their English is really low. like They really don't understand even the basic meaning like some vocabularies. So, she really asked me to use some Chinese translation for them. and it did help them a little bit. and also for the instruction, she told me to tell them that instruction in Chinese so whenever I made my materials, I also put the Chinese materials of the instructions on the worksheets.

Q: What was one of the main challenges that you had as teacher -student relationship with your students in your FE school?

The main challenges were really just the language barrier as I mentioned. because we had different first languages but you know when I tried to talk to them they can't understand me I can't understand them . yeah, it was really challenging a little bit for me. and then sometimes I just wish I could talk to them slowly in Chinese so that I can really connect with my students more.

Q: Do you see yourself as an English teacher working in a local school, or English teacher who cannot be fit in the local school and need to work in an international school?

As much as I also want to teach in local school, I feel like I belong in international schools because of the main language used. Yeah, I think I belong in international schools because of the language.

Q: Do you also feel any emotional distance with the local teachers in your FE school?

Yes, there's some emotional distance. I felt like when you have teachers who speaking the same language as you, you can really talk to them more easily. you can really connect them easily, but since you do have language barrier, it's much harder to make long conversation.

Q: How would you describe your relationship with your mentor and colleagues who are other pre-service English teachers?

For my mentor, she was really helpful. She really taught me a lot about teaching and she also taught me how to take care of the classroom. take care of students and how to manage their misbehavior. and then with my colleagues in FE and my friend who are also pre-service English teachers, we really give each other very strong moral support , we really, whenever we have a hard time teaching, we always talk to each other about our feeling. and also talk teach other about how we can improve our teaching since we have different teaching styles.

Q: Is there any teaching methods that you use in your teaching practicum which may or may not cover in our program in EdU?

I think it's a little bit cover. I like to use some drama in my classroom. I really like to make my students to do some role-play. Especially, when they are practicing, like how to use vocabulary, or practicing how to use some English sentences, or how to understand a storybook, I like using drama in my classroom.

Q: Is there any methods that you have used in the class that you haven't learned in IEd?

I don't think so. I think what I know now has already been cover by EdU so far.

Q: Which FE school did you go to?

I went to Yai Chau Primary School in Yuen Long. WAICHOW. Yes, it's a school in Yuen Long and it's local CMI school.

Q: Do you also use props in your English lesson?

Yes yes. I like using props. For example, when I teach them the vocabularies about quantity like Cats, pigs a packet of chips. I brought some real props to tell them, to show them what it means , and how to use quantity like if I say two package of chips, I show them the props and they can remember the vocabulary easily.

Q: How you think you get this idea of having props in the English classroom?

because in IEd program, in teaching classes, our professors always told us that it helps second language learners to help them with some visual hints when they learn new vocabulary. like when they learn new words, they also had to know what's the words look like. I think it really helps them to remember the words easily. Like once you have the picture and words and visual keys, then you can easily remember what words it is. What kind of vocabulary it is.

Q: How do you view your overall teaching practicum experience in your FE school?

My overall experience .. well, overall, it was very hard, it was challenging but I also think it was very rewarding because it really helps me learn a lot about my own teaching style and how I can improve my classroom management and also how to prove my teacher identity because one of the thing that I was told to improve was my authority like I had to be more strict with my students, not be too friendly with them because you know like I said I am a very friendly person, sometimes, too nice. and My mentor told me that it affects my authority as a teacher to my students so I should really balance my personality and balance my teaching identity.

Q: What is experience or aspect from your teaching practicum might have changed your teacher belief and teacher identity?

Umm.. before the FE school, I thought that teaching was easy and I thought that I could actually cater to students easily but after the FE school, I really realized that umm teaching also involves many different kinds of students because they all have different learning needs. So, I think that really affected my perspective of a real school. It was really eye-opening for me to see how teaching is really, how it really works in real life. Yeah, like I said also my authority as a teacher before, it wasn't very high but after doing the FE experience, it really helps me to shape my you know teaching identity as a real teacher . Yes.

Renu (31:08) (as Jasmine)

Q: How would you describe your personal identity?

Yes, in terms of ethnicity, I identify as Indian but I also identity as Hong Konger because I was born and raised here. and I identify as ..yeah that's it.

Q: Which school did you go for FE semester?

Buddhist Chicken Primary.

Q: Which school did you go when you where you were in secondary school?

St. Magreet Girl College

Q: Are you doing primary or Secondary strand in Edu?

Primary

Q: How do you understand teacher identity?

Teacher identity. I think it's like made up of a lot of different things. So, it includes teacher's background. For example, his or her ethnicity. His or her upbringing. His or her experiences and also like their teacher training and a lot of these things comes together to form how a teacher teaches and also so how they see themselves as an educator and as somebody who works with students.

Q: Who has been the greatest influence teacher in your life when you were in primary or secondary school?

It was definitely my Chinese teacher. and it was here because she taught me for six years and she taught me since I was in Form 1 and up until I was in Form 6. So, the reason why she was such an inspiration is because she always saw the potential in my me and guided me to do better. Even though like this system does not require us to be like very highly competent in Chinese or Cantonese. She still pushes us to do extra activities or joining speech competition, so it was to boost our Chinese language competency. She didn't really have to do those things, but she did.

Q: How was your classroom learning experience when you were young?

For my primary and Secondary, it was really different. in my primary, it was more traditional school. it was private school, but it was very like teachers try a lot of different changes methods whereas in my secondary school, it was a DSS school, it was very much... and I forgot to mention that my primary was a lot more like multi-culture. We had a lot more ethnicities in the classroom and a very small number of Chinese students whereas in secondary school, we had one class in Chinese students and one class in non-Chinese students in the school. So, the school one a lot more conventional. and teachers were very exam-oriented and we basically learn from the book and in more traditional ways.

Q: What's the name of the primary school?

Dilia English Primary School.

Q: How was your self-perceived teaching philosophy before taking education program in EdU?

It's kind of a long way. Five years ago, I used to think that in order to be a good teacher, you basically have to , as long as you can make your students pass exam, or get really high score, that's really like you have done your job. but after studying for five years, it was like and then after going FE , I realized that there's a lot more role. Teachers have a lot more role to play and they have to think and work like on a lot of things after every single day for the lesson. So, it's not easy. and teachers also have to be mindful of different learning styles and then different backgrounds in classrooms. So, they have to cater to everyone, So, it's like not just like making them pass exam. You also have to think about like how do you teach students a whole day and who also did not have enough time with their parents. So, you have to play that role and they don't have enough extra curriculum activities. So, you have to organize things as well. So, there's a lot more to teaching than that.

Q: So what was your teaching beliefs before joining Edu?

Before joining Edu, like I said, I just want like teachers have to teach from the book and as long as get your students higher scores on exam, you basically done your job. and Before going on FE, I thought that as long as I can do good on my observation, and like deliver good lesson, that would

be enough. But then there were a lot of admin things that we have to do and like participate in different extra curriculum stuffs. So, it changed in terms of the role of the teacher. There are multiple role not just teaching from the book.

Q: What is a good teacher in your mind?

A good teacher should be, should have a good teaching philosophy, so they should know the pedagogy is. I think a good teacher should also be reflective, so they should be able to like change based on , like they can't teach in the same way for every lesson , they have to change according to their students' needs. , according to like how the class is progressing. and a good teacher should also have like they should be prepared for the extra things that they might have to do, they should also be ready like emotionally coz students like they spend seven hours at school but they also have a lot of things that happen at home also affect them in the classroom so you have to be prepared to deal with them emotionally and yeah.

Q: What is your first language?

First language is Panjabi.

Q: What 's your second language?

Second language is I think I say it's English.

Q: What's your IELTS score?

8.5

Q: How would you rate your English Proficiency from scale 1 to 5, 5 is like native-like speaker?

I don't know how I would rate, according to the test, may be IELTS, and the test that we took at school, I think I would say like may be 4.5.

Q: Do you also speak other languages?

Yes, I speak my mother-tongued which is Panjabi. I speak a little bit of Cantonese. If that's what I have learned. I also understand Hindi. Can speak a little bit of Hindi. and I learn French from primary.

Q: How would you rate your proficiency of those other languages base on scale 1 to 5?

OK. So, I think Panjabi also 4.5 . I think 4 coz I can't write. Cantonese I would say 3.5. Hindi I would say 3. French I forgot all of it , so I would say may be 2.

Q: What is your confident in teaching in English?

OH.. I think it's the only language that I have taught in , so I am pretty confident about that.

Q: Do you see yourself as a NET or Local English teacher when you were doing teaching practicum in your FE school?

Also my FE school was very special, in a sense that, they let me experience both. So, they let me be a local , they let me teach the local lessons, but also let me teach the NET lessons. In terms of what they thought of me, I think they thought me so far as one of the NETs but they let me experience both, I am also think about this thing like Am I going to apply for LET or am I going to apply for NET? and after considering, I think I can apply for , I think I can do both as long as it's really depend on the school principle.

Q: Can you explain more about the local teaching lessons and the NET teaching lessons that you have taught? (What's your role?)

My role... definitely, NET lessons are a lot more like fun. and like they are more like the non-language art. Basically, they incorporate a lot of songs. A lot of phonic, a lot of drama, those kinds of things whereas the local teaching, the use by the textbook, you teach grammar, you teach tenses, you know like very grammatical things. So, it's more like the traditional. but then the NET is like I don't know I wouldn't say it's supplementing the local lessons, but it's like umm... showing the other side of English so it's not just like Grammar you know technical things. There's also non-language art kind of things, different dimension you know. So, it's kind of like NET lessons show to the students the other side of English.

Q: Did you also talk with other teachers saying that you can work as a NET in Hong Kong?

Yes, I basically. I think have asked a lot of my advisors and professors. A lot of them say that I can really like choose which one I wanna do. It really depends on my preference. but then they said it's for the NET scheme, basically they said I can apply to both and but when I asked people like senior, they said they would be hired as a "local NET", so not a NET but a "local NET". So, it's like emerging the two together. So, I think that would be the most highly possible for me to apply. yeah.

Q: So, how about the teachers from your FE school also saying that you can work as a NET or may be local NET in Hong Kong ?

Oh.. when I talked to the Panel head in my FE school, she actually told me to teach in an international school. She also said that if it's not international school, I can go for EMI primary schools. and She said she suggests me to go for EMI primary because the stuffs in those schools can speak English. So, I wouldn't feel as left out as the NET in CMI schools. yeah.

Q: Do you think you belong to NET or local English teacher?

umm.. that's very hard to say. Yes, I do realize that I was born in Hong Kong, so that makes me a local. But then, I also like in terms of competency and stuffs like that definitely higher than like may be more than my local counterparts. So, it's NET. So, I think it's "local NET". It's the safest answer to give you right now. But I think I would be more like I would lean more towards NET.

Q: What kind of characteristic do you think you share with NET or local English teacher?

Like I said, for the local teacher, it's definitely the background like being like schooled in Hong Kong and also like living in Hong Kong all my life. So, I would share with them. And also understanding the curriculum. like in our BEd English program, we also look at the curriculum documents that are from EDB that work for local teachers but not for NET. We don't look at the NET program at all. So, I think in that sense, I think I am more familiar with the local curriculum. The common things about me and other local teachers is that we learn about the EDB's curriculum for local English teachers whereas for NET, I think it would be the English level like the kind of like may be competency and teaching phonic so like when I was studying , I was also working at a local tutorial center teaching phonic so for four years now. So, I feel like I am very familiar with it. and it's NETs do that a lot so. I can also do so in terms of that understanding of phonic and non-language parts.

Q: Should there a new category for you?

Like the local NET. I think that's the new category. I don't know they should segregate it like that. I mean that's still a kind of segregation. I think it should be really like they should really ask the

teachers like what you want to work with. I know some teachers who really want to teach like EDB curriculum right? and then there's some teachers who want to teach the NET curriculum. So, I think they should just ask which one they prefer and let them be local or NET. not a "local NET". We don't know like are we merging two together? Doesn't that make our job harder? yeah, I mean there are more expectation for us. So, yeah.

Q: Does your teaching role as an English teacher in your FE school change a little bit compared to your other pre-service English teachers?

Basically, for them, OK. so, to be fair to us, they let us do both the NET and the LET lessons. but then my supporting teacher, let me teach the NET part whereas my other buddies would teach the local teachers' part. Yeah, we also did like, when we have an event organized by the NET, then they would like to ask me and my other friends of similar background to like you know assistant those things. So, yeah. In terms of the role. and then they did it mostly with the Chinese teachers. Yeah.

Q: What is the main language that you use when you were interacting with the students and also the teachers in your FE school?

English. most of the time, it was English.

Q: Do you also frequently talk to other teachers teaching in your FE school?

Not really. No one except my supporting teaching. and my two supporting teachers and my panel head. that's it. and the NET.

Q: Do you also talk with your local buddies as well?

My buddies. They also basically talk to their supporting teachers and yeah but they did not really talk to as much as to the NET like I did.

Q: Do you also talk with your pre-service teachers?

Yeah. all the time.

Q: Do you use English or other languages to communicate with them (pre-service teachers)?

English.

Q: Did any of your teachers tell you to use a little bit of Cantonese when you were teaching in the class in your FE school?

No. not at all. They told me not to speak not any, basically they prefer if the students didn't know I can understand Cantonese. Yeah, coz they want the students to like push them as much as they can to speak English. and the students actually tried their very best to explain thing to me even though they were not very proficient. yeah. so they want them to use English.

Q: What was one of the main challenges that you had as a teacher-student relationship with your students in your FE school?

There was a language barrier. So, the students weren't very proficient in English. and So, it took me a lot like really a lot of time to get to know them and build a relationship with the students. So, it was really hard because I could not relate to them. They did a lot of the thing that works with the students that I teach part time did not work with those students. So, I have to find out what they like and like how I can relate to them so basically, the language barrier costs more time in relating to my students.

Q: Do you see yourself as an English teacher working in a local school or English teacher who cannot be fit in a local school and need to work in international school?

I can definitely see myself not working in CMI school, but I can see myself working in an EMI local schools. So, as long as EMI I can still work and if it's CMI, like NO. This is because of the dynamic in like stuff dynamic in CMI schools. A lot of teachers don't communicate in and like they don't talk in English even though they know how to speak it. So, the NET, the local NET feels segregated. So, I feel like it's not the best environment.

Q: Do you also feel any emotional distance with local teachers in your FE schools?

Yes, definitely. So, it's like not easy. Like I wouldn't approach them. so, coz I did not want to make them like speak in English maybe they are not comfortable with that. So, maybe it limits some opportunities.

Q: How would you describe your relationship with your mentors/supporting teachers and your colleagues in your FE school?

My relationship with her was good. I have no problem communicating with her. Then, she let me try a lot of things with the students whereas with also the NET, it's not difficult to communicate. and we three NETs in our FE school, so it wasn't hard to communicate with them. But For the other colleagues it was difficult because like I mentioned that a lot of them did not speak in English. Sometimes they would, we did not talk to each other at all like 4 or 5 months. I did not even talk to them.

Q: Is there any teaching methods that you use in your teaching practicum which may or may not cover in our program in EdU?

Teaching methods? umm.. like I mentioned the phonic thing, they don't like to emphasize it in EdU except for like the phonology course, but it's a little bit, not exactly phonic, it's more like IPA. So, I use that from my experience, part-time working experience to teach students to read better like to link different sounds together to read words. yeah.

Q: Is there any other methods that you use in the FE school which you haven't learned at all in EdU?

In the NET lesson, we had a space count curriculum and then the NET basically there's a guide for teachers that they do different things in different lessons. So, I never learned about that in EdU. but then, when I went to my FE school and then they photocopied one for me and then I had to prepare that lesson. They include a lot of storytelling and the phonic and also IT and stuffs. I did not really learn about those things in EdU. Even IT, because I did not take the IT course, like writing email, doing the English writing on the computer or iPad.

Q: Did you also learn with props when you were in primary or secondary school?

I think in primary 6, we did or even primary 1, we had to read books , like small story books and the teacher would use different things to teach about the stories.

Q: Do you also use props when you were teaching in the FE school?

No, coz I was working with P5.

Q: How do you view your overall teaching experience in your FE school?

I think it wouldn't say it was very enlightening or like at least it didn't allow me to learn a lot. Like I said, we had the NET lesson and also LET lessons. Basically, we only had a few lessons a week. Not a lot of lessons. Basically, we just came out of nowhere and have to teach and some day and other days we don't have to. So, it wasn't like we were constantly teaching the students. I don't feel like we got the full experience. But then, in term of NET and LET , I got to experience, both so it was very fruitful like I got to see both side and you know compare which one I like more and also in terms of relationships with colleagues and staffs, I did not really experience anything except working with the supporting teachers so it wasn't like a working environment, it was more like working with my mentors and the mentors bridge to other colleagues. yeah, so, it wasn't a very fruitful experience, but in terms of NET and LET, it allowed me to understand which one I like better.

Q: Which one do you like better? NET? or LET?

I think I think NET a little bit more because it's more relaxed but then it's also the NET has to repeat a lot of things like ... because they are in a grade, like 4,5,6 and then basically they has to do the same things like four times. and then, it's like repetitive. but then whereas the LET, they only responsible for one class. They basically teach something new.

*Q: When you mean repeat, they basically have to teach the same level for four different forms? Four different class, so may be like in P1, we have P1 A, B, C, D. So, they have to teach A, B,C,D for like four times. Even though, they might be slightly different, like things, but still basically the same thing, but then you have to teach four times. Something like that yeah.

Q: What experience or aspect from your teaching practicum might have changed your teacher's identity or teaching belief?

From my practicum, I think it allows me to like understand that like in terms of my background, it's more easy for me to know into either NET or LET. So, I now understand that my identity is such that I can like you know fit into both kinds of streams whereas my classmates they probably like just look at the LET stream. So, yeah. I think that.

Q: How about your teaching philosophy? Is there any changes in your teaching philosophy after your FE practice?

Yeah, like I mentioned that a good teacher should be like able to cater to different students. After going on FE, I realized that it's really important to have a relationship with your students. and understand their backgrounds. So, I found it very hard for me to relate to my Chinese students because obviously because of the language barrier. and then like I did not get to know a lot about their like family, or you know where they come from. So, I think that prevented me to have like understand how to work with the students. Now, I understand that if I work in EMI school, at least there won't be a language barrier. I understand my students I can communicate with their parents and staffs, so I would be easier to have, you know like take their backgrounds into consideration. and then cater to their learning styles.

Maria (23:47) (as Orchid)

Q: How would you describe your personal identity?

Well I identify myself as a Pakistani Hong Konger. because I was born and raised in Hong Kong. but ethnically, I am Pakistani. So, I identify with both cultures.

Q: Which school did you go to for your secondary school?

I went to Dilia Memorial School Broadway.

Q: Are you currently doing primary or secondary strand in Edu?

Primary

Q: How do you understand teacher identity?

Teacher identity? well, I think teacher identity has a lot of different aspects which is also like values and personal beliefs. and so, I think because teacher personal values cover the way that teachers carry on the curriculum in the classroom or her pedagogy. So, also the personal experiences and yeah.

Q: Who has been the greatest teacher in your life when you were in primary or secondary school?

In secondary school, I would say that the greatest teacher was Mr. Pawl. He was my class teacher and also my English teacher. He was basically, mainly I remember him because of his strict teaching. it was not very strict, but it was like a mixed like strict as well as being logical. and also fun. His English lessons are also fun because they were really organized and like activities based and so I really enjoyed it.

Q: How was your classroom learning experience when you were in Secondary school?

Well, it was like any other school in Hong Kong. really, large class and yeah. also teachers. That's about it.

Q: What was your self-perceived teaching philosophy before taking this education program in Edu?

Before taking this education program, I was not sure what kind of teacher I wanted to be or like how I wanted to like basically to contribute to the education sector. Of course, after taking this degree, five years, I know a lot more, about what constitutes a good teacher and I also know more.

Q: How was your teaching belief before taking this education program?

Well, my teaching belief, just like my teaching philosophy, not necessarily very rich before, it was then I was aware that coming from my first experience I enjoy my lesson which is more student based. I wanted to be a teacher who would do that.

Q: What is the good teacher in your mind?

A good teacher, yeah, I think a good teacher, if the teacher is caring or you know take students outside of the school. Their culture backgrounds also take into account when organizing the curriculum and so on.

Q: What is your first language?

My first language is Panjabi.

Q: What is your IELTS score?
Overall band is 8.

Q: How would you rate your English proficiency from scale 1 to 5, 5 is like native like?
May be 4 coz at the end of the day, I am still not a native speaker. Interestingly, that's my third language, so. I would rate it as 4.

Q: What other languages do you speak?
My first language is Panjabi. the second is Urdu which is also a pakistani language. and the third is English and the fourth is Cantonese.

Q: How would you rate your proficiency of other languages?
When it comes to Panjabi or Urdu, I did not learn it in academic setting. so, I can't read and write. but I can speak fluently. If it is spoken, I would rate my Panjabi and Urdu as 4 as well because or may be 5 actually, Cantonese as 3 to 4.

Q: What is your confidence in teaching in English?
I think in English it's definitely high because I think I have high proficiency in that language and now that I have got a teacher training, so I am more confident.

Q: Do you see yourself as a NET or a local English teacher when you were doing your teaching practice in your FE school?

In FE school, definitely a local teacher, but also sometimes a NET. But then because my mentor teacher, she told me not to tell my class that I can speak and understand Cantonese, just so that they would treat me as a NET. force them to speak with me in English. So, in that term, I felt a little bit like a NET. Other than that, it was completely local. Like I was definitely playing as the role of local teacher.

Q: Did you also talk with other teachers in your FE school saying that you can work as a NET in Hong Kong?
Oh, yeah definitely. I mean it was my classmates as well. yeah so a lot of people do tell me that I can work as a NET. as I don't look like local Chinese also they think that I am a native speaker so.

Q: So do you think you belong to NET or local English teacher?
I mean when it comes to like what I want I definitely want to be a local teacher because I think I am more in local, because I know the difference between NET and local is huge in terms of responsibility. and that local teachers do have more pressure and more workload. but at the same time, I still want to be a local teacher because I feel more connected to the students and have different levels compare to a NET. Yeah, because I also wanna be a class teacher so. and I know that being a local teacher allow you to do that. but NET wouldn't and I feel like NET has to teach almost all of the kids and they don't really get to bond that much each other. yeah, so I definitely teach as a local.

Q: What kind of Characteristic do you share with a NET and LET?

I think I just share the face. I mean I don't definitely look like a NET but the fact that we both look non-Chinese and the NETs that I have met are not Chinese. So, I guess that's about it.

Q: Do you think whether there should be a new category for you?

No, I think it's pretty OK for me to fit into a local teacher role. well, I am not ethnically Chinese but then again that's not the requirement to be a local teacher in Hong Kong schools and on top of that you know ethnic minority kids, they are also not in international schools as well so. Most of them are placed in like local public school. and I definitely want to be a local teacher also because I want to contribute like my experience and may be like I also come from a similar background so I will know a little bit more about like the cultural backgrounds and staffs so. It's just that I do that that my role and my background would be really helpful to adopt into the Hong Kong society as well. So, I really want to offer my help in terms of that.

Q: So do you speak Cantonese well?

I think I can speak pretty OK. but read and write not so much. It's OK but not that much.

Q: Does your teaching role as an English teacher changed a bit compare to other pre-service English teachers?

In my FE school, we did not really have many ethnic minority students. but it still has a handful so, well, my classmates and me, the difference is that when the ethnic minority students's parents come to school to talk, sometimes they would ask me to help just so I could coz I speak different languages and I can translate back to English to the school. So, that's the only extra role I had.

Q: Which FE school did you go to?

I went to the public school, it's in Yuen long. It's Yuen Long WaiChau Primary school.

Q: What is the main language that you use when you were interacting with the students and the teachers in your FE school?

When I was teaching my class that I am in charged, it was always English . But then, with other kids, I was .. like in lunch break or in other times, I would speak in Cantonese. Coz they are Chinese kids and they can speak in English but they are not as confident or comfortable so. I know how to speak the language so I mean Cantonese. I would speak to them in Cantonese except for my class because I was strictly told not to so.

Q: Which language did you mainly use to talk with the teachers in your FE school?

Well, with my classmates, well because I had Ella with me , so English with her but then other two classmates , it was really mixed like sometimes Chinese sometimes English because I . like before that I did not really get a chance to speak in Cantonese so this is my opportunity to practice as well. yeah I would do that.

Q: How about the local teachers?

It was both really. Sometimes Chinese sometimes English.

Q: Do you also frequently talk to other local teachers in your FE school?

Not really. Because they thought I could not speak in Cantonese, so in the beginning, they wouldn't really approach me or like just casual chat. but then they know later that I can speak Cantonese, but then it would that much even after that. They are still doing like their own thing not really yeah.

Q: How would you rate your Cantonese from 1 to 5?
If it's spoken, from 3 to 4. Somewhere between that.

Q: Did any of your teacher tell you to use a little bit of Cantonese when you were teaching in the class?
None of them.

Q: What was one of the main challenges that you had as a teacher-student relationship with your students?

Generally, language barrier I mean. With my class, it's definitely the fact that they thought that I could not speak Cantonese. and they would not ask me in English like they are just like they wouldn't approach me normally like to talk about things. Well they just smile and things like that. but they wouldn't approach me that much. But surprisingly, what I did was towards the end of my practicum I told them that I can speak Cantonese, it was like my last class. I told them that. The next day was Christmas party so during the break, Christmas party, they came up to me and they try to speak in Cantonese with me and also like I really did realize that how like I have been missing on the bonding between myself and the students and I don't know, but it's really sad.

Q: Do you see yourself as an English teacher working in a local school or teacher...and need to work in International school?

Right now, where I want to work is in local school, designated school especially for ethnic minority. Those are like local school. I mean of course, I understand like working in International school also have benefits. but so far I haven't applied to any of them because my goal is still to work in the local designated school so I can help like kids similar to my background because I had a lot of difficulties as well. So, I definitely wanna contribute in terms of that. Not that I am in a position where I can't. So, I definitely want to.

Q: Do you feel any emotional distance with the local teacher?

Yeah, definitely. Especially my FE school. Yeah like I said there wasn't any approach that much so.

Q: How would you describe your relationship with your mentor and your colleague?

My mentor teacher, she was really nice. She knows I speak Cantonese. I mean her English was pretty good, so she felt comfortable speaking with me in English as well. and She was also actually very helpful and very kind.

Q: Is there any teaching methods that you use in your teaching practicum which may or may not cover in our education program in Edu?

Well, I don't remember. Well, it was definitely like task based approach like those kind of things, organized a lesson, and we could textualize and all those things.

Q: Did you also use any teaching props when you were teaching in your English lesson?

Yes. Once I used a puppet to tell a story. yeah small things like that. Paper balls to pass out the games and yeah.

Q: How do you view your overall teaching experience in your teaching practicum?

Well, I think it was nice experience. and it definitely helps me to understand how local Hong Kong schools work but at the same time I could have like gained richer experience if the school, I mean the school wasn't that bad if was pretty nice. But at the same time they work really growing the extra miles to help us like know more about like different things of the school. So, I think in terms of that, it lacks delivery because compared to my other friends, I was like I realized that they were more in their FE school than that we were so it's just that. But otherwise, it was really nice and very helpful as well.

Q: What experience your aspect from your teaching practicum might have change your teacher identity/belief?

Well, I think there was one experience. the other were good. I think it was most of the time dealing with SEN kids. I had a couple of SEN students in my class and in beginning, I was really scared. Well, not scared, but I was afraid like I don't know how to better help them basically to do if they start to have or if there's any incident that I wouldn't know what to do. Because I did not experience much or I would not know much. But with time, with my mentor help it started to learn how to deal that. So, I think that experience really change my teacher identity.

Interview Questions

Section 1: Self-perceive teacher culture identity

Q: How do you understand teacher identity?

Q: Who has been the greatest influence teacher in your life when you were in primary or secondary school?

Q: How was your classroom learning when you were young if you were born in Hong Kong?

Q: How was your self-perceived teaching philosophy before taking this education program in this university?

Q: What was your teaching belief? Is that the same with your teaching philosophy?

Q: What were your learning experiences in the country that you have lived in?

Q: What is the good teacher in your mind?

Section 2: Distinguishing with other Profession

Q: What is your first language?

Q: what is your IELTS score?

Q: how would you rate your English proficiency. So, it's from scale 1 to 5 and 5 is like native - like?

Q: Do you also speak other languages?

Q: How would you rate your proficiency of other languages?

Q: What is your confident in teaching English?

Q: Do you see yourself when you were doing teaching practicum, do you see yourself as a NET teacher or local English teacher?

Q: Did you also talk with other teachers saying that you can work as a NET teacher in Hong Kong?

Q: Do you think you belong to NET or local teacher? Why?

Q: What kind of characteristic do you think you share with NET or local English teacher?

Q: Should there be a new category for you?

Q: So, does your teaching role as an English teacher in the school change a little bit from your other teaching partners? Does your role as an English teacher change compare to other local, Hong Kong pre-service teacher?

Q: What's the main language that you use when you were interacting with the students and the teachers in your FE school?

Q: Do you also frequently talk to other teachers teaching in that school?

Q: Did any of your teachers tell you to use a little bit of Cantonese when you were teaching in the class?

Q: What was one of the main challenges that you had as a teacher-student relationship with your student in your FE school?

Q: Do you see yourself English teacher working in a local school or English teacher who cannot be fit in the school and need to work in an International school?

Q: Do you also feel any emotional distance with the local teachers since you mainly used English and know Cantonese a little bit?

Q: How would you describe your relationship with your mentors and your colleagues (other pre-service English teachers).

Q: So, is there any way that you tried to cope with the problem?

Section 3: Teachers, principals, and students views on their identity

Q: Is there any teaching methods that you use in your Teaching practicum which may or may not covered in our program in this university?

Q: Is there any other methods that you use in the class which you haven't learned in IEd?

Q: Did you also learn with the props when you were in primary or secondary school?

Q: So, how you do think you get this idea from like having the props in the English class to help the students in learning?

Q: Which FE school did you go to?

Q: So, how do you view your overall teaching practicum experience?

Q: What experience or aspect from your teaching practicum might have changed your teaching belief?