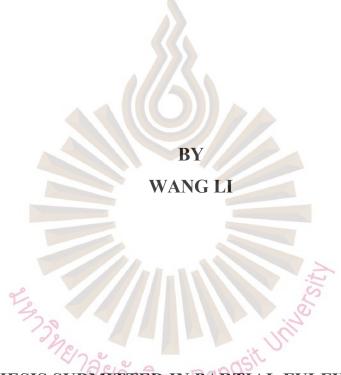


EXPLORING CHINESE TEACHERS' REFLECTIONS ON INTER-SCHOOL COOPERATION CHINESE EDUCATION PROJECT: A CASE STUDY IN LONDON



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I am determined to utilize my academic experience to make a meaningful contribution to the field of education.

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Abstract

This study explores Chinese teachers' reflections on their participation in the Inter-School Cooperation Chinese Education Project (ISCCEP). It aims to find Chinese teachers' points of views on teaching Chinese in London primary schools and identifying the ways in which the ISCCEP project enhanced their professional development. Three semi-structured interviews were used to gain qualitative data from five Chinese teachers. These data were analyzed using a grounded theory. The results showed the participants perceived both positive and negative aspects of the issues related to Chinese teaching there. As part of the reflection, the participants reflected on the training-oriented topics, reviewed teachers' responsibilities and problems teachers encountered. The solution to each problem was also discussed. In terms of ways, the ISCCEP has provided teachers with great professional development opportunities, such as a diverse work environment, inter-school communication, and a research project. In addition, this study contributes to the theoretical development of Chinese international education and has a positive impact on cultural and educational cooperation between the UK and China.

(Total 121 pages)

Keywords: Reflections, Chinese Teachers, Professional Development, Inter-School Cooperation Chinese Education Project

Student's Signature.....Thesis Advisor's Signature

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Abbreviations

Abbreviation Meaning CI Citrus Institutes (pseudonym) ISCCEP Inter-School Cooperation Chinese Education Project MA Master of Art TCSOL Teaching Chinese to Speak Other Languages MTI Master of Translation and Interpreting IOC Item Objective Congruence

Chapter 1

Introduction

1.1 Background

With the expanding global economy, a growing number of individuals are recognizing the importance of bilingualism. Therefore, foreign language policies must prioritize teaching languages that offer numerous benefits, such as enhancing cultural awareness and self-assurance, refining literacy abilities, and equipping students with skills necessary for success in the workforce (Myles, 2017). In light of China's international reputation, learning Chinese as a second language is highly recommended. Notably, the Chinese government and citizens are committed to fostering amicable relationships and disseminating a deeper understanding of the Chinese language and culture on a global scale (China Daily, 2021).

According to the Confucius Institute for Traditional Chinese Medicine (2023), the United Kingdom has the highest number of Citrus Institutes or CI (pseudonym) in Europe, with a persistently increasing demand for their services. As of the conclusion of 2018, there were 29 CI and 148 Citrus Classrooms (pseudonym) throughout the UK and its overseas territories, serving more than 160,000 students. This widespread presence has solidified the UK's position as the most well-established hub for CI on the continent. Since 2008, London Banana University (pseudonym) has partnered with Apple University (pseudonym) in Heilongjiang Province, China to establish a Citrus Institute (pseudonym). CI is primarily responsible for the interschool cooperation Chinese education project, which uses a rigorous selection process to find qualified Chinese language teachers to teach Chinese in London. CI aims to promote language and cultural exchange between China and the UK in education. This project has attracted participation from nearly 30 primary and secondary schools throughout the UK. It includes courses on the Chinese language, culture, history, and

health for students at CI. Each year, approximately 30 teachers are selected from China to participate in the project. Most of them are new graduates with no international work experience (2023).

Teachers from China are selected and assigned to secondary or primary schools in London. They are primarily responsible for working as Chinese teachers or teacher assistants. Chinese teachers are responsible for the school's Chinese language programme on their own or in collaboration with other teachers. In their role as Teacher's Assistants, they assist the Chinese teacher in the preparation of lessons. There are approximately three classes in each grade with between 15 and 20 students. Depending on the circumstances, the exact job description will vary. The Chinese teachers, however, have the same rights as other teachers in the school, including the right to take holidays and the right to work no more than 22 hours per week. They are managed in conjunction with the Chinese university, CI, and the work school. The training and assessment of teachers is also conducted simultaneously by different organizations.

Overseas Chinese language education provides practices within the scheme of intercultural communication. As an increasing number of teachers engage in a similar project, various challenges have emerged. One example is the culture shock the new Chinese teachers face. Another is the roles of the teachers in an unfamiliar place, especially the school systems, which are not the same as those in China. CI has developed over the years, and there are a number of policies that are constantly being adjusted, from the selection of teachers to training, to support during the teaching period, to employment after the end of the teaching period. A lot of questions arise in the process as well. The problems led to many research projects including the current study.

1.2 Statement of the Problems

Due to the nature of overseas education pursuits such as this one, the researcher has identified three major challenges.

The first problem is the differences in learning and teaching experiences. Most of the teachers participating in the project are newly graduated with their Bachelor's Degrees, Master's Degrees or even students who are in their second or third year (in China, the graduate courses take 3 years to finish) at a graduate level. Tian (2021), who was one of the project participants confirmed this in her article based on her teaching experience. The CI requires these teachers to undertake various tasks such as lesson planning, classroom management, and preparation of instructional materials (Confucius Institute, 2009). Teaching is challenging for teachers with a background in languages who have not been taught how to prepare for lectures professionally. For teachers majoring in Teaching Chinese to Speakers of Other Languages (TCSOL), this initial observation suggests that they are more likely to possess theoretical knowledge rather than practical teaching skills (Tian, 2021).

For novice teachers, the lack of work experience poses significant external and psychological challenges. In terms of external challenges, novices encounter difficulties when dealing with students, colleagues, and managers. Moreover, novices often struggle with a transition from a student mentality to a professional one. This inadequacy most likely influences teachers' work, leading to negative evaluations from students and colleagues, and resulting in their lowered self-perception. Consequently, some educators may develop negative views of themselves and possess a strong sense of self-identification, which can have deleterious effects on their teaching. Teachers will also reflect on their learning and teaching experiences.

Second is the challenge of culture shock. It refers to the psychological confusion and disorientation that most people experience when they are introduced to a completely new cultural environment. It is a feeling that is caused by the fact that different cultures, people, architecture, lifestyles, conversation habits, values, etc. differ from their own established cultures (Kohls, 2011). To meet the needs of the Chinese language project, Chinese teachers are required to work in London. There are many differences between the two cultures, among them are school systems, cultural practices, student characteristics, religious beliefs, shopping ways, and travel habits. In addition, most expatriates do not even have the experience of dealing with jet lag and

the difficulty of adjustment, resulting in physical and psychological discomfort and a long adjustment period (Ward, Bochner, & Furnham, 2008). Most teachers who work overseas experience culture shock and teachers' intercultural communication skills must be continually practiced to overcome this problem (Deng, 2021). There is considerable variation in intercultural communication skills among teachers living abroad, as well as variations in teachers' reflection.

Last, there is a lack of a sense of professional identity. According to a study on the identity status of teachers involved in Chinese language projects. Contradiction between the longer time required for identity construction and the shorter time required for teaching. Expatriate Chinese language teachers usually teach for one to two years, whereas teacher identity requires dynamic construction over a relatively long period and practice. Especially expatriate teachers who cannot harmonize their identity with their career planning for fear that their work will not be long-lasting, which causes them to feel less identified (Li, 2021). According to Feng, Wang and Hu, (2022), the professional attitude towards teaching and the profession, as well as the level of experience and teaching experience, have an impact on professional behavior. They found that a novice teacher was less likely to identify personally with his or her students due to differences in age, experience, and teaching experiences.

In sum, there are three main problems in this study: the differences in teaching and learning experiences, culture shock and professional identity. Teachers' learning and teaching experiences, as well as their ability to adapt to cultural shocks have a significant impact on their performance in the project. Given the significance of this educational phenomenon amidst an increasingly interconnected world, a qualitative case study is needed to ascertain the lived experiences of those directly involved in this educational pursuit. That is, this study aims to extend the edge of knowledge in this otherwise taken-for-granted area.

1.3 Significance of the Study

This study is significant in three ways. They are explained as follows:

The theoretical significance of this study lies in the deepening of the theoretical system about inter-school cooperation in Chinese education. Through teachers' in-depth reflection, it not only provides a better understanding of how Chinese language education actually works in UK primary schools, but also offers a new perspective on the construction of theories in the field of intercultural education. This study provides a new perspective for the field of intercultural education and deepens the understanding of the practice of Chinese language education in the context of internationalization. By analyzing teachers' reflection, researcher highlight the interplay between cultural differences, language teaching methods and international education models. The findings not only broaden the scope of application of intercultural education theories and highlight the complexities and challenges of teaching in multicultural environments, but also provide empirical support for theoretical educational research.

Practically, the study examines how projects contribute to teachers' professional development by studying their experiences in London primary schools. Understanding teachers' adaptation process, enhancement of teaching skills and experience of cultural exchange in a foreign country can help improve the design and implementation of similar projects in the future. Specific guidance and reference value is provided for teachers and programme administrators engaged in Chinese language teaching in primary schools in the UK. By providing insights into the challenges and achievements of the teachers in the project, the findings can provide practical suggestions for optimizing teaching strategies, improving cultural adaptability, and refining project management. This helps to improve the effectiveness of Chinese language education project in actual operation and further promotes the status of Chinese language education in the international community.

This research has a positive social impact by promoting cooperation and exchanges between the UK and China in education and culture. Understanding and respect between different cultures is promoted, which helps foster a more inclusive social environment and lays the foundation for international exchange and cooperation. At the same time, future comparative studies with Chinese ISCCEP in other countries

will provide insights into the differences in teaching strategies and effectiveness in different contexts. Promoting wider international cooperation and experience sharing will help advance Chinese language education globally.

1.4 Context of the Study

In this study, five primary schools in East London were involved. The study focuses on the inter-school cooperation Chinese education project of Citrus Institutes (pseudonym). The CI was a collaboration between Apple University (pseudonym) in Heilongjiang Province, China, and London Banana University(pseudonym), UK to select Chinese teachers to teach in schools in London (Harbin Normal University, 2023). These schools include some of the primary and secondary schools located in many parts of London.

Five primary schools were selected as the study sites after a thorough selection process that focused on similar teaching environments, living environments, and other external factors. Following the Office for Standards in Education, Children's Services, and Skills (Ofsted, 2023), these schools were rated as good or above. All of these schools cooperated with the project in the teaching of the Chinese language, and Chinese lessons were provided by Chinese teachers selected by the project. A Chinese teacher may work as a teacher or a teaching assistant, depending on the requirements of the school.

During 2020 and 2021, the epidemic prevented the selection of Chinese language teachers (Harbin Normal University, 2023). The project took place between December 2021 and August 2022 (see Appendix A). This project involved 34 new Chinese teachers, and five teachers who were teaching in various primary schools were voluntary to participate after a selection process. Since the project had already been completed when the data was collected.

Teachers were randomly assigned to schools based on where they live. According to the needs of the Chinese curriculum, each school are provided with one or two Chinese teachers. Classes are maintained at a maximum of 20 hours per week.

At the end of the project, teachers evaluated by the line manager of the school they teach (see Appendix B). Their final annual performance rating were compiled with that of the dean of CI (see Appendix C). By the scoring rules, a score below 60 will not be considered passing. Five teachers were randomly assigned to two dormitories in East London with similar living conditions. In schools, Chinese teachers have similar arrangements and benefits.

1.5 Objectives of the Study

The objectives of this research are two-fold. It attempts to first explore the teachers' reflection on their experiences of teaching Chinese in a primary school in London and to figure out how and to what extent the ISCCEP has developed the teachers' profession in the teaching of Chinese.

1.6 Research Questions

This study seeks to address the following questions:

- 1.6.1 What are the Chinese teachers' reflections on teaching Chinese to primary students at a school in London?
- 1.6.2 How and to what extent has the Inter-School Cooperation Chinese Education Project developed the teachers' profession in teaching Chinese at a primary level in this study?

1.7 Scope of the Study

This section contains a qualitative method, participants, data collection, and data analysis. They are as follows:

1.7.1 Qualitative Method

Qualitative research provides insight into people's beliefs, experiences, attitudes, behaviors, and interactions. It provides an in-depth and complex by

understanding of meaning generating non-numerical data. In this study, case studies are chosen as the method of qualitative analysis (Denzin, 2009).

Research that explores an issue through one or more case studies is called a case study. In this qualitative research method, a researcher explores a case by collecting detailed, in-depth data over some time using multiple sources of information (interviews, etc.), and reports a detailed description of the case as well as themes related to the case. The study examined multiple case studies and a group study (Creswell, 2009, p.73). Collective case studies were designed to replicate the procedure in each case, allowing different perspectives to be presented.

In sum, a qualitative method is a methodology that allows me to explore my case in depth and where I can collect useful data, such as an interview.

1.7.2 Participants

There were five participants in the study. 4 females and 1 male. There were five Chinese language teachers from five different primary schools in East London. There was a range of ages between 25 and 29 years old. Among these participants, only one was male, since there were more females than males and only one male volunteered to participate in the study. During this project, there were three graduate students, and two postgraduate students in progress who had all received their teaching licenses from the Chinese Ministry of Education. Four of them have the CTCSOL (Certificate for Teachers of Chinese to Speakers of Other Languages). Two of them were novice teachers and two had one year of teaching experience in Thailand and the USA. The other had already had two and a half years of teaching experience online. All workload requirements, work hours, and living conditions were the same for them in the project. Evaluations were standardized by the project and were the same. A selection process was conducted in China, and a total of three training sessions were held.

1.7.3 Data Collection

This study use semi-structured interviews for data collection. Semi-structured interviews are a flexible and effective tool for data collection. They can use a variety of sensory channels, including verbal, non-verbal, visual, spoken, and auditory, and can even be conducted online in written format. With semi-structured interviews, the interviewer can control the order of the interview while still allowing for spontaneity. The interviewer can ask complex and insightful questions, as well as follow-up questions to ensure that the interviewee provides complete answers. Additionally, the interviewer can modify the questions based on the interviewee's responses, which can provide a deeper understanding of the interviewee's psychology during the interview (Cohen, Manion, & Morrison, 2018, pp.506-508).

In this study, three semi-structured interviews was conducted. The participants will be interviewed three times throughout the project, at the beginning, middle, and end. In-depth feedback was received from teachers at various stages of the project.

1.7.4 Data Analysis

Qualitative analysis involves reading, describing, understanding, and interpreting data to identify themes and provide meaning to the data. A grounded theory (GT) approach is used during the analysis. The coding progress includes open coding, selective coding, and theoretical coding (Chun Tie, Birks, & Francis, 2019). The process of doing a GT research study is not linear, rather it is iterative and recursive.

1.8 Definition of Terms

Reflections

In this study, the Chinese teachers reflect on their teaching experiences. Review the experience of participating in the project and express the teacher's view of the teaching and learning process through a description of the experience. Several factors contribute to this, including the working environment, challenges encountered, and personal development.

Chinese Teachers

It refers to the teachers who have been selected to participate in the interschool cooperation Chinese education project in London. They are selected by China Apple university and assigned to primary and secondary schools in London as Chinese teachers or teacher assistants.

Professional Development

In this study refers to what the teachers at this institute have to improve and learn more to meet the requirements of the workplace. They can join the seminars, and training, do self-regulated learning, and update themselves to 21st-century skills.

Inter-School Cooperation Chinese Education Project

A partnership between a university in London and a university in Heilongjiang, China. This project aims to spread the Chinese language and culture as well as encourage friendship and development between the two countries. They have selected 34 native Chinese language teachers to teach in schools and colleges in London from December 2021 to August 2022 as part of the project.

The literature review is presented in Chapter 2 that follows.

Chapter 2

Literature Review

To provide an understanding of the inter-school cooperation Chinese education project and the current state of teacher research, the literature review is divided into three sections, the inter-school cooperation Chinese education project, project-related studies, and research gap.

2.1 Inter-School Cooperation Chinese Education Project

In this section, the researcher discussed the Confucius Institutes, the interschool cooperation Chinese education project operation process, and research related to the project.

2.1.1 Confucius Institutes

Confucius Institutes are non-profit educational institutions. The Confucius Institutes were established to meet overseas demand for Chinese language and culture learning, strengthen exchanges and cooperation with other countries through Chinese language teaching and related cultural activities, promote sustainable development of their own cultures through good international relations, and contribute to the harmony of the world at large. A primary function of the organization is to provide Chinese language learners in host countries with education, examination, training, and cultural exchange services (Annual Report on Confucius Institute Studies 2018, 2019). Specifically, Confucius Institutes meet general and differentiated international Chinese language education needs.

On the one hand, each Confucius Institute provides general Chinese language education services such as Chinese language teaching, Chinese language examinations, Chinese education and cultural information consultation, and activities involving Chinese and foreign cultures and languages. The Confucius Institutes, on the

other hand, have developed locally with their characteristics in response to the demand for Chinese language education in different regions of the world. In addition to the establishment of different types of Confucius Institutes, such as teaching-style institutes, research-style institutes and academic-style institutes, and developing Chinese language educational programs and curricula for learners with various learning objectives, levels of proficiency in Chinese language, and ages. Additionally, Confucius Institutes offer vocational Chinese language training in regions along the "One Belt One Road". Students are taught a vocational skill while learning Chinese, demonstrating significant regional development characteristics. The educational practices of Confucius Institutes to meet the public demand for Chinese language education have, to a certain extent, reduced the stress of the strong demand for but the insufficient supply of Chinese language education in the international community and provided more venues and opportunities for Chinese language learning around the world (Confucius Institute, 2019).

Similar to the Goethe Institute in Germany and the Instituto Cervantes in Spain, the Confucius Institute is named after Confucius. "Because Confucius is one of the most renowned educators in the world and the founder of Confucianism, he is recognized as a symbol of traditional Chinese culture, and as such, he is keen to let the world know about China, to allow China to go abroad, and to continuously improve China's status in the international arena. Creating and developing Confucius Institutes plays a significant role in promoting and disseminating Chinese language and culture abroad, and contributes considerably to the country's comprehensive strength (Ma, 2021).

Due to the rapid development of language promotion organizations in Western countries, as well as the increasing demand for Chinese language learning within the international community, the Ministry of Education of China established Chinese language promotion organizations overseas in 2002, taking advantage of other countries' experience. China's overseas language promotion organizations were formally named Confucius Institutes by Chen Zhili, State Councilor of China, in 2003.

The first Confucius Institute in the world opened in Seoul, South Korea, on November 21, 2004, and Confucius Institutes with the mission of spreading the Chinese language and culture soon appeared in many other countries. As part of the global Confucius Institutes, branch Confucius Classrooms were established in 2006 to provide basic Chinese language instruction in primary and secondary schools. The first of the global Confucius Institutes to be established, the headquarters of the Confucius Institutes was established in Beijing in 2007. Among its main responsibilities is to manage the day-to-day operations of overseas Confucius Institutes and Chinese language teaching, and is the highest management organization of Confucius Institutes across the globe. It was announced in 2020 that the Confucius Institutes would be renamed, replacing "Confucius Institute Headquarters (Hanban)" with "Center for Language Education and Cooperation", with the newly established "China International Chinese Language Education Foundation" assuming responsibility for the branding and operation of the Confucius Institutes (Confucius Institute, 2019).

According to the 2018 Annual Development Report of Confucius Institutes (2019), there were 548 Confucius Institutes established globally, and 1,193 Confucius Classrooms. It is estimated that China had sent 105,000 Chinese teachers to 154 countries around the world as of 2018. A total of 460,000 native teachers were trained in each country. 81 countries incorporated Chinese into their national education systems by 2022 (Xinhua, 2023). Over 4,000 foreign universities offer Chinese language programs, and about 25 million people are learning Chinese outside China, with a total of nearly 200 million people learning and using Chinese worldwide. Foreigners have widely learned and used the Chinese language, which has become the most spoken language in the world, and international Chinese language education has established a solid foundation on a global scale.

It is significant to note that the Annual Development Report of Confucius Institutes is a report on the development of Confucius Institutes every year, prepared and published by the Confucius Institute Headquarters (Hanban of China). Due to the pandemic, it ceased to be published after 2019. According to the relevant reports, the development of Confucius Institutes in

Western countries has been hindered by the closure of Confucius Institutes in some countries as a result of international political relations. Fortunately, most countries have now fully resumed their regular teacher programs, and despite a few ups and downs, their development has generally maintained the momentum of post-2018 development (Ma, 2021).

2.1.2 ISCCEP Operation Process

It includes the following: teacher selection, teacher training, teacher management and evaluation, and project supports.

2.1.2.1 Teacher Selection

Teachers for ISCCEP are selected based on the following criteria outlined in the Administrative Measures for the work of the Chinese language teachers (Chinese Teachers Management Scheme, 2008). There are requirements for personal qualities, volunteer spirit, physical and mental abilities, professional abilities, language proficiency, and age. Considering the nature of the work of Chinese teachers in overseas teaching, in addition to the subject background, quantifiable indicators are generally required in the recruitment process. Such as age, which is generally set at young adulthood, Mandarin level of Grade 2A or above (There are three levels of grades, A and B. 1A is the highest and 3B is the worst.), and English language proficiency according to the regions, with European, American countries and regions required to reach College English Test Grade 6 (Standardized Test of English Proficiency for Chinese University Students [2023], Usually there is a fourth and sixth grade) or equivalent, and Asian, African and Latin American regions required to reach College English Test Grade 4 or equivalent. A Chinese candidate who meets the requirements of this institute may also apply for the position if they are fluent in the language of the country where they will be working.

As defined in the International Chinese Language Teachers' Standards (Standards, 2015), international Chinese language teachers are expected to possess a thorough understanding of the fundamentals of Chinese language teaching

and learning, communicative competence in Chinese, knowledge of Chinese linguistics and the ability to analyze language, basic principles of second language acquisition, as well as the basic principles and methods of teaching second languages. Methods of teaching Chinese language, including principles and methods of Chinese language teaching, language elements, differences between Chinese and foreign languages, targeted teaching, listening, speaking, reading and writing skills, and modern educational technology. Classroom management and teaching organization. Includes Chinese teaching standards, syllabus and teaching design, teaching materials and other educational resources, classroom management, classroom teaching design, extracurricular activities, examinations and assessment. Cultural Understanding and Intercultural Communication Basic understanding of Chinese culture, ability to explain and communicate in Chinese, understanding of Chinese national conditions and profiles, intercultural awareness, and ability to communicate in Chinese (Standards, 2015).

Chinese language teachers are a special category of language teachers. The language taught by this category of teachers is Chinese, which is also the teacher's native language. However, most of these teachers will be teaching the language overseas. In terms of the requirements for this type of professional teacher, Chen and Bai (2019) argue that it seems to be a contradiction that language teachers are usually trained in China while the actual teaching takes place abroad. To teach in China, Chinese teachers must obtain the appropriate teaching qualifications. However, even if Chinese teachers have obtained the appropriate qualifications to teach overseas, it is difficult for them to be recognized abroad (Qian, 2019).

2.1.2.2 Teacher Training

There are three important training opportunities in the project: preservice training, orientation and in-service training.

(1) Pre-service Training

The purpose of the pre-service training is to improve the

professional quality and teaching level of Chinese teachers and to train and create a large number of qualified Chinese teachers. Usually, CI provides 6 weeks of preservice teacher training in China. However, during the pandemic, the pre-service training was changed to a videotaped class format for teacher training in 2021, for example. The pre-service training was held from August 13th to 22nd (10 days in total). To avoid the impact of the epidemic, the training was conducted online, and teachers logged into the e-learning system on their own to learn the recorded lessons. The staff created a training management QQ (social chatting app, like Line or Facebook) group to announce the training and listen to Chinese teachers' feedback. It consisted of five sections: micro-lesson design and production, professional development of international Chinese language teachers, classroom teaching demonstrations, teaching methodology and classroom management, cross-cultural communication and the dissemination of Chinese culture, with a total duration of 62 hours.

To be dispatched, Chinese teachers must arrange their study time reasonably, requiring an average of six hours of study per day, and complete all courses within the training period; Those who fail to complete the training within the specified time frame will be disqualified from being dispatched. Those who complete the training and pass the final exam will receive an electronic certificate from the Chinese Language Alliance. After the training, a final examination will be held by the Alliance, and those who fail the examination will be disqualified from dispatching, and will also be disqualified from dispatching (He, 2023).

(2) Orientation

The orientation is an important part of promoting the professional development of teachers It is an important way of teacher professional development, which, to some extent, helps new teachers to alleviate their sense of anxiety and frustration in teaching, reduce various kinds of discomfort in actual work, and smoothly transition from pre-service to in-services. With the UK being the first country to implement an in-service education system for new teachers, a new teaching model has been established to fill the gap between pre-service teacher education and

in-service teacher education. Assuring that teacher professional development is a continuous and uninterrupted process. Wang and Yang (2016) believe that the more mature system of in-service teacher training in the UK can provide some inspiration for the in-service education of international Chinese language teachers.

In most cases, Chinese teachers are novices, and they must meet the standards of both China and the country in which they are teaching. In order to assist Chinese teachers in adapting to the foreign work environment, CI offers an orientation. Professors from experienced projects are invited to participate in the project. It assists teachers in understanding the educational system and rules of the country of assignment, as well as in solving problems related to teaching. Chen and Bai (2019) argued that the orientation is to enable teachers to improve their teaching skills and meet the teaching standards of the country of assignment. Usually, the training lasts for 1-2 days.

(3) In-service Training

In-service training is generally scheduled halfway through the program or after the first semester. During the training, teachers share their current work experiences and case studies.

A training program for the Chinese language teachers in Africa for the year 2022, for example, was organized by the Chinese Teachers Work Department of the CLEC and hosted by the Zhejiang Normal University. The training consists of 8 courses lasting 2 hours each, in total 16 hours over five days. The training is in the form of lectures and sharing sessions, using VooV meetings for online broadcasting, to the development of international Chinese language education in Africa, security and protection in the African region, Chinese language teaching methods and experiences in Africa, and the use of micro-lesson/short video teaching resources in online Chinese language classrooms, etc. (He, 2023).

Zhang and Chen (2022) point out that there are also some obvious limitations of professional development training for teachers:

Due to rigid regulations, some teachers are not intrinsically motivated to participate in training and are required to do so mechanically. The process of professional development, which should be independent, has become one of "following".

Most teachers' professional development training is still confined to the "expert-teacher" hierarchical framework, which is input-based, where experts impart professional knowledge and teaching skills on stage, and teachers passively accept knowledge off-stage, with a single mode of information transfer.

Limited training time. Some new ideas may be gained locally from the training, but this one-off event will not have a long-term impact on teachers' continuing professional development. (Zhang & Chen, 2022)

While there are still many problems, these three types of training are currently the most important methods of preparing teachers for ISCCEP.

2.1.2.3 Teacher Management and Evaluation

(1) Teacher Management

Three organizations manage Chinese language teachers: Chinese schools, Confucius Institutes, and schools abroad. There are two parts to the work of Chinese language teachers: teaching at schools abroad and helping with the activities of the Confucius Institute. Daily teaching work is under the supervision of the teaching school, and teachers must observe the rules and regulations of the school. The work of the Confucius Institute is managed by the head of the Confucius Institute. The Chinese school supervises the teachers' work and personal safety. If a company submits a request for retention, it can be retained after the approval of the CLEC (Center for Language Education and Cooperation). Uploaded and mailed to the CLEC are proof of duration, teachers' performance evaluation form, and invoices for round-trip flight e-invoices, insurance invoices, and other project-related expenses (He, 2023).

(2) Teacher Assessment

The term of office of Chinese language teachers is generally one academic year, and at the end of the term of office, the CLEC will entrust the receiving organization. As a result of a comprehensive assessment of teachers' performance, the managing teacher and the receiving department may recognize those who are found to be in good standing or above (He, 2023. see also Appendix C). The annual evaluation of Chinese teachers continues to be based on ten areas of teachers: professional background, teaching skills, teaching performance, work attitude, teamwork spirit, acting upon a school, regulations, student feedback, cross-cultural adjustment, and communication skills (see Appendix B).

2.1.2.4 Project Supports

(1) Visa, Financial and Personal Security Support.

A variety of materials is provided to Chinese teachers to apply for a visa before they go to work at the Confucius Institute. Visa fees, teaching abroad housing, living allowances, round-trip airfare, and other expenses related to the project are provided by the project. To prepare for epidemics, teachers should purchase life insurance abroad and make a good plan for epidemics. CI also provides psychological counseling services (He, 2023).

(2) Teacher Professional Development Support

As part of the project, teachers are provided with the necessary teaching resources and equipment during their tenure. Furthermore, the program provides teachers with access to a variety of learning platforms.

As Wang (2015) argues, individual teachers can only achieve dynamic and continuous professional development by working as a team. Professional associations and communities must be formed in order to facilitate the professional development of Chinese language teachers as well as facilitate smoother communication among teachers. Additionally, it is important that teachers observe and

listen to each other's classes in order to improve communication and cooperation, as well as to progress together as a team. Nonetheless, Zhang and Chen (2022) argue that international Chinese language teachers are a relatively small professional group, and a physical interaction platform is lacking to facilitate the development of international Chinese language teachers.

Various teacher development platforms have been developed by the World Society for Chinese Language Teaching, the Chinese Language Alliance (2023) in China, and many other organizations in recent years. Although these platforms have eased some of the dilemmas and contradictions associated with the development of international Chinese language teachers, they are not very targeted or effective on the whole. It is recommended that teachers learn from each other among themselves or organize teaching seminars for ten to twenty colleagues. By doing so, teachers can continuously expand their theoretical horizons, improve their own practices, reflect on their teaching concepts, and adjust and optimize their teaching methods (Wang, 2015).

(3) Employment Support

To ensure the continuous healthy development of the Chinese language project, the Chinese Ministry of Education issued a regulation stating that the program provides the following services:

Chinese language teachers who have completed the period and passed the assessment can enjoy the treatment of retaining the current year's fresh graduates (the status of fresh graduates is retained in exams such as the government civil service recruitment exams for fresh graduates to enroll in), and they can also apply for the Retain his/her enrollment as a prospective master's degree student and his/her status as a current master's degree student, and his/her participation in the Chinese Teacher Education Program. In addition, the applicant will be given preference for full-time teachers of Confucius Institutes and other national study abroad

programs. In addition, the term of appointment is 2 years or more. Chinese language teachers who have passed the first and second examinations and whose assessment results are at least satisfactory are entitled to a 10-point increase in the total score of the preliminary examination for master's degree students within three years from the time they leave their posts and are given priority in admission under the same conditions. (Standards, 2015)

As a result of these measures, international Chinese language teachers have been effectively developed. It has also provided a convenient pathway for Chinese language teachers to pursue further education and employment after the end of their term of office (He, 2023).

2.1.3 The Project of Citrus Institute

According to Confucius Institute for Traditional Chinese Medicine (2023), since 2008, Banana University of London (pseudonym) and Apple University of Heilongjiang Province, China (pseudonym) have cooperated to establish Citrus College (pseudonym). CI is mainly responsible for the promotion of Chinese language and culture in the London area. This includes the organization of university-level collaborative projects, Chinese medicine clinics, various Chinese cultural activities and HSK examinations. The school level co-operation project is the main focus. Through selecting Chinese teachers and assigning them to different primary and secondary schools in the London area, CI spreads Chinese language and culture.

The information below is the application requirements for the recruitment of a Chinese language teacher at one of the Confucius Institutes in London, UK in 2021.

Chinese language teachers should have the following conditions: (1) Selection is made primarily from among recent graduates, graduate students and in-service teachers. (2) Excellent political and business skills, love for the motherland, dedication, strong organizational discipline, teamwork spirit, good conduct, and no criminal record; (3) Good physical and psychological

health, as well as adaptability; (4) Knowledge of the Chinese language, Chinese culture, contemporary China and teaching theory; (5) Mandarin at Grade 2A or above; (6) Must score at least a grade 6 on the College English Test (Standardized Test of English Proficiency for Chinese University Students) (7) With a minimum age of 22 and a maximum age of 50. If there is a need for employment, the age may be appropriately relaxed.". (8) Chinese teachers are also required to have an International Chinese Teacher's Certificate (Teacher's certificate issued by the Center for Language Education and Corporation of the Ministry of Education, Harbin University, 2021).

After the selection process, teachers are required to attend different training sessions. The project helps with visas and funding to teach in the UK. Teachers may be in charge of a school's Chinese project on their own or in groups of several. They work as a Chinese teacher or teacher's assistant. Take a primary school class in London as an example: three classes per year, each with 15-20 students. The whole school learns Chinese lessons in grades 1-5. The exact number of students and the number of classes depends on the school. Teachers enjoy the same rights and duties as other teachers in the school where they work. The specific content of the work is determined by the school's arrangement, and the overall teaching time does not exceed 22 hours per week. Teachers are subject to the supervision and evaluation of CI and Apple University China.

The duration of the project is usually 10 months, with a term running from September of the new term to July of the following year. Teachers with outstanding performance may be renewed at their own request. Due to the impact of the epidemic, the project stopped recruiting Chinese language teachers between 2019-2021, and Chinese language teaching was greatly affected. After resuming operation at the end of 2021, the first batch of 34 Chinese teachers will be recruited to teach in the UK. During this period, the training and dispatch of teachers is still affected by the epidemic. The pre-service training was changed from offline to online recorded classes for 10 days. Dispatch was delayed from September to December, and the actual time

spent on the project was significantly reduced.

In summary, as a result of the epidemic, the project was shortened and the training format changed during the study period. Other conditions remained unchanged, especially the responsibilities and duties of the teachers.

2.2 Reflections

Reflection is crucial to teacher development. According to Korthagen, Kessels, Koster, Lagerwerf and Wubbels (2001), the reflective model has five stages. There are five stages: action, review of action, becoming aware of essential aspects of the event and experience, creation of alternative methods of action, and trial. The reflective model allows for a deeper level of reflection, allowing the individual to review the problems encountered and compare the current problems with their expectations. The next step for teachers is to review their experiences to become aware of ideal situations, limitations, and core literacy. In this model of teacher reflection, the self, identity, and mission of the teacher are explored as core components of the reflective process (Kawai, 2021).

Many experts and scholars have studied and discussed the connotation, characteristics, implementation process, and means of reflective teaching for theoretical Chinese language teachers from around the world. According to Wu and Ni (2019) that reflective teaching refers to teachers' continuous and active reflection on their teaching practices, the theories behind them, and the results of their actions to examine and analyze them, as well as to continuously improve their teaching behaviors to increase the reasonableness of their teaching practices. Wang (2015) contends that international Chinese language teachers are self-reflective practitioners, i.e., individuals who are capable of actively reflecting on and reevaluating their own values and coordinated relationships with others. Through a wide range of activities, students have the opportunity to practice, reflect on, and verify the theories they have acquired, and through continuous learning, reflecting, evaluating, updating, and improving, they are equipped to effectively handle diverse and complex teaching scenarios, solve specific problems, and improve their professionalism. The complexity

and variability of Chinese language teaching activities allow teachers, as the main body of teaching, to repeat irrational teaching practices based on limited experience or intuition without a conscious sense of reflection and reflective behaviors (Ye, 2019).

Different experts have different views. A qualified reflective teacher should possess at least the following characteristics: 1. Be aware of broader social issues, such as educational ethics. 2. Continually strive to improve oneself. 3. Often take the initiative to evaluate their own teaching actively and consciously look for problems in teaching, and constantly pursue better ways of improvement to apply to his/her teaching practice. It is both a long-term and continuous process. Professional development can only be achieved through continuous reflection and practice (He, 2019).

Keeping a reflective journal is an important component of teacher reflection. A reflective journal has two significance benefits for novice teachers: firstly, it serves as a record of events and as a method of evaluating and monitoring teaching practices; secondly, the process of writing a journal can motivate teachers to reflect on their teaching and inspire them to become more knowledgeable about the educational process (Richards & Lockhart, 1994). By analyzing the content of novice Chinese language teacher's teaching reflection journals, it can be concluded that they are focused on "the main problems encountered by teachers" and "the proposed solutions". Reflective journals, however, did not solve some problems in the absence of communication or guidance. It may be related to the level of reflection of novice teachers. Ye (2019) believed that novice teachers were at a more superficial level of reflection than skilled teachers who consciously explored effective teaching methods to optimize their teaching. Chinese language teaching and learning lack empirical research learning from the perspective of international Chinese language teachers' practice, using "reflective journal" as the research tool and content. The four aspects analyzed are teaching, environment and resources, culture and customs, and interpersonal relationships.

Researchers believe that the process of project participation is not limited to the teaching work that needs to be reflected upon by Chinese language teachers who participated in the project. In the context of foreign countries, different cultures, different work environments, different responsibilities, different management styles, different salary systems, different career paths, etc., self-reflection on the whole program is a critical part of self-development for Chinese language teachers. The majority of current research focuses on the problems teachers experienced during the program, such as cross-cultural communication problems, teaching-related problems, and training issues.

CI has developed and revised the International Chinese Teachers' Standards (2015) to improve the teaching level and professional quality of international Chinese language teachers, which assert that "teachers should be able to reflect on their teaching" to improve teaching quality." He (2019) believes that the necessity of cultivating reflective international Chinese language teachers is an effective way to promote the professional development of international Chinese language teachers as well as a necessity of the real environment. The complexity of Chinese language teaching requires reflective Chinese language teachers. The value of reflection has gradually become a focus of attention in the field of teaching Chinese as a foreign language.

In an article entitled, Experiences and Insights from Teacher Induction in the UK, Wang and Yang (2016) summarize the section on personal reflection in the UK.

In the United Kingdom, the induction of new teachers focuses on personal reflection in practice, emphasizing self-responsibility for professional development, and the responsibility of new teachers to take the initiative in their training, reflecting on their own teaching and learning activities through every lesson observation, discussion and assessment, and making timely improvements to improve their teaching and learning (Yang, 2016).

They also found that teachers' reflection is also supported institutionally, with the teacher induction system providing for a 10% reduction in teaching time for new teachers during the training period so that they have time to engage in orientation activities and reflect on their work. The induction and development profile system, as

described earlier, is an effective way of promoting teacher reflection. The system pays close attention to new teachers' reflection on and improvement of their own teaching effectiveness, goals and development plans throughout the induction process. It requires a summative self-examination of new teachers after each stage of their teaching work and professional development has been documented, and towards the end of the induction period, an assessment and summary of the whole induction period is also required to guide subsequent professional development. At the end of the inservice education, an evaluation and summary of the whole in-service phase are also conducted to guide the determination of the subsequent professional development goals and programs. This is managed by a similar system in CI, where teachers are asked to keep a monthly reflective record and submit it.

2.3 Related Studies

The purpose of this section is to review the current studies of Chinese teachers' reflection and professional development.

A teacher continuously improves his or her subject knowledge, pedagogical knowledge, and subject teaching knowledge, learns to learn and teach through reflective teaching and action research, and achieves an overall improvement in the quality of his or her teaching. Among the many studies conducted on Chinese as foreign language teachers, Zhong and Zhang (2017) note that little reflection and research have been conducted on the professional development of these teachers "The main factor in the success or failure of teaching lies with the teachers, and an important factor in achieving teaching goals lies with teachers' understanding of professional development."

A majority of China's international Chinese teacher training programs are based on a complete, traditional educational qualification system, ranging from the bachelor's degree to the master's degree to the doctoral degree. Universities and colleges attach great importance to providing career development resources and facilities for the career development of Chinese as a Foreign Language teacher who is already in the profession, and it is particularly important to improve and develop the

teaching of Chinese as a Foreign Language rapidly. Pre-service training for new Chinese language teachers and in-service training for experienced teachers training for teachers is admittedly important, but the concept of teacher training exposes many obstacles to career development.

First, there are limitations in pre-service teacher training. Even though colleges and universities have already constructed a system of in-service teacher training for Chinese language teachers and improved their training programs, the limitations of knowledge are becoming more and more obvious in the process of teacher training. Secondly, the education and training system of vocational teachers lacks completeness. Thirdly, even if there are teaching practice opportunities, because of the limitations of the point-to-point training system, it is difficult for the trainees to form a virtuous cycle of thinking and acting, rethinking and acting again in time and space. (Zhong & Zhang, 2017)

Liu (2021) believes that teachers should make the most of various opportunities for training and career development, even though there are problems with the current training provided for international Chinese language teachers, especially novice teachers. Chinese language teachers should plan their career development paths due to the specific nature of their profession. This will enable them to better organize their career development paths and enhance their professional capabilities.

The professional development of Chinese language teachers is that Chinese language teachers have a sense of independent development based on adequate access to and utilization of external support and resources. Moreover, Wang (2015) argues that Chinese language teaching contexts require teachers to continuously acquire new knowledge and develop their professional skills. For international Chinese language teachers, such lifelong learning includes strengthening their belief in international Chinese language education, continuously updating and enhancing their knowledge of the subjects they teach, continuously improving teaching methods and skills, and improving their ability to work collaboratively with colleagues and peers in the

international Chinese language teaching community (Dai et al., 2023). Li (2021) asserts that teachers should take responsibility for their growth and development. Li argues that Chinese teachers are not self-directed in their professional development. Aside from this, Chinese international education in China is still in its infancy, and there is no consensus on the knowledge structure and competence structure that Chinese international teachers should have, and the curriculum system is still being developed.

The Chinese language teachers must have a sense of independence based on obtaining and utilizing external resources and support, making their professional development a conscious and active process, continuously expanding and updating their subject knowledge, pedagogical knowledge, subject teaching knowledge, learning to learn and teaching, and conducting research through reflective teaching and action research. During the study, it was found that in addition to professional knowledge and skills, teacher identity is an important topic in teacher professional development studies. This will be talked about below.

Teachers' professional identity is the core of their professional development and affects their teaching. For second language acquisition and teaching, it is particularly important to understand the developmental characteristics, construct mechanisms, and influence factors of teachers' professional identities (Varghese, Morgan & Johnson, 2005). In the field of Chinese language international education, the research on the professional identity of Chinese as a Second Language teacher started relatively late, and the research conducted specifically for the group of Chinese language teachers is relatively weak.

The existing studies have taken the group of part-time teachers as the object of research on the professional identity of Chinese language teachers, which is characterized by vague conceptual definitions, weak theoretical foundations, a lack of quantitative research, and so on. Although theoretical explorations and empirical studies on teachers' professional identity in the field of pedagogy and the English Second Language Conference are important references for the development of the teaching profession for Chinese as a foreign language (Wang, 2015). International

Chinese language teaching has its characteristics in terms of teaching objectives, teaching targets, and composition of teachers. The theory and practice of Chinese language teachers' professional identity should be specific based on the characteristics of the discipline and the profession (Hou, 2021).

2.4 Conclusion

In the project, Chinese teachers acquired career-related experiences as part of their professional development. There was a wide range of problems encountered by the teachers who participated in the program in addition to the content of teaching. Professional knowledge competence, intercultural communication-related issues, teacher development issues, program management and support issues, etc. are all worthy of reflection. However, the research conducted through teachers' reflection focused primarily on teaching-related reflection. Therefore, it is necessary to reflect on the project as a whole through teachers' self-reflection to analyze the impact of participation on teachers' professional development.

A teacher's perspective can offer insight into the strengths and weaknesses of the current teaching, the effects of training, and the gains in teachers' professional development from their perspective. While enriching the cases of teachers' teaching, cross-cultural communication, and teachers' reflection, I can also compensate for the lack of reflection in the three aspects of environment and resources, culture and customs, and interpersonal relations.

Existing research methods primarily rely on questionnaires or individual interviews. A case study approach is rarely used to collect data through multiple interviews at different stages of the process (before, during, and after leaving the job) over time. The study period was selected as the period between 2021 and 2022 during the epidemic. Epidemics are global infections that are treated differently in different countries and with different regulations. As a result of these regulations, the normal operation of the project was adversely affected. International Chinese language teachers can learn from the teachers' reflection on their professional development when faced with similar major crises. Teachers participating in the Chinese Language

project in the UK were selected as research subjects. Data on teachers in the UK project was updated for the current study.

In summary, most of the existing studies on teachers participating in Confucius Institute projects have been conducted by Chinese scholars. Few reflections and studies have been conducted on the professional development of Chinese language teachers abroad. Most of the research methods employed by Chinese scholars are based on the normative research paradigm of discourse and experience sharing, which does not provide concrete data or cases.

In this Chapter, a detailed description of the Chinese language project and how it operates is given. Analyzing relevant literature identifies the importance of this study. In the next chapter, the specific methodology and process of the research was described.



Chapter 3

Research Methodology

This Chapter presents the methodology, research methods, research design, scope of the study, research instruments, data collection, data analysis, ethics, and conclusion. The detailed information is given below:

3.1 Research Design

In this study, a qualitative approach was taken, employing a case study methodology to explore teachers' reflection on teaching Chinese at a primary school in London and their professional development. Semi-structured interviews were used to develop theories from collected data, by grounded theory principles. As a result of the flexibility of semi-structured interviews, it was possible to gain a more comprehensive understanding of teachers' experiences (Schoch, K., Burkholder, G., Cox, K., Crawford, L., & Hitchcock, J., 2020, p.246).

A total of three semi-structured interviews were conducted with each participant, targeting three different stages: within one month of the teacher's arrival, after the teacher had completed in-service training, and after the teacher had completed the project. Reflections were analyzed by comparing and contrasting the same participant's reflection at different times and between different participants. Conclusions were eventually identified to answer the research questions.

To enhance reliability and dependability, a triangulation approach was used. The analysis involved comparing and contrasting the same participant's reflection at different times, as well as drawing comparisons between different participants. As part of methodological rigour, this triangulation was designed to provide a comprehensive and robust understanding of the research questions. The validity of the study can be strengthened by considering reflection from different periods and different participants.

3.2 Population and Samples

A study's context includes the study's location, the sampling technique, the participants and training for teachers.

3.2.1 Population

There were five participants in the study. 4 females and 1 male. Among these participants, only one was male, since there were more females than males and only one male volunteered to participate in the study. These five Chinese teachers from five different primary school projects in East London. There was a range of ages between 25 and 29 years old. These participants included three graduate students and two current graduate students. Three of them major in Teaching Chinese to Speak Other Languages (TCSOL), one in Subject Teaching (English), and the other in Master of Translation and Interpreting (MTI). All of them have obtained teaching certificates issued by the Ministry of Education of China. Two of them are senior secondary school English teachers and three of them are senior secondary school Chinese teachers. Among them, only one had not received TCSOL certificates.

Their Mandarin levels were 2A for four of them and 1B for one. (The Mandarin Proficiency Test is divided into 3 levels, with two grades AB. 1A is the highest and 3B is the lowest). Among them, two rated their English level as Skilled, two as Better, and one as Fair. One has taught online for two and a half years, while the other two have taught in the USA and Thailand for one year each. As for the other two, they did not have any teaching experience.

Table 3.1 provides the background of the participants

Table 3.1 Participants' backgrounds

| Participants | Annie | Bella | Chloe | Doris | Ethan |
|-------------------------|---|---|---|---|---|
| Gander | Female | Female | Female | Female | Male |
| Age | 28 | 29 | 27 | 25 | 27 |
| Education | MA | MA | MA | MA in progress | MA in progress |
| Major | TCSOL | MTI | TCSOL | TCSOL | Subject Teaching (English) |
| Teaching Certificate | Senior Secondary Schools (Chinese) | Senior Secondary Schools (English) | Senior Secondary Schools (Chinese) | Senior Secondary Schools (Chinese) | Senior Secondary Schools (English) |
| TCSOL Certificate | Yes | Yes | Yes | Yes | Yes |
| Putonghua level | 2A | 2A | 1B | 2A | 2A |
| English Level | Better | Skilled | Fair | Better | Skilled |
| Teaching Experience | 2 years and a half online teaching Chinese in China | teaching Chinese in the USA | 1 year teaching Chinese in Thailand | Novice with no teaching experience | Novice with no teaching experience |

Source: Compiled by researcher, 2023

3.2.2 Samples

Sampling is an important aspect of the case study. The purpose of the study and the research questions play a significant role in determining the selection strategy. Many scholars have different opinions about the exact number of case studies. Creswell (2007) suggests that for case studies, no more than 4-5 case studies should be

included in a single study. The purpose of sampling is not to make generalizations or comparisons but rather to present unique cases that are intrinsically valuable in themselves (Cohen et al., 2018, p.224).

By the time the researcher worked in London, 34 Chinese teachers were employed at a variety of primary and secondary schools. In this context, the researcher planned to conduct research using a convenience sampling method. Five participants were selected based on their willingness and availability, emphasizing the practicality of their participation in the study. The reasons why they participated in the study are threefold. First, they wanted to know the findings of this study so that they could see the reflection of their work. Next, they wanted to use the research results for their future career. Finally, they wanted to learn how to do research in a different atmosphere in London.

3.3 The Training

All the five participants mentioned above had participated in three teacher training programs organized by Citrus Institute (pseudonym) or CI. There were three types of training available: pre-service, orientation, and in-service. Each type of this training is illustrated in 3.3.1-3.3.3.

3.3.1 The Pre-service Training

This training was done online because the epidemic of COVID-19 was very furious at that time. However, a variety of topics were covered in it. This included professional Chinese language, Chinese international education, cross-cultural communication, Chinese culture, ethics and professional development. The training also included survival skills for teachers where safety, self-protection, and culture shocks were parts of them. Teacher candidates are required to complete a test at the end of the training in order to be qualified as Chinese language teachers. The purpose of pre-service training is to develop the professional knowledge of teachers. Training provides teachers with the opportunities to learn new teaching methods as well as improve their careers.

3.3.2 The Orientation

The orientation assists teachers in adjusting themselves to the UK working environment and learning about the characteristics of students and working styles. It was held at Banana University of London (pseudonym) with fewer than 20 participants. A three-hour training session was divided into three parts. The dean of the school explained firstly the current situation of CI and the follow-up procedure and management method. After that, the introduction of British schools, teachers' work tips, British cultural taboos, and so on were discussed. The last part of the training focused on the introduction of teaching work in the UK, teaching materials support, and sharing common teaching software and game platforms.

3.3.3 The In-service Training

In-service training was conducted online on 1 April 2022. There were 50 teachers in attendance. The topics of the training were the motivation of students and reflective practice as a teacher. A wide range of topics were covered during the including lesson planning, differentiated instruction, intercultural communication, classroom management, classroom activities, and vocabulary development. The in-service training was very useful because it provided a platform for teachers to work together promoting cooperation and experience sharing among these personnel. 3.4 Research Instruments Rangsit

Semi-structured interviews were used in this study as a research instrument. The interviews are a qualitative research method that consists of conducting private interviews with a limited number of participants to gain a better understanding of the perceptions of participants regarding a particular idea, project, or circumstance. In order to obtain detailed information regarding a person's thoughts and behaviors, or to explore new issues in greater depth, it is necessary to interview them. Participants were asked about their experiences and expectations related to the project, as well as any changes they have experienced as a result of participating (Boyce & Neale, 2006).

It is an inductive case study that analyzes and compares two or more cases of the same type of phenomenon over time to identify any changes that may have occurred to the phenomenon. This type of study is known as a longitudinal case study. During the nine months of the project (excluding the pre-service training period), three semi-structured interviews were conducted. At the beginning of the project, after the mid-term training (third training), and at the end of the project, Chinese teachers was interviewed.

In a semi-structured interview, topics and questions are predetermined, but the questions are open-ended, and the wording and sequence may be tailored to each interviewee and the responses provided, with prompts and probes (Cohen et al., 2018, p.511). To gather comprehensive data from the teacher's perspective, the interviewer determines the order of questions and how the interview will proceed. A logically crafted and complete outline enhances the comprehensiveness of the data and facilitates systematic data collection. An interviewer observed the interview process and conducted interviews conversationally and contextually (Cohen et al., 2018, p.510). These advantages allow for great flexibility in the interview process in terms of the interview format, the interview time, and the interview location. Interviewees are informed of the outline and have ample time to prepare rich responses. The information can be obtained in more detail.

Interview data collection is the main focus of the description. According to Cohen et al., (2018, pp.512-526) steps for planning and conducting interviews, the following is the steps.

- Step 1: Thematizing. Identification of the study's objectives and research questions. This study addresses two research questions:
- 1) What are the Chinese teachers' reflections on teaching Chinese to primary students at a school in London?

2) How and to what extent has the Inter-School Cooperation Chinese Education Project developed the teachers' profession in teaching Chinese at a primary level in this study?

Step 2: Plan. Based on the situation of the interviewees, it was decided to conduct three semi-structured interviews. Interviewees may be able to better reflect on questions for different periods to summarize their feelings during a particular period. It is important to ensure that interviewees are capable of participating in the interview.

Step 3: Identify interview content and questions. Interview questions should be worded as clearly as possible and should be presented neutrally. The language of the interview questions is appropriate for the background of the interviewee. Language that is biased or ambiguous should be avoided. Questions should be framed and contain no hypothetical statements. Investigations of personal or sensitive issues should not be conducted. The questions should relate to the study and should not ask questions that require memory recall or knowledge that the respondent does not possess (Gray, 2014, pp.735-738).

Using the principles outlined above, an outline of three interview questions was developed (see Appendix D) The item objective Conference (IOC, see Appendix H) were asked to comment on and revise the outline to ensure validity and reliability.

3.5 Instrument Validity and Dependability

The instruments validity and dependability are presented next:

3.5.1 Validity

Validity refers to the extent to which an assessment system can accurately reflect the assessment goals and outcomes comprehensively. The accuracy of an evaluation system lies in its ability to precisely convey the evaluation objectives and requirements. This precision involves measuring the extent to which a measuring tool can accurately gauge the correctness of the features being measured. The higher the

validity, the more effectively the measurement results can showcase the intended features, while lower validity indicates a weaker correlation.

The IOC (Objective Consistency in Projects) is a metric system established by Rovinelli and Hamilton (1977). Its primary aim is to provide a mathematical expansion model applicable to multidimensional indicators in project development. To ensure the validity of research data, researchers can apply reliability and validity tests to the IOC questionnaire, evaluating the appropriateness between the measured content and the measurement objectives.

The IOC scoring ranges from -1 to +1, with three project experts selecting a score from -1, 0, or +1 for each project.

- +1: The project clearly aligns with the objectives,
- 0: Uncertainty about complete alignment, suggesting the need for some modifications or deletions,
- -1: Suggests the project is entirely inconsistent with the objectives, requiring modifications.

To ensure the effectiveness and alignment with goals, the total score for each project must exceed 0.67. The calculation of the IOC values involves summing up the scores from each expert and then dividing by the number of experts. For instance, in the first project, the first expert scores 1, the second expert scores 0, and the third expert scores 2. The final score for the first project is (1 + 0 + 2) / 3 = 1, proving its effectiveness and alignment with objectives. Experts are also required to provide feedback on each project.

The results of this study bigger then 0.67. All the questions have been made more effective by revising them. Detailed forms can be found in Appendix H.

3.5.2 Dependability

Dependability pertains to the consistency, stability, and dependability of test outcomes. Typically, internal consistency is employed as evidence of test reliability. The greater the reliability coefficient, the more uniform, steadfast, and dependable the test results are likely to be.

Standardized interviewing procedures and pilot test are two important steps in ensuring the reliability of an interview study. These two methods help to ensure consistency and accuracy in the interview process.

Using standardized interview procedures means that all interviewers receive a similar interview experience. This includes the same interview outline, similar environmental conditions, and consistent interviewer training. By ensuring that all participants answer similar questions under similar conditions, systematic error can be minimized and reliability increased (Gray, 2014).

Conducting a pilot test before the formal interview begins is an important step in assessing the effectiveness of the interview tool and process. pilot test helps to identify possible problems and make adjustments. By pretesting with a small group of participants, it can identify potential problems and improve the interview tool to ensure that it is accurately capturing the information needed (Cohen et al., 2018).

Combining these two methods, this study ensured consistency in the interviews, making the data collected more reliable and credible. All interviews were conducted with the researcher herself, and all interview question outlines as well as the interview process were identical. The online meeting room interview mode was used for all of them. Before the formal interviews, another Chinese teacher who was also involved in the project was chosen to conduct a pilot test. The pilot test was used to identify possible problems and make adjustments.

3.6 Data Collection

This study involved five participants. After obtaining ethical approval, each participant received an informed consent form. Upon obtaining their consent, three interview sessions were scheduled. To ensure comprehensive insights, each interview targeted teachers at different stages of project participation. The content of the subsequent interviews was adjusted based on the outcomes of the preceding ones.

All interviews were conducted by the researcher using a consistent procedure, facilitated through online conferencing. The VooV meeting was authorized by the interviewees for direct recording. The interviews were conducted in Chinese. Transcripts of interviews will be faithfully translated into English by the researcher. The first interview focused on participants' experiences within the first month in London, lasting approximately 45 minutes. The second interview addressed situations before the completion of in-service training (before April 1, 2022), with a similar duration of about 45 minutes. The third interview delved into post-project completion situations (after August 25, 2022), lasting around 90 minutes.

Following each interview, the researcher promptly transcribed and organized the content into documents, which were then sent to participants for confirmation. This step aimed to ensure there were no omissions during the interviews, minimizing the potential for errors. Participant feedback is crucial for ensuring the accuracy and completeness of the study.

3.7 Data Analysis

The purpose of qualitative analysis is to give meaning to the data through a rigorous and logical process. Case studies can be conducted using a variety of data collection techniques, particularly interviews, to develop a conceptual framework through coding, just as grounded theory is done. Coding involves identifying and labeling the key elements in the data and then extracting these elements (Priya, 2021).

In this study, researcher used a grounded theory, a method developed by Strauss and Corbin (1998), to analyze interview data from five participants. Each participant went through three interviews, representing different stages of their project involvement.

- 1) Open coding. In the first step, the researcher carefully went through the interview data, picking out initial codes without any predetermined categories. This helped me discover new concepts and themes directly from what the participants shared. The goal was to create a list of initial codes for each person across all three interviews.
- 2) Axial coding. Building on the initial coding, the researcher organized and connected the identified codes. I looked at how different concepts related to each other, delving into subcategories and defining their properties. This step aimed to create a more detailed and structured set of categories based on each participant's story across the three interviews.
- 3) Selective coding. In the final phase, the researcher focused on finding a central theme or main process for each participant. the researcher selected the most important category that emerged from all three interviews. Then, she integrated other categories around this central theme, creating a comprehensive theoretical framework for each participant.
- 4) Iterative process. the researcher went back and forth during the analysis, refining codes, categories, and the overall framework. This iterative process allowed me to adjust my analysis as she found new patterns in the data. It made sure that the conclusions were always rooted in what the participants were telling.

By using a grounded theory, the researcher aimed to uncover patterns and themes directly from what the participants were saying. This approach helps to understand their experiences at different stages of the project. The resulting theoretical framework provides a deep and contextually rich analysis grounded in the participants'

own words. It gives valuable insights into how they perceived the project as it unfolded.

3.8 Ethical Consideration

The study adhered to the ethical guidelines set by the RSU Ethical Review Board (ERB), and a research ethics certificate (COA. No. RSUERB2023-173, see Appendix E) was obtained before data collection commenced. Participants were thoroughly informed about the study and had the opportunity to provide their consent voluntarily.

To safeguard participants' privacy, all personal information and responses were handled and stored securely. Following RSU-ERB regulations, the researcher committed to maintaining the confidentiality of participants' identity. It was made clear that the collected data would be used solely for the purposes outlined in this study, emphasizing the ethical use of information and adherence to research guidelines.

3.9 Conclusion

This Chapter describes in detail the methodology of this study, which includes: the use of qualitative research methods, the overall research design, the location of the study, the sampling strategy and participants, the data collection instruments, the method of data collection, the use of grounded theory for data analysis, and the use of interviews. As a final point, ethical considerations were discussed.

The findings of the study are discussed in Chapter 4.

Chapter 4

Research Results

4.1 Introduction

This Chapter gives the results of this study. Data from the three interviews are analyzed to provide both the Chinese teachers' reflection on taking part in an Inter-School Co-operation Chinese Education Project and the ways the project developed their profession in teaching Chinese at a primary level in London. The 2 research questions to find these answers are as follows:

- 1) What are the Chinese teachers' reflections on teaching Chinese to primary students at a school in London?
- 2) How and to what extent has the Inter-School Cooperation Chinese Education Project developed the teachers' profession in teaching Chinese at a primary level in this study?

Section 4.2 summarizes the research findings. Findings on the first research question are provided in Section 4.3 while the answers to the second research question are presented in Section 4.4.

4.2 Research Findings

Within this section, the researcher offers a summary of the research directions tailored to address the primary and secondary research questions, respectively.

4.2.1 Chinese Teachers' Reflections

The results of this study indicate that participants' reflection on issues related to Chinese language teaching were categorized into seven main areas.

Among the participants in the project were training-oriented reflection, reviews of teachers' responsibilities, problems teachers encountered in their work and how they resolved them, teachers' adaptation to their work, teachers' perceptions of the requirement to conduct case studies, perceptions of teachers' assessment, and suggestions made by teachers.

Training was primarily intended to assist teachers in preparing for teaching. Teachers were trained in their professional knowledge as part of the pre-service training so that they would be prepared for their work in London. Participants perceived both positive and negative aspects of this training. A positive aspect of the training is that a large amount of expertise can be acquired in a short period of time. It was also possible to schedule classes according to your convenience. The negative aspect of the online format was the lack of interaction.

A major objective of the orientation was to assist teachers in integrating quickly into CI and to gain a greater understanding of British schools, students, and so on. According to the analysis, teachers were very satisfied with the effectiveness of the orientation. The purpose of the in-service training was to assist teachers with their recent teaching problems and to provide a forum for them to exchange ideas for professional development. According to the study, teachers have a negative attitude toward in-service training. In general, teachers found the training to be rewarding, but the online meetings and the large number of classes scheduled on one day made it difficult for them to concentrate.

As a result of COVID-19, the format of pre-service and in-service training was changed to online. A significant impact was made on the arrangement of online training by teachers' perceptions during the training process. Training recommendations include suggestions such as elective courses for the content of the training in order to facilitate the training process more efficiently.

According to the study, teachers' responsibilities in London primary schools are primarily composed of Chinese language teachers and teacher assistants. In some schools, teachers are required to serve as both Chinese teachers and teacher assistants.

It is also the responsibility of some teachers to manage the Chinese club at the school. There will be no more than 20 hours of teaching per week. Classes and teaching materials vary based on the school's needs.

In reflecting on the problems at work, the study found that problems are constantly being created and solved. In the second interview, teachers discussed problems related to working with Chinese teachers, kindergarten teaching, special needs students, and online classroom management and parent communication. The teachers identified problems and attempted to resolve them. During the final interviews, some teachers were successful in resolving previous problems and new problems arose. Communication problems with students and tiered instruction are examples of new problems. Additionally, teachers were able to look at problems objectively and accept them as they arose, which led to new perspectives on the problems that were not solved the previous time. Chinese language teachers working in the UK are likely to encounter these types of problems.

The study indicated that the main problem with adapting to work was communication problems. They all considered themselves well adjusted. The teachers perceive themselves to have a good understanding of the job content and to be competent in their position. On reflection, however, two teachers indicated that they needed more time or support from others because of the level of English they speak and the way they communicate with their leaders and students.

CI management included the monthly reflection of international Chinese language teaching Cases. As part of the project, teachers were asked to reflect and record one case per month in order to become more reflective and improve their teaching skills. It was recognized by participants in the study that teaching reflection is effective. There were some suggestions regarding the format and requirements for reflection. As an example, there should be no limit to the number of words or format and it is not mandatory to reflect every month in accordance with the teacher's experience.

In terms of teachers' evaluations, the study found that there was a large gap between the teachers' performance and their self-perceptions. In accordance with a marking scheme, teachers were assessed in ten quantitative areas by the school line manager. Using the same criteria, two teachers' self-assessment differed significantly. Their perception was that the school did not know what they actually did and that the scoring was subjective. The scoring system was viewed as more objective by other teachers.

Based on the final common of their participation in the project, participants reported that the project provided a unique opportunity for Chinese language teachers to work abroad. With only nine months, the project was limited by the impact of the epidemic, etc., and the experience was not in-depth. There were several suggestions for the project, including the above mention suggestions for training as well as suggestions for pedagogical support. Hopefully, the project will provide more teaching materials, syllabuses, or teaching resources to assist teachers in their teaching.

In general, teachers reflected on these seven points in their reflection on teaching Chinese language. Both positive and negative reflection were expressed regarding teaching-related issues. The teachers also provided suggestions for the project. The reflection also included the teachers' gains and professional development, which are summarized below in response to the second research question.

4.2.2 Ways to Professional Development

According to the study, the following seven ways in which the project has increased career development were identified by comparing the motivation of participation and the gains made in the workplace and professional development: training, learning from teaching, international Chinese educational cases, organizing Chinese language activities, providing a diverse work environment, inter-school communication and thesis research. Teachers' reflection in the interviews are arranged in this order.

Professional development is primarily concerned with the acquisition of professional knowledge and the development of teaching skills. As a result of the project, teachers received the most rapid and comprehensive enhancement of their knowledge. Teachers viewed the training as an important foundation for the professional development brought about by the project. Different skill enhancements were provided to teachers at different times during the three training sessions.

As teachers carry out their responsibilities, they are constantly confronted with problems and are required to solve them. Their professional skills were enhanced through practical training on topics such as classroom management and the handling of special needs children. Teachers are able to improve their teaching skills, intercultural communication skills, and other professional skills through their professional development activities. Furthermore, by organizing cultural activities related to Chinese language, teachers are able to improve their organizational and coordination skills as well as develop their professional skills.

Through the use of case reflection, teachers are required to complete monthly reflection on teaching cases. The teachers keep a record of the problems they encounter in teaching and learn from one another. Through continuous reflection and learning from others' experiences, teachers develop their teaching skills and advance their careers.

The project promotes intercultural communication skills by providing teachers with a diverse working environment. It is possible for teachers to broaden their international perspectives by working in different cultures. Personalities become more confident when they receive an encouraging education.

CI teachers' network provides teachers with the opportunity to observe and interact with Chinese teachers in other schools. In doing so, they will be able to gain a deeper understanding of Chinese language teaching in the region. Exchanges provide teachers with the opportunity to enhance their professional knowledge, to learn from the best, and to apply it to their own schools. In this manner, professional development is generated in a virtuous cycle.

Last but not least, the project offers opportunities for teacher researchers. While participating in the project, two teachers were studying at the postgraduate level. Based on their experience with UK projects, they collected and analyzed data locally. In addition to enhancing the teachers' personal research capacity, this also contributes to research in Chinese language teaching or related fields, thus providing a greater range of data.

In summary, the project offers seven ways for teachers to develop their professional skills. It is possible for teachers to take advantage of one or more of these professional development opportunities. A detailed analysis follows.

4.3 Chinese Teachers' Reflections

Chinese teachers' reflections are garnered from the three semi-structured interviews. From the teachers' interviews, the teachers' main reflection included: training, teacher responsibilities, problems at work, adaptation to work, monthly reflection, teacher evaluation and comments as well as suggestions for the project.

4.3.1 Training

The training program is described in Chapter 3 (Subsection 3.2.4) The three types of training are pre-service, orientation, and in-service.

First is the reflection on the pre-service training. There are three participants who are positive about the training's efficacy. The other two participants had negative perceptions. The positive perception of this training is its practical teaching techniques. The schedule is also flexible, and there is no pressure on class time. Here is evidence from the interview:

"In my opinion, this online training is very efficient. It is possible to acquire specialized knowledge within a short period. Moreover, you are free to schedule the class time on your own. Even though there is no offline experience, it is preferable to attend the training at home for those who do not wish to socialize. A relaxed atmosphere is created throughout

the training, there is no interactive questioning." (Annie, personal communication, November 3, 2023)

The evidence above shows that Annie gains knowledge from the training, and this training has not affected her class time. In addition, the training online is more easily accessed because the trainees do not have to travel to the site.

The negative perception of this training is that the recorded course format did not provide the same level of interaction as a face-to-face lecture without the opportunity for interacting with other learners. Some examples are as follows:

"The quality of online content is very disappointing. Compared to the offline, the online class was only ten days long and it was in the form of a recorded class. There was no interaction at all. For novice teachers, offline training is much more effective, with a stronger sense of experience, acceptance, and belonging. "(Bella, personal communication, November 3, 2023)

"The disadvantage of online learning is that it is less effective. It is difficult to concentrate. Comparatively to previous offline classes, this is particularly evident." (Chloe, personal communication, November 3, 2023)

The examples above show Bella believes that online training is not interactive and not as effective as offline. At the same time, Chloe thinks it's hard to concentrate. These are the points where this training is not beneficial.

Second is the reflection on the orientation. Participants perceived it useful as an ice-breaker activity to enhance their sense of belonging to CI. It included a wide variety of useful tips for work and life, as well as teaching resources. It gives them a deeper insight into life and work in the UK. Here are some examples based on the interviews:

"This was a very effective icebreaker activity. In this way, I was able to become familiar with the CI quickly and integrate into the new team. I learned a lot about working in the UK. Increased the sense of belonging."(Annie, personal communication, November 3, 2023)

"This training provided colleagues with the opportunity to familiarize themselves with each other and with the CI rules and regulations. I was impressed that there were two teacher's sessions providing teaching resources and UK working notes." (Bella, personal communication, November 3, 2023)

"During this training, I gained a lot of knowledge about the work environment. Teachers, for example, wear formal clothing and do not touch children, especially their heads. Provide us with assistance in adapting to the working environment of British schools as quickly as possible. Since we have just arrived in London, everything is very new to us. The training enhanced our sense of belonging to CI. Offline training is more realistic than online training."(Doris, personal communication, November 3, 2023)

Annie considered the training an effective icebreaker, Bella agreed it was an effective way to familiarize the teachers, and Doris expressed how much she had learned about life and work in the UK. In general, the participants were very positive about the orientation training.

Last is the reflection on the in-service training. Participants had negative perceptions of in-service training. They perceived it was short and extensive. Examples are as follows:

"There is only one day of in-service training, but many courses are offered. Generally, I find it effective, although the short duration of the training makes it difficult for teachers to concentrate." (Bella, personal communication, November 4, 2023)

"The in-service training was too short, lasting only one day. There are benefits, but they are few. It is more convenient to use the online format.

However, the content of the training is not much different from the previous training, as if the same content has been trained many times."(Chloe, personal communication, November 4, 2023)

According to Bella, the training time and the course were not in accordance with each other in these cases. Only one day was available, but there were many courses, which made it difficult for teachers to concentrate. Chloe also felt that the training content was similar to previous training and therefore was not very productive.

Participant perspectives were oriented toward the three training sessions with different perspectives. Participants in the pre-service training perceived both positive and negative aspects of the training. The orientation was viewed positively by participants. There was a negative perception of in-service training. A more specific summary is provided in section 4.4.

4.3.2 Teacher Responsibilities

According to the five participants, their responsibilities were primarily those of teachers and teacher assistants. Two participants were primarily teacher assistants, while one participated as a Chinese teacher. Additionally, two teachers were required to work as both Chinese teachers and teacher assistants. When there were no Chinese lessons, they served as teacher assistants for other subjects. Figure 4. 1 shows their relationship.

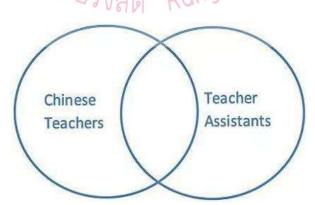


Figure 4.1 Relationship of teacher's responsibilities

A Chinese teacher is responsible for the development of lesson plans, teaching and assessing students, and organizing exams and activities for the students. Based on interviews, the evidence is as follows:

"I am a Chinese teacher. I go to a Chinese school. They're all Chinese kids. Because the students are young, during the pandemic, we choose online teaching. The school follows the Chinese Ministry of Education's primary school curriculum outline, but there are no textbooks. We have two classes and eight students. I mostly teach Chinese Pinyin and simple writing. I'll also talk about Chinese culture. Classes last about 40 minutes. The school is the same as in China, and the director of Academic Affairs is the management leader."(Ethan, personal communication, November 3, 2023)

Assistant teachers need to support Chinese teachers. Assisting students to practice speaking, creating learning materials, etc. Here is evidence from the interview:

"I primarily work as a teaching assistant, supporting the Chinese teacher's instruction. During class, I am primarily responsible for the decoration of the classroom and the creation of student booklets. I am responsible for grades 1 to 5, with three classes in each grade level. The textbooks used at the school are self-edited by local teachers. The classes are taught in English. Currently, there are two Chinese teachers: one from Taiwan and one from Mainland China who are not participating in the Chinese language project. It is only my line manager who arranges big things, the rest is up to me. There is more autonomy for me. The responsibilities of teaching assistants are clear and they are not expected to perform additional duties." (Annie, personal communication, November 3, 2023)

Additionally, two teachers are both Chinese teachers and teaching assistants. Teachers in their schools were encouraged to work together to help each other. Participants served as Chinese teachers during Chinese lessons. Teaching assistants from other subjects assisted in the management of classrooms. Participants served as

teaching assistants during the classes of the other teachers. Based on the interviews, the following evidence has been gathered:

"I teach Chinese in a primary school in London. I'm also a teaching assistant for the other teachers. There are three Chinese teachers in the same grade, we are all from this project. I teach all grades except 1 and 3. There is no textbook for the Chinese class. The teachers need to negotiate and modify the British syllabus. The students must also take the YCT exams, so we prepare for them as well." (Bella, personal communication, November 3, 2023)

4.3.3 Problems at Work

At the time of the second interview, all teachers experienced different teaching difficulties. Teacher Annie experienced difficulties collaborating with other teachers. As for teacher Bella, she was teaching kindergarten. It was difficult for Chloe to manage students with special needs in the classroom. As a teaching assistant, Doris did not have any teaching opportunities. Ethan's problems were related to online classroom management and communication with Chinese parents. Table 4.1 shows the problems at work.

Table 4.1 Problems at work

| Teachers | ใร้งสิต Rangs Problems | | |
|----------|--|--|--|
| Annie | Collaboration with Chinese teacher | | |
| Bella | Kindergarten teaching | | |
| Chloe | Special needs students | | |
| Doris | No teaching opportunity | | |
| Ethan | Online classroom management Chinese parent communication. | | |

Source: Compiled by researcher, 2023

For Annie, the most important issue is the cooperation with the Chinese teacher. It is her responsibility as a teaching assistant to support the Chinese teacher's teaching activities. Cooperation with the Chinese teacher was of crucial importance during this process. The teacher felt that she was not given enough respect by the experienced Chinese teacher. There is a lack of cooperation between teachers and a lack of effective communication. The following is taken from the interview:

"As an example, if you are teaching a cultural class, you should ensure that your preparation is adequate so that everything runs smoothly. Unfortunately, the Chinese teacher did not communicate with me in advance and informed me of the class at very short notice. I was required to give the students the culture class temporarily. It seems irresponsible to me to do this to the students. There is a lack of cooperation between teachers and a lack of effective communication. She was not given clear instructions and her assignments were rather random.

The experience of working with older Chinese teachers is often filled with difficulties. In the UK, Chinese methods of working do not work. It is much easier to work with my colleagues here. The assistant teacher is often assigned a large amount of work, and I find it difficult to work with her. There was no respect shown at all."(Annie, personal communication, November 4, 2023)

As a teaching assistant, Annie describes her experience working with Chinese teachers. There was a lack of advanced communication between the Chinese teacher and the students as a result of the Chinese teacher's assignment style. To resolve this issue, Annie attempts to understand her co-worker.

"The first thing I need to do is respect her. I need to try to understand her perspective. I solve the problem based on my knowledge and have perfect changeability. Mentally, I often think of my students, whom I enjoy working with. This makes my work go smoothly." (Annie, personal communication, November 4, 2023)

It was Annie's first step to think differently and to try to understand Chinese teachers. To accept such an assignment without being able to change the status quo is the second thing to do. It was a challenging task.

There is a problem with Teacher Bella's approach to teaching kindergarten. Because they are younger, the students do not cooperate in the classroom. An excerpt is provided below:

"I found it is not easy for me to teach kindergarten. For me, it is the first time, regardless of how enthusiastic the teacher is. But the students were too young to interact. British school education adopts a non-forceful attitude towards children who do not want to talk and emphasizes encouragement." (Bella, personal communication, November 4, 2023)

Because Bella's students are kindergartens, she was unable to effectively control the classroom. In order to resolve the problem, Bella begins by analyzing the causes of the problem, followed by learning from other teachers. The following are the details of the interview:

"There are more factors behind it. There is only one class per week for Chinese teachers, which is a short period. Changing the students' classroom atmosphere in a short period requires not only reflection but also communication with other teachers.

For example, using a material reward system to promote student motivation. The second mental reward is a small flower sticker or something similar. It was particularly powerful and encouraging."(Bella, personal communication, November 4, 2023)

Chloe encounters difficulties with children with special needs students. Managing a classroom with special needs children poses some challenges. Here is a detailed description:

"I am having difficulty managing my class. It is common for children with

special needs to be enrolled in classes taught in the UK. A special teacher usually accompanies them to class. However, two little boys do not. A child in reception was playing with Lego in Chinese class and occasionally participating in class activities. As a 30-minute lesson, I find it difficult to manage. I need a special needs teacher who specializes in him, but I don't have one. I am unable to care for him when I am busy with teaching. Attacks on the teacher occasionally are difficult to control. Another boy in the nursery is more interested in attention and makes a mess in class, attacking other children for playing, shitting his pants, or whatever else. Unable to concentrate and unfocused."(Chloe, personal communication, November 4, 2023)

Chloe meets two students with special educational needs. A shortage of special education teachers in the school requires her to do the same for the special education students in her classroom. A child in reception is playing with Lego in Chinese class, and a boy in the nursery is attacking other children for playing. To resolve this issue, Chloe seeks assistance from the school and attempts to modify the teaching objective. The following excerpt is taken from the interview:

"First, I plan to apply for a specialized teacher from the school. However, there is a lack of teachers. Then, I plan to teach differently, so that he can answer something more appropriate for him, tailored to his needs. Try to create a teaching aim designed specifically for him, to ensure that students are making progress every day. I have to say the amount of time I spend with students is limited, and my influence on children is limited as a Chinese teacher."(Chloe, personal communication, November 4, 2023)

The first thing Chloe did was ask the school if another teacher could help. Because there was a shortage of teachers, she tried to adapt different teaching objectives so they could participate.

As a teaching assistant, Doris has not had the opportunity to teach. For her, it was a very disappointing experience.

"The majority of my work is as a teaching assistant at the primary school. Providing oral and reading training to the teacher, teaching students pronunciation, and selecting appropriate learning materials. I am also responsible for editing projects, recording students' listening materials, and selecting reading materials for students. There was a bit of disappointment for me that I didn't get to teach a class."(Doris, personal communication, November 4, 2023)

Doris' primary objective in participating in the project was to gain more teaching experience. While working as a teaching assistant, she performed a great deal of support work, but did not have the opportunity to teach independently. For her, this was disappointing and she was unable to realize her goals.

Ethan teaches online classes at a school affected by the epidemic. Due to the young age of the students, classroom management is very challenging. Communication with parents regarding school arrangements is also very challenging. Here are the main points of the interview:

"To begin with, I would like to discuss classroom management. I take online classes and the students are only four or five years old. Classroom management is very difficult. Also, it's my responsibility to arrange my teaching. But it is difficult to communicate with parents frequently." (Ethan, personal communication, November 4, 2023)

Based on the evidence above, it appears that Ethan teaches 4-5 years old online. A very good understanding of the challenges students faced in managing their classrooms. For Chinese students of this age, it appears that communication with their parents is very important. It was Ethan's intention to establish a close relationship with the students in order to resolve these problems.

"The good relationship I have with students allows them to maintain a higher level of self-control. It is easier to manage a classroom when children are younger and close to their teachers. Meanwhile, the students' interest in Chinese makes communication with parents easy!" (Ethan, personal communication, November 4, 2023)

As a result of Ethan's strategy, students are able to follow his instructions more effectively because he draws them into a relationship with him. Parents and students are more satisfied with the results because students are able to learn more. There is a positive cycle at work.

After the third interview, teachers' attitudes changed as a result of the problems that had arisen during the last phase of the teaching process.

For example, Annie still does not get along with that colleague. As a result of the months of work process, she gained a new perspective. She believes that the primary reason for the difficulties in cooperation between teachers is the difference in concepts of work between young and experienced teachers. The best thing she can do is to try to understand and be tolerant of others. Here is the evidence form the interview:

"How to get along with my colleagues, or we say old teachers' ideas in China. The relationship between traditional and new methods of teaching and working. Communication that is proactive to minimize conflict. Try to Understand and be tolerant." (Annie, personal communication IV3, November 5, 2023)

For teacher Bella, the problem she encountered last time has been resolved. Her approach to solving the problem was effective. By learning about child psychology and seeking assistance from colleagues who were in the same position, she was able to teach more effectively in the new term. Below is the evidence from the interview:

"In my last interview, I mentioned that I taught small children. This year, I have been able to teach my students well by studying early childhood psychology, asking other colleagues for advice, and getting to know my students." (Bella, personal communication, November 5, 2023)

It was not possible for her to gain teaching experience at the last, however, she gained the necessary experience as a teaching assistant at the third interview. The most challenging aspect of working as a teaching assistant, according to Doris, is communicating with students. She uses body language in order to resolve the problem. Here is a description of what she does:

"Language problems in teaching. Although we try our best to create Chinese-intensive teaching, the student's level cannot be carried out. There will also be simple problems complicated in communication. The solution is to learn on the website. Try to open your mouth, and be destined to communicate smoothly with body language." (Doris, personal communication, November 5, 2023)

He solved the last problem for teacher Ethan. However, dividing classes presented a new problem. By communicating with schools and parents, he has successfully implemented tiered teaching. Providing students with a better learning environment.

"I find the placement of classes to be the most challenging part of the process. As soon as I joined the school, I was responsible for the assignment process. Even though there are only eight students, there is a small age gap among them, but their ability to learn is different. Therefore, parents have a great deal of awareness of their children. I believe that hierarchical teaching is more effective. Thus, I proposed dividing classes to the line manager and was eventually successful in my request." (Ethan, personal communication, November 5, 2023)

During his classes, Ethan has encountered a wide range of student levels and levels of acceptance. There were also strong opinions among parents regarding the effectiveness of their children's learning. He succeeded in splitting the classes at his urging. It was a significant increase in his teaching workload when he went from one class to two. As for the students, split-class teaching offers a more conducive learning environment and results in better learning outcomes.

Reflection on work problems over the past two semesters indicate that they are constantly being created and resolved. In this procedure, problems can be determined to be effectively solved or unsolvable. The teacher's work experience is enhanced as new problems arise as well as they are resolved.

4.3.4 Adaptation to Work

Teachers' reflection on their adjustment to the work environment can be classified into three categories: Positive communication adapted very well, communication difficulties were encountered, and there were few opportunities to communicate effectively.

Teachers who adapted well were able to feel the friendliness and support of other teachers. Here is an example of interviews:

"I have adapted well to the school's rules and regulations. Except for the ones I mentioned, most of the other teachers were friendly. In addition, they would do what they could to help me when I felt it was unfair. I am very grateful for that." (Annie, personal communication, November 5, 2023)

Annie mentioned above that she was able to get along with Chinese teachers. Other than that teacher, the other teachers are very friendly to her and she gets along well with them at work. The other teachers gave her a great deal of confidence, especially after comparing the way they worked with her to theirs.

For participants who had difficulty communicating due to their limited English proficiency, other teachers were required to assist them in the communication process. Below are some examples in more detail:

"I respect school rules and regulations, and I can communicate well with line managers and other teachers to resolve any problems we meet. Sometimes it may need more time to understand other people's perspectives and empathize with them. As I said, my line manager is a Frenchman who is very strict and has high requirements for Chinese teachers. My English is not very good and we don't communicate very well. The only way to contact him is through his work email. But in the email, he speaks very briefly, often without a beginning and ending or background, very direct. But I didn't know what he was talking about. Another Chinese teacher is an experienced teacher who is also willing to help new teachers. She would help with the work. For example, she helps with communication with the line manager."(Chloe, personal communication, November 5, 2023)

Chloe describes how she communicates with her line manager. Since her English level is low, she requires the assistance of other teachers to communicate with her or to take more time to understand. Fortunately, she did not experience any other adaptation difficulties.

When participants rarely have the opportunity to communicate with others, they do their job in order to feel good about themselves. The following is an example:

"I have adapted well to the working environment. Having been the only native Chinese speaker among the teachers, I have had limited opportunities to communicate with them. My English is also a problem." (Doris, personal communication, November 5, 2023)

As an assistant teacher, Doris predominantly works with the Chinese teacher, as well as in her own Chinese classroom most of the time. Rarely does she have the opportunity to develop a deep relationship with others. Thus, she considers herself to have adapted very well to the new environment.

As participants reflected on their adaptation to the work, most responded that they had adapted well, regardless of whether they had difficulty communicating with others. From this perspective, participants' self-perceptions were well adapted to the work environment. Although some teachers did not have many opportunities to communicate with others or their English proficiency limited their ability to

communicate effectively. According to the participants, it had little impact on their understanding of the content and competence of their jobs. The teacher evaluations reflected the perspective of the school administrators. The assessment section analyzes the difference between the school administrators' identification and the teachers' self-identification.

4.3.5 International Chinese Education Cases

The CI mandates monthly reflection about international Chinese education cases, which can be found in Appendix E. Teachers are required to conduct case studies on intercultural communication, cultural transmission, teaching cultural factors, classroom activities, classroom organization and management, classroom teaching techniques, phonetics, vocabulary, grammar, and Chinese characters.

Most teachers agreed that this requirement is a very effective way to improve their teaching. It should be noted that there were some perceptions regarding the requirements.

In Annie's opinion, it is a good provision that helps teachers to self-reflect and thereby improve their teaching skills. Below is a detailed explanation of the evidence:

"It is important to promote self-reflection among teachers who work in complex intercultural workplace environments. It is a good way to reflect and summarize experiences to improve oneself. Teachers can store more cases for subsequent research, and they can learn from one another and their colleagues' cases. Promotes growth." (Annie, personal communication, November 4, 2023)

Bella, on the other hand, believes that teachers should reflect as they see fit, rather than being required to do so every month.

"Teachers can analyze cases at their own pace, no need to do it every month. The reason is: that people don't want to write it and nobody wants to read it. If you do it yourself, you'll take the initiative to improve, otherwise, it's not going to work." (Bella, personal communication, November 4, 2023)

However, Chloe was concerned that the monthly reflection stipulated topics and word counts, among other things, leaving her unsure of how to proceed.

"It is important to note that there is a minimum word count requirement that can affect the analysis process more. I find it more difficult to narrate in this situation. It was suggested that I reflect on my teaching methods and interpersonal skills, etc. But I am not sure what to reflect on when putting together cases and word counts." (Chloe, personal communication, November 4, 2023)

Generally, teaching reflection are recognized as effective. Regarding the format of the reflection, the uniformity of the requirements allowed teachers to offer a variety of suggestions, including word counts, topics, and a monthly requirement. More flexibility was desired.

4.3.6 Teacher Evaluation

Interviews revealed that after a teacher has completed his/her teaching duties, he/she is assessed based on his/her workload (Appendix A) and the Quantitative Assessment Form for Teachers' Schools (Appendix B), resulting in an overall score. This form is also known as the Teacher Performance Appraisal Form (Appendix C).

Besides the Teaching workload form (Appendix A), the most important form is the Performance appraisal form provided by the school administrators. Teachers who received higher ratings were generally very satisfied with their performance. For example:

"87/100, I am satisfied. I believe that this is a more objective and reasonable response." (Ethan, personal communication, November 5, 2023)

However, teachers with lower ratings expressed strong dissatisfaction. It felt like their managers weren't understanding their work and undervaluing them.

"80/100. I was graded by this Line manager. In my opinion, the grading scale is unclear, and he is unaware of the actual situation of the teacher. He does not have a full picture of what they do and that they are undervalued. He evaluates the teachers on a personal and subjective basis." (Chloe, personal communication, November 5, 2023)

In these situations, I asked teachers to evaluate their own performance using the same criteria that line managers used. There was a strong correlation between the self-assessment scores of teachers and the CI scores of teachers in these cases. Teacher Annie's self-assessment was 10 points higher than her student rating form. The CI assessment result for Annie was 77/100, while the self-assessment result was 87. There is a large difference between the scores. She felt that the school did not understand what she was doing and that the scoring was highly biased. The detailed reasons are shown below.

"In my own opinion, I majored in teaching Chinese as a second language and I want to become a Chinese teacher. I think I have a sense of responsibility to spread the Chinese language and culture, and I know what I have to do as a teacher from CI. However, working as a teaching assistant after coming here did not allow me to teach on my own. A lot of things were out of the scope of my work. This makes me feel like I don't have a strong sense of belonging to this career. As a professional, I possess a good understanding of the Chinese language and cross-cultural knowledge. I am passionate about my job. I am aware of my responsibilities and I try to do my best. However, during my work, I was not helped by the CI. As an assistant teacher at the school, I was not given much attention by the line manager. The Chinese teacher often assigned unreasonable tasks on an irregular basis. There was a great deal of advice throughout the work. I am most happy when I am with students and with other teachers. The comparison gave me a sense of confidence, to easily

fit into British culture." (Annie, personal communication, November 5, 2023)

Two of the five participants' self-assessments were higher than the school assessment. In their opinion, the school did not understand their work and underestimated their performance. As for the other two teachers, their self-assessment scores were in line with the school's. In their opinion, the school was very objective and consistent with their perception of themselves. There was only one teacher whose self-assessment was lower than the school's. She was more humbled and believed that the school's performance of her was a result of her efforts and that her actual knowledge was not as good as it could have been.

4.3.7 Comments and Suggestions for Projects

Participants in the project involved in teaching Chinese summarize the entire teaching process and provide advice. To begin with, the commons. The participants shared their perspectives on the strengths and weaknesses of their involvement in Chinese teaching.

A major advantage of the project is that it provides young people with the opportunity to work in London. Chinese teachers can gain a better understanding of teaching and learning in the UK, as well as improve their ability to work and live there. Based on the interviews, the following evidence has been gathered:

"It provides young people with the opportunity to gain a deeper understanding of the world. A chance to get to know the world." (Annie, personal communication, November 5, 2023)

"Provide students with the opportunity to work and live in the UK. Provides me with the opportunity to experience the country of my second language. Learning about overseas teaching experience is a great complement to a career in the teaching profession." (Bella, personal communication, November 5, 2023)

"You'll improve your skills. Life skills and teaching skills have improved." (Ethan, personal communication, November 5, 2023)

There are several disadvantages that teachers found with these projects, including instability, lack of depth of experience. Here is some evidence from the interviews:

"Unstable, only one year, restrictions may be short. Due to the policies of other countries, it is risky to go to a foreign country." (Bella, personal communication, November 5, 2023)

"This project isn't stable. There's a problem with visas expiring for our teachers. It was short-term because of the epidemic. There's not much depth to the experience." (Ethan, personal communication, November 5, 2023)

Both Ethan and Bella agree that the project is unstable. As the project lasted only for a few months, there was not much depth to the teaching experience.

Following the overall evaluation, participants provided some suggestions. In relation to training and teaching support. For pre-service training, it is hoped that more topics will be added, as well as more practical content. Increase the content of elective courses so that teachers are able to train more efficiently. CI should provide more teaching resources in the area of teaching support. There are many schools that do not have teaching materials or scientific syllabuses that can guide teachers in the preparation of lesson plans. The process of designing independent lesson plans is more challenging for novice teachers.

"For training, please keep up with the times and match the country the teachers are going to. Make sure the training is more practical, and not unnecessary bragging." (Annie, personal communication, November 5, 2023)

"The number of training opportunities is greater. The content of the

training is homogeneous and does not reflect the current state of technology. There is no change in the basic framework, and I hope to add more specific themes. The training form becomes mandatory and optional. Teachers should be allowed to make their own decisions based on their circumstances. If a teacher has mastered Spanish or another language, they are not required to learn it as a requirement."(Doris, personal communication, November 5, 2023)

"Increased policy support, follow-up support. Provide more employment opportunities." (Chloe, personal communication, November 5, 2023)

This section addresses the first research question, which is what teachers reflect on teaching Chinese. In various training sessions, teachers have been able to prepare their professional skills and become ready to teach Chinese. To the effectiveness of what teachers do, the teaching problems they encounter, and the methods they use to resolve them. Teacher reflection, teacher evaluations, and teachers' comments and suggestions on the entire teaching process. The findings section will include a detailed summary.

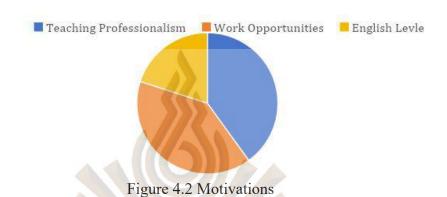
4.4 Professional Development

The purpose of this section is to address the second research question. Through the teachers' interviews, it found how teachers have progressed in their profession and what gains they have made. Identify ways in which teachers can enhance their professionalism, beginning with their motivation for participating in the project and ending with the benefits they receive as a result.

4.4.1 Motivations

The backgrounds of the five teacher participants have greatly influenced their participation in the project. The first group includes teachers who are majoring in Teaching Chinese to Speakers of Other Languages (TCSOL). Their motivation for participating in this project is to gain some experience in teaching professionalism. CI specifies that Chinese teachers with two years' experience in the project can become

permanent Chinese teachers. The second group has experience in the project for one year and is looking forward to becoming permanent Chinese teachers. In the third group, the participant hoped to improve his English proficiency and gain experience living in an English-speaking country. The Figure below shows the share of three different groups of motives.



The following are detailed explanations of the various reasons:

"I began studying TCSOL in 2019. It is part of my career plan to participate in the Chinese language program. I hope that I will be able to put into practice what I have learned in my work environment." (Annie, personal communication, November 3, 2023)

"Before this, I participated in a Chinese language project in the USA for one year. I was familiar with the CI project. After I returned to China, I saw that this project was recruiting and I would like to try it again in a different country." (Bella, personal communication, November 3, 2023)

"Since I have majored in English teaching, the UK is considered as my second language country. I am interested in improving my English, particularly my oral English. Participate in this project to gain a better understanding of the teaching methods used in different countries." (Ethan, personal communication, November 3, 2023)

Annie was studying TCSOL and wanted to gain teaching experience by participating in this project. Bella had previously participated in projects in other countries and chose to do so again in order to have a stable job at CI. Bella had participated in project in other countries before and chose to participate again in order to have a stable job at CI and to gain experience while fulfilling the recruitment requirement of having participated in the project for two years, while Ethan participated in the project in order to experience real life in an English country and to improve his English language proficiency.

4.4.2 Gains from Work

One of the main benefits of working in a multicultural environment is the opportunity to become more open-minded as an individual and learn about the working culture of the United Kingdom. Among the differences in education between China and the UK are the format of lectures, holidays, subject settings, teaching content, and student characteristics. Here are detailed answers to the different causes.

"In the British workplace, it is important to adopt a British work style. My English is limited, but people are very accepting of the language. I received a lot of encouragement from my colleagues. My ability to adapt to new environments has improved and I have become confident and dare to explore other cultures. More open-minded of others. More importantly, the approach to life has changed to become more open." (Annie, personal communication, November 5, 2023)

"I felt the difference between the Chinese and English teaching methods. It is better to have teaching assistants to help manage classroom discipline, so the teacher has more energy to concentrate on teaching. Primary school learning mode is more likely to be conducted in small groups. There are a greater number of Chinese students and the lessons are more independent for them. For language teaching, the round-table format is more favourable for students to complete classroom activities. Students have more chances to practice and communicate. The interaction."(Bella,

personal communication, November 5, 2023)

"Observed the characteristics of pupils between the ages of early years and key stage 2 in the UK. Learn about different teaching styles in China and the UK, where Chinese teachers teach as a specialist and the UK primary school teachers are more like full subject teachers. Besides, there is no break between classes. During class, students are free to ask their teachers for permission to use the bathroom. There is no textbook, and the content of the lesson is prepared and sent to the students every day. Special needs children and other students are in the same class together. As a teacher, it is more challenging for me to manage the class."(Chloe, personal communication, November 5, 2023)

"Having an understanding of the educational concept in Britain is very beneficial for follow-up teaching. It's important to understand the differences between British and Chinese students. Meanwhile, I visit several museums to gain an understanding of the local culture in Britain. In both work and personal life, there are significant gains."(Doris, personal communication, November 5, 2023)

Each teacher gained something from the experience. As a result of the project, Annie gained teaching experience and developed a great deal of confidence, Bella and Chloe gained insight into the differences between teaching styles in the UK and China and gained additional teaching experience, and Doris acquired a great deal of knowledge about the local culture.

4.4.3 Professional Development

A comparison of the aims and gains of the teachers' participation in the project revealed that the majority of teachers achieved their objectives. Teachers summarized their gains during this time to include Better English language skills and an understanding of British culture. Professional fulfillment. Experience of teaching

Chinese as a foreign language Improvement of teaching skills and ability to live on their own overseas. Below are some of the interviews:

"I have a deep understanding of British culture. As an English major, having the experience of living in the country of the second language gives me a deeper understanding of the English language and culture. It will be more realistic and objective to teach the culture in the second language teaching afterwards." (Bella, personal communication, November 5, 2023)

"It has been a pleasure to observe the progress of British students. During the initiation period, students are eager to learn Chinese. It is an honor for me to be recognized by the students. Beginning with very young kids and making connections through Chinese, I've impacted some people. It's great to feel fulfilled professionally. My thinking shifted from adults teaching, who have a lot of initiative, to children learning with passion and trusting the teacher. It was a great opportunity to learn from each other, and I was deeply touched by it. One of my students told me privately that he wanted to be a teacher like me. I feel like I'm not just teaching him Chinese, we're teacher and student, and I've influenced him." (Chloe, personal communication, November 5, 2023)

"In this project, I have gained a greater level of professional knowledge. Teaching Chinese and oral English skills. Additionally, I have improved my ability to live alone. I can cook on my own." (Ethan, personal communication, November 5, 2023)

Refer to the section on professional development. Comparing the goals and the gains achieved at work. Teachers have largely achieved their goals and gained more as a result. In the case of Bella, who is an English major, she has a more realistic understanding of real life in the UK. In the process, Chloe discovered the meaning of the teaching profession. Through the process of teaching, Chloe has found the meaning of the teaching profession, not just as a Chinese teacher, but as a teacher who

can influence the perception of China among her students. Her future career development will be greatly enhanced by this type of teacher belief. In the process, Ethan has improved his skills as a teacher. Additionally, he improved his ability to live abroad.

4.4.4 Ways to Professional Development

In the course of their participation in the project, respondents indicated that they had enhanced their professional skills through the following.

First, training. The process of multiple training is one of the most direct ways of enabling teachers to receive help from experienced teachers in a variety of specialized skills. Here is the evidence form interview:

"For me, training is the most effective way to improve. As I am not a Chinese teaching major, there is much room for improvement in my professional knowledge. The training made up for my shortcomings to the greatest extent. I gained a lot." (Ethan, personal communication, November 5, 2023)

Before becoming involved in the project, Ethan had little knowledge of the teaching of Chinese language. Thus, he believed that training would be the most direct and effective means of improving his professional knowledge and skills. It did not take him long to acquire a great deal of expertise.

Second, learning from teaching. The most rewarding part of participating in the project is the teaching practice. Finding problems and solving them on the job. Enrich your teaching skills by consulting and observing your colleagues.

> "The project allowed me to go to a British primary school and improve my teaching skills by teaching and observing as a teaching assistant. Understood the management method of British schools. Improved my teaching skills by giving feedback on each lesson. Gained teaching experience and developed professional skills. Communication skills,

interpersonal skills, language skills, such as interpersonal skills, and intercultural skills have improved in the British environment. For example, I have no problem communicating with leaders in terms of language, but I need to pay attention to cultural issues."(Bella, personal communication, November 5, 2023)

"I learned a great deal about management while teaching. For example, rewards and punishments, and teaching manners. Intercultural communication: Become familiar with British culture, for example, how to use public transportation, and why bank holidays are celebrated." (Doris, personal communication, November 4, 2023)

"Experience accumulating as a teacher. Management skills learned in primary school are greatly applied in follow-up. There are a lot of similarities between Chinese and English students. Knowing the CI project will make it easier to participate in it in the future." (Doris, personal communication, November 5, 2023)

The participants gained a lot of expertise on the job. Bella said she's improved her communication skills, interpersonal skills, language skills, and intercultural skills. Doris learned a lot about management while teaching. It's like rewards and punishments.

Third, International Chinese educational cases. After participating in the project, all teachers are required to complete one case study per month. They are required to reflect on their work and life about varied topics. This promotes teacher reflection and enhances lesson learning. Here is an example form interview:

"I think monthly reflection should also be a way to improve. Although as teachers we are obliged to always reflect on our teaching work and so on. But novice teachers, including me, lack a sense of reflection. When I face a problem, I may think about the cause and how to solve it. But do not record it in writing. In time, I might forget what kind of situation

happened and how I handled it. Mandatory reflection actually helps me to develop a reflective habit and improve my professionalism. At the same time, our cases are shared and I can see many teachers' reflection. This also allows me to learn from them how to deal with problems. I can also build up my own library of cases and apply them in my future work." (Bella, personal communication, November 5, 2023)

He believes that mandatory case studies will assist him in developing the habit of analyzing and reflecting upon himself. Organizing and recording the problems he encounters can serve as a reminder of relevant experiences that can serve as his case bank. As well, there are opportunities to share with other teachers, so that they can exchange ideas and promote one another. Enhance the teaching abilities of teachers.

Fourth, Organizing Chinese language activities. In the course of their work, in addition to teaching, some teachers are responsible for organizing Chinese language activities. For example, New Year's activities, Chinese language proficiency exams and so on. Teachers improve their professional skills by organizing events.

"There are many activities about Chinese in my school. I'm also in charge of the school's Chinese club, so I have to organize a lot of Chinese-related activities. For example, for New Year's activities, we prepare couplets, red envelopes and so on. Our students also have to take the Chinese Proficiency Test, so I have to be responsible for the registration of the students, the counseling before the test and the invigilation of the test. Through these activities, I feel that my organizational skills are improving."(Chloe, personal communication, November 5, 2023)

Chloe was in charge of the School's Chinese club. In the course of her involvement in the project, she had to organize a lot of Chinese-related activities. For example, New Year celebrations, etc. In the process of organizing events, she gained a lot of experience in event organization. It is a very meaningful part of the job description for teachers.

Fifth, providing a diverse work environment. Among the schools in the UK, there is a wide range of nationalities, ages, races and religions of the students. Similarly, colleagues are as diverse in their experiences as they are in language and personality. Such a working environment encourages participants to engage in cross-cultural communication and improves their language and interpersonal skills to a great extent. Some teachers even felt that they became more confident and cheerful with more self-recognition. Here is the evidence from interview:

"Accumulation of teaching experience for British students. Intercultural communication skills. The opportunities for cultural activities in the school have allowed me to improve my skills in organizing cultural activities. My teaching management skills were also improved during the project. These cannot be learned from books. The diversity of students and teachers in the school has improved my interpersonal and communication skills. Having the praise of my colleagues and students at school has strengthened my sense of self-acceptance.

I also took the initiative to communicate with teachers of other languages in the schools to learn about the pedagogy of teaching other languages as a second language. This experience can be applied to the teaching of Chinese. Meanwhile, I joined the British school's teacher training group activities to increase my sense of belonging to the school. The experience will also help me to adapt better to life abroad and increase my ability to interact with people from other cultures."(Annie, personal communication, November 5, 2023)

As Annie mentioned in her interview, she has become increasingly confident in her abilities. According to the above interview, this is due to the diversity of the environment she works in. The teachers she works with in the Modern Languages Office are mostly from other countries or speak other languages such as French. Teachers are very open minded and often encourage her work. Additionally, she participates in the school's teacher's club in an effort to become more familiar with the teachers and learn more about their culture. For her, the process is very rewarding.

Sixth, inter-school communication. Through this project, there is more contact between teachers. Some teachers visit other schools to listen to classes for exchanges. They learned from each other. They think that if they want to know more about British education than just one school, they can learn about the teaching mode of different schools in the same area by going to different schools for exchanges. This will help them to improve their teaching.

"During the project, I met many Chinese teachers teaching in different schools. I wanted to get a fuller picture of Chinese language teaching in London, so I asked them for a visit to a school and an exchange. I saw the differences between the schools, some teachers taught Chinese in full English and others in Chinese. Different forms of teaching for different age groups, the difference between elementary and high school, etc. I gained a lot from talking to these teachers and observing them, and I got a more comprehensive understanding of Chinese language education in the UK."(Annie, personal communication, November 5, 2023)

Annie is not only active in socializing at her own school, she actively seeks out CI Chinese teachers from other schools in order to enhance her professional development. She has been given many opportunities to visit other schools to observe Chinese teaching and interact with local Chinese teachers. This gave her a better understanding of Chinese language teaching in London and allowed her to develop professionally.

Seventh, thesis Research. Two of the teachers who participated in the project among the interviewees were working on their master's degrees. By participating in the project, they conducted relevant research and collected relevant data in their specialized areas. It enhanced their research skills and contributed to future research.

"I am also a researcher in academic research as a graduate student. While working on the project, I conducted research at the same time. Data collection. In the future, contribute to the development of related

fields."(Doris, personal communication, November 4, 2023)

"I'm working on my graduation thesis. I'm also doing more research this year. I try to teach while doing research. This project gave me the opportunity to do that. Learn how to do scientific research." (Ethan, personal communication, November 5, 2023)

When Doris and Ethan participated in the project, they were both graduate students. Their research and data collection were based on their experiences teaching in the UK and on their network of relationships with other teachers. During this project, they were able to conduct their research and complete their data collection for their research in the United Kingdom. Not only is this data invaluable for teachers' professional development, but it also enriches academic research in the field of Chinese language teaching and learning.

This section answers the second research question. Compare and contrast teacher development through teachers' goals and gains from their work. And to identify the ways in which the project provides in the process of teacher development. The next section presents the detailed findings of the study.

In general, this chapter examines the data and identifies answers to the research questions for each of the three semi-structured interviews. Conclusions, recommendations, and a discussion was included in chapter 5.

Chapter 5

Conclusion, Discussion, and Recommendations

This Chapter concludes and discusses the results of this study, which is based on the 2 research questions.

- (1) What are the Chinese teachers' reflections on teaching Chinese to primary students at a school in London?
- (2) How and to what extent has the Inter-School Cooperation Chinese Education Project developed the teachers' profession in teaching Chinese at a primary level in this study?

After the conclusion and discussion, limitations and recommendations are given.

5.1 Conclusion

The purpose of this research is to explore the experiences and reflection of Chinese teachers engaged in ISCCEP in London. In addition to providing a holistic understanding of the complexities involved in teaching Chinese language and culture in primary schools in London, this study provides insight into how Chinese teachers develop their professional skills. International experiences are enhancing teachers' teaching skills, language proficiency, and pedagogical knowledge. Thus, inter-school cooperation Chinese education projects can serve as platforms for educators to grow.

The analysis of the data revealed that teachers' reflection focused on seven areas related to the teaching of Chinese language. They reflect towards teacher's training, teacher responsibilities, problems at work, adaptation to work, international Chinese educational cases, teacher evaluation, comments and suggestions. In all seven ways, teacher's participation in the project resulted in professional development. They

are seven ways, teachers' participation in the project resulted in professional development. They are training, learning from teaching, international Chinese educational cases, organizing Chinese language activities, providing diverse work environment, inter-school communication and thesis research.

5.2 Discussion

These findings provide insights into teachers' reflection on the teaching of Chinese in primary schools in London and the ways in which the project has enhanced teaching.

5.2.1 Discussion on Teaching Reflection

Training is the first aspect of the reflective process to be discussed. According to chapter 2 of the review of related literature, other scholars find many shortcomings in training and make corresponding recommendations. In this study, teachers' views on training were similar to those of teachers in other studies. There were also specific suggestions made by the participants for the actual situation of this study.

To begin with, for the purpose of determining the content and effectiveness of pre-service training, professional knowledge is knowledge that has already been acquired by teachers of TCSOL. Online delivery can offer teachers a great deal of professional development opportunities in a short period of time, however there is no opportunity for practice. In all countries around the world, the content of Chinese language teacher training is consistent and does not differ based on country. The participants in this study suggested creating elective courses and adding topics such as AI, Chatgpt, and other practical applications to the pre-service training. The training should also emphasize practical training. Practical training has always been a crucial component of training, but there are few resources available to support country-specific and age-specific training in practice. This is an area where pre-service training is lacking.

According to Chen and Bai' (2019) study, participants responded favorably

to the orientation. Once again, this illustrates that in-service training will continue to enable teachers in the UK in 2022 to improve their teaching skills and to meet the standards of the country where they will be assigned. The participants' perceptions of the in-service training centered on the large amount of training content that was presented in a single day. The study conducted by Zhang and Chen (2022) also noted similar limitations. Due to the short length of the training and the difficulty of focusing on it, it was not as effective as it could have been. Input based training was provided for the teachers, but there were no practical sessions. As a validation of the previous study's theory, the data analysis of this study also revealed the same elements.

This study concludes similar to the findings of other scholars regarding the limitations of training. In the recommendations, a more efficient training model is proposed. The addition of electives and thematic courses as well as country-specific teaching practices has been made.

The second part of this discussion shows how teachers' work in British schools. There will also be a discussion of the responsibilities of teachers, problems encountered during the adaptation of teaching jobs, teaching assessment, and cases of international Chinese language education. Chinese language teaching in the UK has been less thoroughly researched in relation to these issues. Teachers' responsibilities are divided into two categories: Chinese teacher and teacher assistant and depending on the school's arrangements, they may have to assume both roles as well as be responsible for Chinese club activities. Teachers in other developed countries, such as Korea and the United States, have similar responsibilities.

Teaching involves many types of problems, including cooperation between colleagues, early childhood education, and classroom management. The problem of children with special educational needs is one type of problem. The problem is common in primary education in the UK, but little research has been conducted on the teaching and learning of Chinese language. It is the teacher's approach when dealing with special education students to teach them at different levels and to guide them to participate in the classroom. However, due to the fact that the project lasted only nine months, the Chinese teachers needed a lot of time from identifying the problems to

trying to solve them. Therefor the effectiveness of the treatment still needs more practical research.

Although teachers did experience communication difficulties due to their English proficiency, most of the participants felt that they understood the job content and were competent to perform the duties required. From the results of the teachers' assessment, it is apparent that the teachers' performance is a factor that will be taken into account when assessing their professional performance from the administrators' perspective. Therefore, teachers, despite their efforts to communicate and think of various solutions in order to become competent in their jobs, are rated relatively low in assessments such as actual job performance. A gap exists between the teachers' self-perception ratings and the school ratings. The subjective nature of the ratings suggested by the participants may also be a contributing factor.

Overall, this study validates the concepts of previous studies in terms of teacher responsibility and some of the difficulties encountered in the reflective study of Chinese language teaching. In the study of Chinese language teaching in the UK, this research complements case studies related to special education. A study on teacher self-perception is complemented by a study on the causes of errors in teaching assessment.

5.2.2 Discussion on Ways of Professional Development

Professional development of Chinese language teachers refers to the development of their skills independently based on adequate access and utilization of external support and resources. According to Zhong and Zhang (2017), teachers are the main factor in professional development, and the teachers' understanding of professional development is an essential factor in achieving teaching goals.

Different from the teachers' understanding of their own factors. The purpose of this study is to identify the external factors provided by the project in order to contribute to the relevant research theories. In the analysis of the study, it was found that the project was able to assist teachers in seven areas of professional development.

Training, learning from teaching, organizing Chinese language activities, providing a diverse work environment, and conducting thesis research are some of these initiatives.

Teacher development is most directly achieved through the training provided by the project. International Chinese educational cases are mandatory for the project and help teachers to develop reflective teaching habits and better pedagogical skills. The allocation of school results in the learning of Chinese language and the organization of Chinese language activities. Due to the unique characteristics of the allocated schools and the differing responsibilities of the teachers, organizing Chinese language activities varies from school to school. Through the organization of teaching and activities, teachers may gain relevant experience and enhance their professional skills. By providing a diverse work environment and engaging in inter-school communication, teachers can enhance their performance in their workplace and as members of the CI community. Thesis Research is a project that allows teachers who are teachers as researchers to collect data. Teachers improve themselves and develop professionally through communication with other teachers, and Thesis Research is a project that provides data collection opportunities for teachers who are teachers as researchers, and by participating in the project, teachers conduct research and collect data in related fields, which enhances their professional development and contributes to the development of related research in the field of Chinese language teaching.

During the process of participating in the project, teachers may only have the opportunity to benefit from one or two of the professional development opportunities. The project has provided at least 7 ways for teachers to develop their professional skills, based on their reflection. It is possible to identify more theories in greater depth in future research.

To summarize, the project offers at least seven ways for teachers to develop their professional skills. Teachers can take advantage of one or more of these professional development opportunities. Among these ways, international cases of Chinese language teaching, inter-school community, and thesis research have been found to contribute to the understanding of Chinese language teacher development. In contrast to other approaches that are common models of teacher development, these three approaches are unique to the CI context in the UK. As part of the International Chinese Teaching Cases, teachers reflect on building a library of international Chinese teaching cases for exchange and enhancement by all teachers within the institution monthly. There are approximately 20 primary and secondary schools in London participating in the ISCCEP. Each school has 1-3 Chinese teachers. The CI offers teachers opportunities for school-level exchange and enhances their competencies through observation of other schools in the same region. CI Chinese teachers who are studying for master's degrees are more likely to work as researchers, and participating in the project as an internship not only enriches their teaching experience but also enriches their knowledge of teaching. It is a way for these teachers to improve their skills by completing their academic papers during the project.

5.3 Limitation

Data collection was primarily conducted through semi-structured interviews, despite the incorporation of triangulation strategies for enhanced reliability. It may be constraining to limit the scope and depth of the findings by relying solely on interviews. Future research studies may consider diversifying methods of data collection to provide a more comprehensive portrayal of Chinese teachers' experiences within the ISCCEP.

5.4 Recommendation

There are three groups of people addressed in this section: teachers, Citrus Institutes (pseudonym) and future researchers.

5.4.1 To Teachers

In this project, I am both the researcher and the Chinese teacher. Through the analysis of data from other teachers, I was able to gain a deeper understanding of the project. Two recommendations are provided for other teachers who participated in the project or who intend to participate in a similar Chinese language project or who are interested in studying Chinese as a second language. It is imperative that teachers participate in similar projects in a reflective manner. Teaching skills can be improved not only through reflection during the teaching process. The process of collecting data in this study is also an example of a reflective behavior on the part of the teachers. Teachers can improve their professionalism by reviewing previous teaching experiences, etc.

Secondly, teachers are expected to utilize external resources. This project has provided teachers with numerous opportunities for professional development. According to this study, there were seven possible paths for teachers to follow. However, other teachers may find more ways to follow. When teachers are confronted with similar opportunities, their use of resources becomes increasingly important. People participate in training in different learning, for example. Teachers are encouraged to utilize the resources provided by the project for professional development.

5.4.2 To Citrus Institute

For CI, the inter-school Chinese language education and cooperation project has been an impressive accomplishment over the past 20 years. The research related to the project has been contributing to its betterment.

As a result of this study, the participants made recommendations for the training of the project's participants. In order to avoid wasting teachers' time dealing with content that they have already mastered, additional elective content should be added to the pre-service training process. The language course is an example of this. Provide training on current and popular topics. A good example of this would be the use of Chatgpt in Chinese language teaching. There was a request for pedagogical support in the form of teaching resources, such as textbooks or syllabuses. To support the development of Chinese language curriculum in schools, novice teachers require relevant resources.

As part of the process of running a CI program, they are often faced with uncertainty. An example would be the impact of epidemics or political factors.

Teachers involved in the program face great psychological pressure as a result of these problems, which can seriously affect the program's normal operation. It was expressed by participants during the evaluation that the project's instability was a major limitation. Due to this situation, it was recommended that additional psychologists be available to provide psychological counseling to teachers. Establish strong relationships with teachers to communicate issues of instability and reduce anxiety. Additionally, policy support should be increased, such as assistance with finding employment at the end of the program.

These suggestions are intended to assist CI in running the program more effectively.

5.4.3 To Future Researchers

Based on the limitations of this study, three recommendations are made for future researchers. First, the research instruments should be increased. Future studies could include multiple data collection methods should be used to ensure valid and reliable data.

The second is that researchers can use mixed methods. It is possible to gain a more comprehensive understanding of Chinese teachers' experiences by combining qualitative and quantitative research methods. Interviews are complemented by observation data, student achievement indicators, or surveys of local educators and administrators.

In addition, comparisons across countries or regions could be included, or the development of Chinese teachers could be tracked over time. Increasing the depth and breadth of research. Comparative studies conducted in different countries or regions can shed light on the differences between Chinese teachers' experiences in different international educational environments. By conducting comparative studies, it will be possible to gain a deeper understanding of these dynamics. The professional development of Chinese teachers over time reveals the long-term challenges, opportunities, and changing dynamics of inter-school cooperation.

Including the perspectives of teachers will enable us to gain a more comprehensive understanding of the impact of the Chinese language education program on the wider school community. As a result of addressing these limitations and incorporating these recommendations, future research efforts will increase the comprehensiveness and depth of knowledge about Chinese teachers' experiences and professional development in international educational cooperation significantly.



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Esta Rangsit University





Evaluation Form for Chinese Teachers Form A

La Jane Par Rangsit University

Form A: Evaluation Form for Volunteer Chinese Teacher's Workload

(To be filled by the school authority. English preferred)

| Name of School | | Name of V | olunteer | | Duration of Service | 2021.12- 2022.8 | | |
|----------------------|--|--------------------------|-------------------------------|-----------------|---------------------|--|--|--|
| Class | Assignme nt | Number of students | Class hours per week | Teaching period | Weeks of teaching | The total amount of class hours | | |
| | | | % | | | | | |
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| | | | | | 1 | | | |
| | | | | | | | | |
| Total | The total amount of class hours per academic year:class hours (Signed and stamped by school authority) | | | | | | | |
| List of a | dditional as | signments b | esides teac | hing | Sity | | | |
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| | and stamped the tests may be | | | Date: | | | | |

Appendix B

Evaluation Form for Chinese Teachers Form B



Form B: Appraisal Form for Volunteer Chinese Language Teachers

| Name of Cahaal | | Name of | | Duration of | | |
|--|--|-----------------|----------------------|--------------------|-------|--|
| Name of School | | Volunteer | | Service | | |
| Parameters | Rank | | | | Score | |
| Professional background | A. distinction (9-10) B. with credit (7-8) | | | | | |
| | C. ade | equate (6) | D. 1 | not adequate (2-5) | | |
| Teaching skills | A. distinction (9-10) | | B. with credit (7-8) | | | |
| | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Teaching performance | A. dis | tinction (9-10) | В. | with credit (7-8) | | |
| | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Work attitude | A. dis | tinction (9-10) | В. | with credit (7-8) | | |
| | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Teamwork spirit | A. dis | tinction (9-10) | В. | with credit (7-8) | | |
| | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Act upon school | A. dis | tinction (9-10) | В. | with credit (7-8) | | |
| regulations | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Students' feedback | A. dis | tinction (9-10) | B. | with credit (7-8) | | |
| 90 | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Cross- | A. dis | tinction (9-10) | В. | with credit (7-8) | | |
| cultural adjustment | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Communication skills | A. dis | tinction (9-10) | В. | with credit (7-8) | | |
| | C. ade | equate (6) | D. | not adequate (2-5) | | |
| Organizing or | A. dis | tinction (9-10) | В. | with credit (7-8) | | |
| participating in school | C. ade | equate (6) | D. | not adequate (2-5) | | |
| activities | | | | | | |
| Total | | | | | | |
| Signed and stamped by the school authority | | | | | | |
| | | Date: | | | | |

Appendix C

Annual Comprehensive Evaluation Form for International Chinese

Teachers

Annual Comprehensive Evaluation Form

for International Chinese Teachers

| Teaching institution | | Name | term of office | |
|------------------------------------|--|--|---|-----------|
| category | Content | Instruction | Add or subtract points. | grad e |
| Teaching work situation | teaching load | The basic workload i points per year for 36 hours. | | |
| | quality of teaching | The teaching quality rated as "excellent" b school. | | |
| | working attitude | The work attitude wa as "excellent" by the | J . F | |
| 10 | Student evaluation | Students are rated as "excellent" | Add 2 points | |
| | 248/720 | The first prize, secon and third prize of the Ministry of Education | points, and 3 points | |
| | Guide students Winning the competition | Provincial (state) must first prize, second pri third prize | | |
| | | The first prize, secon and third prize of sch | d prize Add 3 points, 2 points, | |
| | Individual reward | Honored by the work country at the school above. | ing Add 5 points | |
| Teaching and research achievements | Papers and articles | Publish papers related Chinese teaching or volunteer projects in published journals, at relevant academic conferences, and mak speeches. | Add 2 points for each ordinary paper published. | |

| | | Publish articles related to Chinese teaching or volunteer projects on local influential paper media or platforms. | Add 2 points to each article. | | | | |
|--|---|---|--|--|--|--|--|
| Extra curricular | teamwork | Team spirit was rated as "excellent" by the school. | Add 1 point | | | | |
| activities | Cultural activities | Organize a school-wide cultural activity as a responsible person. | Add 1 point each time. | | | | |
| | | Participate in one schoolwide cultural activity. | Add 0.5 points each time. | | | | |
| code of conduct | Volunteer management Compliance with regulations | Serious violation of volunteer management regulations | Deduct at least 2 points each time. | | | | |
| | School discipline and compliance with school rules. | Serious violation of school rules and regulations | Deduct 2 points each time | | | | |
| | Country law Compliance | Violate the laws of the host country | According to the seriousness of the case. 10-30 points | | | | |
| | | Quantitative scoring score | | | | | |
| General | comment | Is it recommended as an excellent volunteer? | | | | | |
| Signature of the | person in charge of | the volunteer institution: Date: | | | | | |
| | Evaluation opinion | ns of teaching institutions | Va | | | | |
| Eggsit Uringist University of Rangsit Uringist University of Rangsit Uringist University of Rangsit Uringist Ur | | | | | | | |
| | | | | | | | |
| | | | Signature of the person in charge: | | | | |
| | | | Official seal: | | | | |
| | | | Date: year, month, day | | | | |



Interview Questions

Questions for Interview 1:

- 1. Could you please give a brief introduction of yourself?
- 2. What motivated you to participate in this project?
- 3. Have you experienced any culture shock in your work or personal life since moving to the UK? Can you provide some examples?

Questions for Interview 2:

- 1. How have you developed your professional skills as a result of teacher training?
- 2. How do you feel about the project's requirement that teachers reflect monthly and write case studies?
- 3. What resources have you used to enhance your professional abilities? Could you give some examples?

Questions for Interview 3:

- 1. In your opinion, what is the most challenging part of working in a UK primary school? How did you solve the problems?
- 2. What is the most challenging part of living in the UK? How did you solve the problems, in your opinion?
- 3. What is your opinion of the project's management and evaluation? Do you have any suggestions?
 - 4. What are the pros and cons of this project?
- 5. In what ways has the Chinese Project developed your profession in teaching Chinese at a primary level?

Appendix E

Certificate of Approval By Ethics Review Board of Rangsit University





COA. No. RSUERB2023-173

Certificate of Approval By Ethics Review Board of Rangsit University

COA, No.

COA. No. RSUERB2023-173

Protocot Title

Chinese Teachers' Self-Reflection on Teaching Chinese:

A Case Study in London

Principle Investigator

Wang Li

Affiliation

Suryadhep Teachers College, Rangsit University

How to review

Expedited Review

Approval includes

1. Project proposal

2. Information sheet

3. Informed consent form

4. Data collection form/Program or Activity plan

Date of Approval:

2 November 2023

Date of Expiration:

2 November 2025

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangett University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signatur

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th Roor, Arthit Ourairat Building (Bidg.1) Rangsit University
Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th

Appendix F International Chinese Education Cases

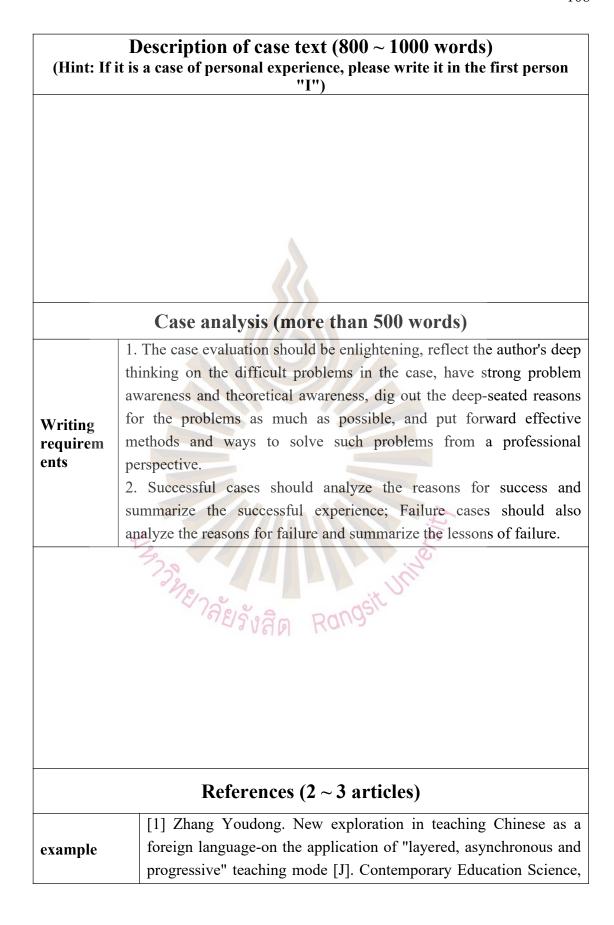


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| Case | e | | _ | tural factor | | | . , | | 1 | , |
| catego | - | () classroom activities; () classroom organization and management; | | | | | | | | |
| (single choice | | () Classroom teaching skills; | | | | | | | | |
| CHOIC | | () Phonetic teaching; () vocabulary teaching; () grammar teaching; (√) Chinese character teaching | | | | | | | | |
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| | | Sta | ndard a | nd form | at (| of ca | ase writ | ing | | |
| Writi | ng | 1. Th | e case sh | nould be a | i rea | ıl sp | ecific eve | ent, w | hich c | annot be |
| standa | _ | fabric | ated, let | alone cop | pied, | and | l must b | e an | origin | al work. |

Imagination without factual basis cannot be called a case; The haphazard events that do not contain problems or difficult situations cannot be called cases because they are not enlightening. As a case, the event should be typical, which can explain and interpret similar events from the case and reflect the basic principles of an international Chinese education.

- 2. A case should tell a story, and it must have a plot, showing the time, place, people, reasons, process, results and influence of the event in detail. Lack of general description of details and abstract and general explanation of specific facts will not become a case.
- 3. The case should highlight a theme and grasp the main line of the event around the theme. If there is no clear theme or the theme is chaotic, it will not become a case. Cases should be able to reflect the complexity of the cross-cultural environment and the complexity of education in which overseas life and work are located, and should comprehensively reflect multiple sides or angles of events or problems.
- 4. A case can be a successful case or an unsuccessful problem case. Regardless of whether the results reflected in the case are successful or not, the case should include the problems or difficulties, as well as the description and evaluation of the treatment methods and effects of the problems or difficulties. A general feeling or experience summary that does not contain problems or problems is not a case.
- 5. Cases should not only reflect the operation process of related activities, but also reflect the ideas and psychological processes of the participants (volunteers, students, managers, etc.) and reveal the inner world of the characters (attitudes, motivations, needs, etc.).
- 6. A case can be a description of an unexpected event, or a dynamic description of a phenomenon or behavior with unique value after a long-term follow-up observation of an individual or class. The follow-up description should reflect as much as possible the changing process of the observed object and the coping process of the education manager.
- 7. The case should include materials quoted from the objects reflected in the case, such as observation records, interview records, teaching plans, teaching diaries, homework, examination

| | papers, pictures (photos, drawings, charts) and other formal or informal materials. |
|---|---|
| | 1. The case mainly includes six parts: title, keywords, case |
| formal description/s pecification | introduction, case text, case evaluation, extended discussion and teaching reflection, among which the total length of case text and case evaluation is generally not less than 2,000 words. Pictures, charts, etc. should be accompanied by text descriptions, and the picture resolution should be not less than 1024×768px. 2. The title should be round, small, bold and centered. 3. The case introduction and key words are all typeset in Song and Primary Four. 4. The text of the case is typeset in italics and primary four; The case analysis adopts Song and Primary Four typesetting; The titles at all levels of the case text should be blank and bold, the first-level titles should be typeset in 0ne, two, three, and the second-level titles should be typeset in 1.1, 1.2, 2.1, 2.2, and so on. 5. The line spacing of case introduction, case text, case evaluation, references, list of quoted materials, and extended discussion and teaching reflection are uniformly typeset with multiple line spacing of 1.25. 6. References can be added at the end of the full text. |
| 9 | Basic information of case |
| title | 338 |
| keyword (3-5, with ";"in the middle. Separated) | คะกลัยรังสิต Rangsit |
| Introduction of case background (150 ~ 200 words) | |



2010(15):49-51.

[2] Jiang Liping. On Teaching Chinese as a Foreign Language [M]. Beijing: beijing language and culture university Publishing House, 2008:235.

Tip: Please write the serial number! Such as [1] [2] [3] ...

[1] Zhai xuejun. research on the layout of Chinese character components and the teaching of Chinese characters as a foreign language [D]. qufu normal university, 2021. doi: 10.27267/d.cnki.gqf su.2021.000909090906

List of quoted materials

★ The case should include materials quoted from the objects reflected in the case, such as observation records, interview records, teaching plans, teaching diaries, homework, examination papers, pictures (photos, pictures, charts) and other formal or informal materials. If yes, please list them by article, and submit the original materials together with the text case in pdf format after scanning.

Tip: Please write the serial number! Such as 1.2.3 ...

Extended discussion and teaching reflection $(3 \sim 5)$

Tip: Please write the serial number! Such as 1.2.3 ...

Appendix G

The Letter of Permission to Collect Data

Egyzarel zarasit University



มหาวิทยาลัยรังสัต เมืองเอก ต.พงพื้นธืน จ.ปฏมธาติ (2000 Rangsit University Huong-Wee, Pehalyother Rd. Pathumthami 12000, Thalland T. (64) 2997 2200-30 F. (66) 2791 5752 E. mistirsu acth

STC.4800/0186

18 September 2023

Subject: Request for Permission to Collect Data for a Master's Thesis at Confucius Institute at London South Bank University

The Director

Confucius Institute at London South Bank University Lodon, U.K.

Dear Sir/Madam.

Miss Wang Li, Student ID: 6406921 is now studying in the Master in Education (Bilingual Education and English Language Teaching) at Suryadhep Teachers College, Rangsit University, Pathum Thani, Thailand. She is now planning to collect the data for her thesis in Chinese teachers. Interview will be used for her thesis entitled "Self-reflection of Chinese Teachers in Teaching Chinese: A Case in London".

The objectives of the research are:

- 1. To find out the teachers' reflections on teaching Chinese to a primary school in London.
- To see how much the Chinese Project has developed the teachers' profession in teaching Chinese at a primary level in this study.

After completion, this study will be taken as partial fulfillment of the requirements for the Degree of Master of Education in Bilingual Education and English Language Teaching. It is hoped that the research findings will be useful for all the parties concerned to use for their benefits. Thus, I would like to seek for your kind permission for the student, Miss Wang Li, Student ID: 6406921 to collect the data in Confucius Institute at London South Bank University.

On behalf of Rangsit University, I truly appreciate all the help and support you can give in

Miss Wang Li's thesis endeavor.

Yours sincerely,

Malivan Praditteera, Ed.D.

Dean

Suryadhep Teachers College

Appendix H Item Objective Congruence Index (IOC) Forms



Item Objective Congruence (IOC) Form 1

| | Questions for Teacher's | Rat | ing by Exp | Comments | | | | | |
|--|--|-------------|-------------|------------|---|--|--|--|--|
| NO. | Reflection | Expert 1 | Expert 2 | Expert 3 | | | | | |
| Part 1 | Part 1: The information of the interview and the interviewee. | | | | | | | | |
| 2.Inter 3.Inter 4.Basic intervi (1) Ge (2) Ag (3) Ed | | +1 | +1 | +1 | | | | | |
| Part 2 | : First interview description p | rovided for | the intervi | iewee. | | | | | |
| will be an und backgr involve percepthe pro Londo The con intervianony inform confidenswer for you T below first. Y preparent was please | lew Description: irst time teacher's interview c conducted in order to gain derstanding of the teachers' counds, their motivation to be ed in the project, their otions of the progress before oject, and their adjustment to n. There is no right or wrong in metent of the interview. The ew results will be mous and your private mation will be kept ential. Please rest assured to r. Thank you ar cooperation. The interview questions will be given to you to read you will have 10 minutes to e for your answers. If you do ant to answer any questions, just say skip. Then, the ewer will be asking the next | Ray | gsit Uni | O NISIAN O | •Add the consent form for each of the interviewee to sign in attending the research. •The consent form should cover a permission to record their interview responses with the too either audio or video, the disclose of the information will be carefully reported. •No specific name and their personal information | | | | |

| | Questions for Teacher's | Rat | ing by Exp | Comments | |
|---------|---|-----------|------------|-----------|--|
| NO. | Reflection | Expert 1 | Expert 2 | Expert 3 | |
| questio | on. | | | | will be reported in such a way that it can be traced back the person. |
| | | | | | •Affirm to the participant that he/she has right to withdraw at all time without giving any reasons. |
| Part 3 | First interview contents | | | | |
| 1 | Could you please give a brief introduction of yourself? | +1 | +1 | +1 | You may add: yourself and your experience? |
| 2 | What motivated you to participate in this project? | +1 Rat | osit Uri | +1 AJISJA | More specific type questions could be asked: •What motivated you to participate in this CI project? |
| 3 | Have you experienced any culture shock in your work or personal life since moving to the UK? Can you provide some examples? | +1 | +1 | +1 | Spell out the specific city in the UK, London. •Does this culture shock if any affect your life and teaching job here in London. |

Item Objective Congruence (IOC) Form 2

| | | Rati | ng by Exp | perts | Comments | | | |
|--|--|-------------|-----------|----------|--|--|--|--|
| NO. | Questions for Teacher's Reflection | Expert 1 | Expert 2 | Expert 3 | | | | |
| Part 1 | Part 1: The information of the interview and the interviewee. | | | | | | | |
| 2.Inter | rview time: rview place: rviewer: : Second interview description pr | +1 | +1 | +1 | | | | |
| Interviews S conductive effects training reflects and the developer of the continuous for your will be You we for you to answer say sketch to answer say ske | iew Description: econd teacher interviews were cted to obtain feedback on the veness of the in-service ig, teachers' views on ion on teaching and learning, e status of the professional opment of teachers over this of time. There is no right or wrong in intent of the interview. The iew results will be anonymous our private information will be confidential. Please rest assured wer. Thank you ur cooperation. The interview questions below the given to you to read first. Will have 10 minutes to prepare ur answers. If you do not want wer any questions, please just ip. Then, the interviewer will ing the next question. | +1 Rance | +1 | 0 | Consent form should be covered for the second interview. • They may withdraw at all time and/or they may skip any interview questions if they do not want to answer them. | | | |
| Part 3 | Part 3: Second interview contents | | | | | | | |
| 1 | How have you developed your professional skills as a result of teacher training? | +1 | +1 | +1 | Add more in depth question: How have you developed | | | |

| | | Rati | ing by Exp | oerts | Comments |
|-----|---|----------|----------------|----------|--|
| NO. | Questions for Teacher's Reflection | Expert 1 | Expert 2 | Expert 3 | |
| | | | | | your professional skills as a result of teacher training? Can you provide any specific in service teacher training(s) that could help to carry on with your work? How and why? |
| 2 | How do you feel about the project's requirement that teachers reflect monthly and write case studies? | +1 Rance | sit University | +1 | Add more: If you agree, how are these specified requirements useful for your professional development . If you do not agree, can you suggest some of the tasks or activities that you think will be useful for your own professional development . |

| | Questions for Teacher's | Rati | Comments | | |
|-----|--|----------|----------|----------|--|
| NO. | Reflection | Expert 1 | Expert 2 | Expert 3 | |
| 3 | What resources have you used to enhance your professional abilities? Could you give some examples? | +1 | +1 | +1 | Add more: How did you learn about those resources? |



Item Objective Congruence (IOC) Form 3

| | | Rati | ng by Ex | perts | Comm | | | |
|--|---|--------------|----------------------|----------|--|--|--|--|
| NO. | Questions for Teacher's Reflection | Expert 1 | Expert 2 | Expert 3 | ents | | | |
| Part | Part 1: The information of the interview and the interviewee. | | | | | | | |
| 2.Inte | erview time: erview place: erviewer: | +1 | +1 | +1 | | | | |
| Part 2 | 2: Third interview description provided | for the in | terviewee. | | | | | |
| teacher project asked the project asked the project asked the project as we commute acher result private confiction answer for your be given have answer quest intervented to the project answer and answer answer answer answer and answer answer answer answer and answer answer and and answer and and answer and answer and and answer and answer and answer and and | | +1 angsit | +1 +1 Alice Sittle | 0 | Consent form should be covered for the second intervie w. • They may withdra w at all time and/or they may skip any intervie w question s if they do not want to answer them. | | | |
| Part 3 | 3: Third interview contents | | 1 | I | 1 | | | |
| 1 | In your opinion, what is the most challenging part of working in a UK | +1 | +1 | +1 | Add more: In your | | | |

| | Questions for Teacher's | Rati | Comm | | |
|-----|--|-------------|------------|----------|--|
| NO. | Reflection Section | Expert 1 | Expert 2 | Expert 3 | ents |
| | primary school? How did you solve the problems? What is the most challenging part of | angsit | Wiley Sity | | opinion, what is the most challeng ing part of working in a UK primary school? Did it affect Your teaching belief? How did you solve the problem s? Does it affect your original teaching strategie s? |
| 2 | What is the most challenging part of living in the UK? How did you solve the problems,in your opinion? | +1 | +1 | +1 | You may add: Any cultural Conflict that you may want to discuss? |
| 3 | What is your opinion of the project's management and evaluation? Do you have any suggestions? | +1 | +1 | +1 | |

| NO. | Questions for Teacher's | Rati | Comm | | |
|-----|--|-------------|----------|----------|---------------------------------|
| | Reflection | Expert 1 | Expert 2 | Expert 3 | ents |
| 4 | What are the pros and cons of this project? | +1 | +1 | +1 | Spell out exactly which project |
| 5 | In what ways has the Chinese Project developed your profession in teaching Chinese at a primary level? | +1 | +1 | +1 | |



Biography

Name Wang Li

Date of birth December 15, 1996

Place of birth Jilin, China

Education background Hubei University of Chinese Medicine

Bachelor of Medical English, 2019

Rangsit University

Master of Education in Bilingual Education and English Language Teaching, 2023

Jilin, China

choi99668@gmail.com

Address

Email Address

