



Professional Identity Crisis (PIC), Reconciliation and Reconstruction: A Narrative Inquiry into Experiences of Novice English-as-a-Foreign-Language (EFL) Teachers in China's Private Universities



Study 1 Critical Autoethnography

"A Tale of Three Selves"---my stories

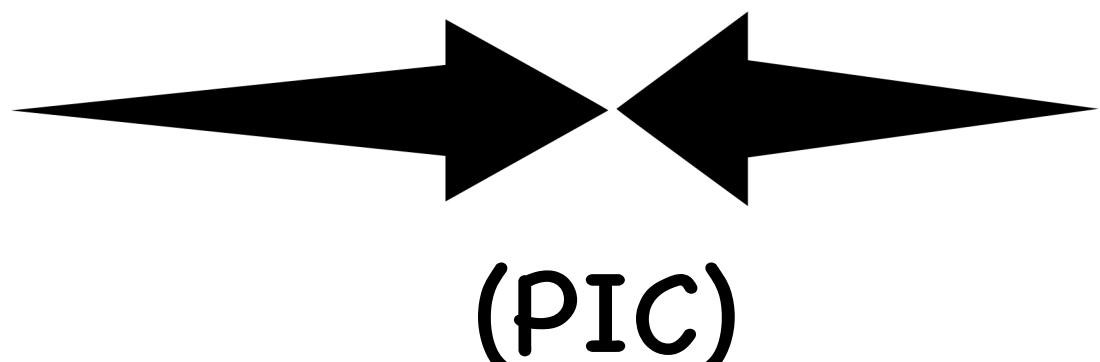


"reality shock"
(Gaede, 1978)

"transition circle"
(Adams et al., 1976)

(self-discrepancy)

Actual self:
a greenhand
an imposter



Ought self and ideal
self: a qualified and
popular teacher

(PIC)

Study 2 Collaborative Autoethnography

"Who am I?"---collaborative stories of PIC experienced by EFL teachers in China's private universities

Phase 1: questionnaire survey
(100 participants)

Clance Impostor Phenomenon Scale
(CIPS) + five open-ended questions



Phase 2: in-depth interviews (data to be analysed)
(6 participants from phase 1 + me)

Phase 3: focus group (data to be collected)
(6 participants from phase 1 + me)

Thematic analysis of open-ended questions

Topics (influencing factors of professional identity (PI)):

- External factors
 - Q5: evaluations from significant others
 - Q9: influence from significant others
- Internal factors
 - Q17: incompetence
 - Q19: failed assignments or undertakings
 - Q21: accomplishments

Remarkable codes (influence of each factor on PI):

(Q5)(Q9) service-oriented teaching methods; student-centered teaching beliefs; excessive reflections; eagerness to improve; impressionable emotions; job commitment yet to be internalised
(Q17)(Q19) self-doubt in qualification; low efficacy; lack of autonomy; retarded improvement; comparison with others; increased negative emotions; lack of membership; job burnout; fear of negative evaluations
(Q21) confidence in profession; job satisfaction; sense of achievement; consolidated teaching beliefs; strengthened motivation and job commitment; active improvement; passion for future career

Primary findings of study 2 phase 1

Four levels of IP scoring	0-40	41-60	61-80	81-100
	None to mild Impostorism	Moderate Impostorism	Significant Impostorism	Intense Impostorism
People-counting (100)	6	63	29	2

- Most teachers (92%) experienced moderate to significant impostorism. i.e. most novice teachers doubted their professional identity in early career period.
- Novice teachers valued students' feedbacks and evaluations most. They were inclined to satisfy students' need to acquire a sense of achievements and receive good evaluations.
- For novice EFL teachers in China's private universities, outstanding manifestation of PIC included "retarded improvement in academia", "lack of autonomy" and "lack of membership".
- Solutions to PIC included both institutional ones (supports in profession; friendly community) and personal ones (professional achievements and honours)

Proposed methods

Study 1:
Reflective narration of my own teaching experiences

Study 2:
Phase 1: questionnaire
Phase 2: critical event narrative
Phase 3: creative non-fiction (Bruce, 2019)

Literature review

- The trends of neo-liberalism and neo-managerialism in higher education
- Chinese private universities influenced by national reforms and policies
- Effect factors of teachers' identity construction (Zhang, 2016)
- Psychological factors constituting teachers' PI (Hong, 2010)
- Dimensions and factors of English teacher identity (Xun et al., 2014)
- Institutional construction and personal construction of EFL Teachers' PI (Tsui, 2007)
- Multiple roles of EFL teachers as "deeply socialised professionals" (Huang & Peng, 2015, p. 47)
- Categories of PIC (Sadovnikova et al., 2016)

Theoretical framework

Study 1: imposter phenomenon (Clance, 1985)
self-discrepancy theory (Higgins, 1987)
self-identity theory (Giddens, 1991)

Study 2: social identity theory (Tajfel & Turner, 1986; Robinson & Tajfel, 1996)
identity theory (Burke & Stets, 2009)