



Pedagogická
fakulta

Palacký University in Olomouc

Faculty of Education
Institute of Education and Social Studies

**Novice Chinese teachers' cross-culture adaption: a grounded theory
approach to induction program of Confucius Institute
in Czech Republic**

LIU Jia
Ph.D. study programme of Education

Supervisor
Doc. Mgr. Štefan Chudý, Ph.D.

Olomouc, Czech Republic
2019

Declaration of Originality

I, Liu Jia (Student ID Number 80062327) declare that this dissertation entitled “Novice Chinese teachers' cross-culture adaption: a grounded theory approach to induction program of Confucius Institute in Czech Republic” submitted as partial requirement for Ph.D. study program of General Education is my original work and that all the sources in any form (e.g. ideas, diagram, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of reference.



June, 2019

Signature

Date

Acknowledgement

My doctoral study in Palacky University will come to an end soon. I would like to express my gratitude to the people who supported me during my study.

First of all, I would like to thank my supervisor, Doc. Mgr. Štefan Chudý, Ph.D. You have always been so patient and supportive. You have provided me with suggestions and instructions that have enlightened me during my study. Especially your encouragement and the advice on my research helped me out of difficulties. Meanwhile, your enthusiasm for your profession and your commitment also greatly inspired me. When we lost our first baby, your pray save our soul.

I would also like to thank doc. PhDr. Tomáš Čech, Ph.D., prof. PhDr. Eva Šmelová, Ph.D., doc. Mgr. Kamil Kopecký, Ph.D., doc. PhDr. Irena Plevová Ph.D., doc. PhDr. Martina Fasnerová Ph.D. and other members of the academic committee for your time, comments and suggestions, which helped me to improve my research.

I wish to thank all the participants of this research, the novice Chinese teachers, the Dean of Confucius Institute. Without their participation, I would not have completed my doctoral research.

I also wish to thank Mgr. Jana Dostálová Mgr. Dagmar Zdráhalová for providing necessary help for my study and life in Czech Republic.

I'm also very grateful that I have received much encouragement and support from my dear colleagues, Peng Danping, Peng Yuntong, Lei Yang, Tang Qainjun. During the four years' study in Olomouc, you've always been ready to offer help when it's needed. Especially my dear friends, Danping, I really appreciate all your instruction about my grounded theory, your accompanying, encouragement and supports in my study and life.

I would like to thank to my dear wife, Zhou Bo, We were classmates during our undergraduate studies. Now we continue to study for doctoral students in the Czech Republic. Although we have experienced the pain of losing our baby in 2015, but finally, we have our son WoWo playing, crying surrounded us. The long road we have traveled together requires each other's support. Thank you for having a lifetime together. .

Most of all, my parents have always been supporting me throughout all these years. When I was frustrated or lost my confidence, your encouragement and caring offered me great courage to move on. Thank you and I love you all.

Abstract

Cross culture adaption means a conscious and inclined behavioral choice and adjustment made by individuals based on their cognitive and emotional attachment to the two cultures after they transfer from one culture to another heterogeneous culture that is different from their original life (Yang, 2005) The goal of this qualitative, grounded theory study was to understand the process of cross-culture adaption of Chinese Novice teachers in Czech and try to figure out the a practical model of induction program be like for supporting cross-culture adaption in Czech from the perspective of novice Chinese teachers. Qualitative research allowed the researcher to study the issues in depth and in detail, while grounded theory study generated a theory of the process and emerged a model of induction program from the novice Chinese teachers. Data was collected through semistructured interviews, observation picture and documents involving 8 teacher who teach in the Confucius Institute.

The results of first question of this study was to generate the process of each participant's experience of cross culture adaption, 23 categories has emerged from the data, the causal conditions contains: Geographical differences, Cultural differences, Personal background, Job expectations, Language competence; Centre phenomena contains, Living on the surface of Czech culture, Inner instability, Poor interpersonal communication; Intervening conditions contains, Preliminary honeymoon stage of Sino-Czech relation ,Unsafe Europe ,The international right deviation on the rise; Contextual conditions contains, Living environment, Teaching area, Working mode, Evaluation of Hanban; Strategies contains, Being strong superficially, Learning to grow up ,Benumbing oneself ,Seeking for solace contains Consequences contains, Completing the teaching tasks, Looking forward to returning China, Hesitating on the role of Chinese teacher abroad, Improving the comprehensive abilities. and Living on the surface of Czech culture is the core category.

The results of second question of this study was to build a model of induction program. 5 categories besides 16 subcategories has emerged from the data. The category "The first time information "contains Survival handbook, Information communication, Mentor. The category "Life support" contains Language, Cultural geography, Security record, Accommodation. The category "Teaching guidance"

contains Economy support, Rational arrangement of teaching. The category "Psychological appeasement" contains Mutual visiting, Group activities, Psychological counseling. Chinese teacher development system contains Original family, Current family, Insurance, Steadying teacher identity

The findings of this study provides extended knowledge to the novice Chinese teacher, Confucius institute and Hanban. Those results help to understand the process of cross culture adaption and give practical recommendations for the establishing of a truly viable induction program in the Czech Republic, and even in Europe.

Key words: cross-culture adaption, induction program, novice Chinese teachers, grounded theory.

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CHAPTER 1: INTRODUCTION

1.1 The raise of the question

1.1.1 Novice teacher and induction program

The initial entry period is very important in the development of teachers' career and serves as the socialization stage for teachers in the school system. Generally speaking, it refers to the first one to three years after novice teachers are employed, and some scholars say it is within five years (Ingersol & Smith, 2003). Although the initial entry period only occupies a few years in the whole career of the teachers, the research at home and abroad have deeply recognized that it is of vital significance for the development of the teachers' profession. Pedagogical scholar often call the early development stage of teachers "survival stage" or regard the initial entry period as "survival time". The induction stage is one of the most important parts of a teacher's career. The first few years are the key period for teachers to adapt to education teaching. This stage not only determines their future career orientation, but also influences their future professional development. Most of the novice teachers enter a new unfamiliar working environment just after graduation. They are faced with the fresh situation of relearning the classroom, students and teaching, wanting to realize the role change from students to teachers as soon as possible. However, in reality, it is inevitable to encounter problems and pressure from teaching work, leaders, colleagues, students and parents. Therefore, the novice teachers tend to feel anxious and nervous, sometimes feel frustrated, which generally leads to their inability to adapt to the new work and successfully complete the transition. Some studies compare these problems encountered by novice teachers to the "reality shock", indicating that the teaching situation in reality is quite different from their ideal (Corcoran, 1981).

Whether a teacher can successfully get through the initial entry period will have a profound impact on his future career development. It will not only affect what kind of teacher an individual will grow up to be, but also affect the teacher's career choice. According to the survey on initial teachers' career choices, a considerable number of them would consider giving up the teaching profession and engaging in other occupations if it is possible. In addition to factors such as low salary, high work pressure, strong sense of frustration and so on, lack of help, support and understanding, regular feelings of isolation, difficulties to adaption and even being overwhelmed have mainly accounted for that to happen. (Colbert, j. & Wolff, D., 1992).

In addition, the initial entry period of teachers also lays a foundation for their professional development and determines what kind of teachers they will become. What most initial teachers lack is not the theoretical knowledge of education, but the knowledge of how to effectively conduct education teaching practice, and all of these practical knowledge needs to be gradually digested and mastered in the actual teaching situation through the guidance and help of professional teachers on the basis of their professional knowledge and skills. Without this process, the initial teachers will blindly grope in the education teaching work, which will cause many difficulties for their future professional development.

The initial entry period plays a unique role for the teachers' professional development, in which teachers have more needs and deserve more support and help. American Interstate Novice Teacher Evaluation and Support Association provides guidance, support and assistance to the initial teachers through strengthening the cooperation between teacher education institution and institutions of educational research and school as well as the system of instructional tutors. In 2003, Australia promulgated the national standard framework for teaching profession, which covers three stages of pre-employment preparation, entry and continuous professional development for teachers, and each stage has specific standards to ensure the quality of teachers. In September 2007, the United Kingdom implemented the new "Standards for the Award of Qualified Teacher Status", which put forward the framework of teacher professional standards covering different stages of teacher professional development as well as the training and relearning requirements for different stages (Jiang, 2007). Since 2004, China began to study the education standard system for teachers, among which teacher professional standards are an important part. And all localities are required to conduct entry training and guidance for teachers from the three dimensions of professional philosophy, professional knowledge and professional ability.(Wang, 2011). In conclusion, it is precisely because all the things happened in the initial entry period will determine the development of the initial teachers' later life, various education institutions have gave full institutional assurances to the initial teachers, so as to ensure the quality of teachers and meet the needs of them to help them get through the initial entry period.

1.1.2 Development of the Confucius Institute

On the premise of learning from the development mode and management mechanism of the existing language communication institutions in the world, China has established the “Confucius Institute”. It is a Chinese language and culture promotion institution which is established according to Chinese own national conditions. As an important carrier of promoting Chinese language teaching, cultural exchanges between China and foreign countries and enhancing China’s international image, Confucius institutes have developed rapidly in the world. Since the establishment of the world’s first Confucius institute in Seoul, South Korea on November 21, 2004, as of December 31, 2017, one hundred and forty-six countries(regions) in the global world have set up five hundred and twenty-five Confucius institutes and one thousand and one hundred and thirteen Confucius classrooms. There are five hundred and twenty-five Confucius institutes in one hundred and thirty-eight countries (regions), including one hundred and eighteen from thirty-three countries (regions) in Asia, forty-four from thirty-nine countries in Africa, one hundred and seventy-three from forty-one countries in Europe, one hundred and sixty-one from twenty-one countries in the Americas and nineteen from four countries in Oceania. There are a total of one thousand and one hundred and thirteen Confucius classrooms in seventy-nine countries (regions) (Comorin, Burma, Vanuatu, Grenada, Lesotho, Cook Islands, Andorra and the European Union only has classrooms without institutes), among which one hundred and one are from twenty-one countries in Asia, thirty are from fifteen countries in Africa, three hundred and seven are from thirty countries in Europe, five hundred and seventy-four are from nine countries in the Americas and one hundred and one are from four countries in Oceania. (http://www.hanban.edu.cn/confuciousinstitutes/node_10961.htm). As the scale of Confucius institutes continues to expand, their impact upon the world is also growing. Confucius institutes are not only an important institution to promote Chinese language teaching, but also an important carrier to promote cultural exchanges between China and foreign countries as well as enhance China’s international image. As a comprehensive education cultural exchange platform focusing on Chinese language teaching and cultural communication, it has become an important window for the world to understand China's politics, economy and culture.

The rapid development of Confucius institutes in such a short period of time is not only due to the growing demand for Chinese learning, but also due to their accurate positioning and reasonable mechanism, which have met the requirements of the current international social environment and the era of education development. On the one hand, globalization makes education cultural exchanges between different countries and nations increasingly frequent, education culture of various countries constantly open and cooperate. And the continuous emergence of various kinds of new education subjects and communication forms enables the education cultural environment people face to be more and more diversified and international. On the other hand, with the improvement of China's national strength and international status, and an increasing demand for understanding China at home and abroad, China needs to present itself to the world correctly, so as to improve its international discourse competitiveness (Zhao, 2014).

As a new type of education with cross-border cooperation in the context of globalization, Confucius institutes are the product of the combination of the development of era and social needs. Confucius institutes take the initiative to go out in order to enable the world to know China better. They conduct language teaching and cultural communication in an cooperative way, which not only promotes the education cultural communication between China and foreign countries, but also increases the diversity of education culture in the world. Unlike those ordinary language teaching institutions, the teaching activities of Confucius institutes shoulder the responsibility of cultural communication; and unlike those ordinary cultural promotion institutions, while promoting cultural exchanges, Confucius institutes have effectively promoted the reform and development of education in various countries and enhanced the openness and internationalization level of education. Confucius institute actively participates in education cooperation at the international level in an initiative way of "going out". It is the appeal for Chinese education culture to go out actively, and also represents a gesture of actively integrating itself into the world education culture system, so as to realize the practical need of common development, which possesses great theoretical and practical significance.

1.1.3 The shortage of the novice Chinese teachers and it's novice

With the rapid development of international education of Chinese language, the widespread opening of Confucius institutes has created a greater demand for Chinese teachers. In order to solve the problem of international Chinese teachers, the Chinese government has taken a series of measures including extraordinary training, carrying out volunteer programs for international Chinese teachers as well as the cultivation of local Chinese teachers. However, the contradiction between the supply and demand of Confucius institute teachers has not been properly addressed, and the problem of teacher training in Confucius institutes needs to be further solved, otherwise it will hinder the development and growth of Confucius institutes (<http://www.hanban.edu.cn/volunteers/>). In 2014, there were 1.11 million registered Confucius institutes in the world, among which 15 Confucius institutes are registered with more than 10,000 students, while the total number of full-time and part-time Chinese and foreign teachers was 33,745. The ratio of registered students to teachers is 33:1, which is equivalent to each teacher instructs 33 students. It can be seen from this that the number of Chinese teachers is far from enough to meet the development of Confucius institutes(Feng,2014). According the report of Hanban, the global shortage of Chinese teachers is nearly 5 million, among which Malaysia and Indonesia have the largest demand.

There are two main ways to recruit Confucius institute teachers at present. The first is to recruit from the existing domestic teachers engaged in teaching Chinese as a foreign language. Among them, some are experienced, some are new, and many haven't went abroad alone yet. Another way is to recruit undergraduates an graduates directly from universities. The expression in Chinese is volunteer Chinese teacher. For it is voluntary, the salary is lower than that of teachers from schools with taking the same responsibilities. According to the training and selection program of Hanban, "It is mainly recruited and selected from the in-service teachers, graduate students and fresh graduates above undergraduate level who major in liberal arts such as Chinese as a foreign language, Chinese language and literature, foreign language, pedagogy, history, philosophy and so on. They qualified to teach after training." (<http://www.hanban.edu.cn/volunteers/>) These teachers are fresh graduates with full of vigor and vitality, and possess the advantages of novice teachers such as being passionate, daring to innovate and so on. But at the same time, they also have the

common problems and shortcomings of novice teachers, for example, many of them don't have working experiences and teaching experiences, and most of them go abroad for the first time and lack of cross-cultural experiences. Although the pre-service training before going abroad has equipped them with certain skills, the Chinese teaching in different countries is diverse and complex, and the specific situations encountered by each person are even more protean. As a result, these volunteer teachers often are face with many difficulties at the beginning of their career, causing unadaption in teaching and culture .

The term of teachers assigned to foreign countries is generally one to two years. One year is very short. For novice teachers in the field of pedagogy, in order to enable them to make full use of this one year and excellently complete the task and goal of spreading Chinese language and culture, novice Chinese teachers must be required to adapt to the life and work in various aspects of foreign countries as soon as possible.

1.1.4 The difficulty of cross-cultural adaptation and the unique culture of the Czech Republic

Due to the rapid development of Confucius institutes and the shortage of Chinese teachers, many Chinese teachers are sent overseas without adequate preparation and expectation. As the emissary of Chinese culture, overseas Chinese teachers are faced with different challenges in work and living environment when they teach overseas for one or two years. In the field of cross-cultural adaptation research, they are a group of very special cross-cultural adaptors. These Chinese teachers come from all over the country in China and grow up under the influence of Chinese culture. Most of them are fresh undergraduates or graduate students and have never gone abroad before. They serve only one or two short years in the assigned countries. So, they are the standard novice teachers in pedagogical category. Therefore, how Chinese teachers successfully complete the cross-cultural adaption with a good attitude in this short one year is the prerequisite for the successful completion of overseas Chinese culture communication and promotion tasks.

In the process of recruiting Chinese teachers, Confucius institutes have done some training and necessary education indeed. However, after arriving at each Confucius institute, many Chinese teachers reflect that although they have got the help of experienced teachers, such help and guidance are mostly limited to the convenience of

teaching, and they are targeted for working rather than the cultural adaptation. This puts forward new requirements for the induction program of Confucius institutes. In September 2014, the author started a four years of PHD study in Olomouc Palacky University of Czech, which has the first batch of Confucius School in the Europe. There are 12 members(in 2018) including headmaster and teachers in this school. During studying in Palacky University, the author begin to get the chance to understanding of the new Chinese teachers that, on one hand, they are excited and proud to contribute to the international promotion of Chinese, on the other hand, some of them are not adapted themselves in the new environment of Czech, they showed their weak and anxious in their private time. Novice Chinese teachers have to face many difficulties when they live alone in a foreign country, and one of the biggest difficulties is adapting to a foreign culture. Being unable to adapt to the local culture will not only affect the mental state of Chinese teachers, but also affect the effect of Chinese teaching more or less .I have met many Chinese teachers, some of whom are seemingly quick to adapt to the surrounding environment, always cheerful and good at communicating with colleagues and students. However, they begin to feel homesick in private time. There are also a number of Chinese teacher who spend most of their time in their own rooms, rarely interact with others and fail to integrate into the local culture except for the class hours.

The Czech Republic is in the Central Europe bordered by Germany to the west, Austria to the south, Slovakia to the southeast and Poland to the northeast, which includes the historical territories of Bohemia, Moravia, and Czech Silesia with its profound richness history and culture. Among the distribution of overseas Confucius institutes, the number of Confucius institutes in Europe ranks first among all the continents. What's more, there are many European countries with frequent cultural exchanges among them. To some extent, different novice Chinese teacher in Europe face similar problems in cross-cultural adaptation. Moreover, the use of language varies greatly among European countries, most of which have their own mother tongue. Since most of these languages are minority languages, a vast majority of the novice Chinese teacher enter their assigned countries with zero or little local language skills of those countries. These situations are similar across Europe.

Based on this consideration, the author would like to chooses the novice Chinese teachers in Czech as the main topic of this study, try to understand the What culture experiences of Chinese Novice teachers perceived in Czech? If there's a difficulty,

What kind of difficulty of cross-culture adaption does Chinese Novice teachers have in Czech? How did Chinese novice teacher face or manage those difficulty? Does the induction program of Confucius Institutes useful for Chinese Novice teachers in Czech? What induction program Chinese Novice teachers hope to be applied to support them?

1.2 Definition of terms

●Novice teacher

For the purpose of this research review, novice teachers are beginning teachers who have been teaching for five years or less (Ingersol & Smith, 2003)

●Chinese Language Teacher (for foreigner)

Chinese Language Teacher for foreigner(CLTF) refers to teachers who teach the foreign students Chinese as their second language (Zhang, 2006). The object of this research are the teachers who are engaged in Chinese language and culture teaching for foreigners in Czech, most of them were sent by the Hanban and most of their teaching objects are students from Czech. The Hanban divides CLTF into Chinese Language Teacher for foreigner and Chinese Language volunteer for foreigner. However, they do the same work in Czech but only the salary is not the same, they will both be defined Chinese Language Teacher in this paper. Because this study is carried out in Czech, the definition of Chinese Language Teacher for foreigner comes from Chinese perspective, the Chinese Language Teacher in Czech are the Foreigners indeed, this paper removes “for foreigner”. The Chinese Language Teacher who teach Czech students are the research object.

●Novice Chinese teacher

The teachers of Confucius institutes come from all over the country. Under the influence of Chinese culture, most of them have never gone abroad before, and a vast majority of them are fresh undergraduates or graduate students. Even if some of them have teaching experiences in China, they only teach in Confucius institutes for one or two years. Therefore, they are the standard novice Chinese teacher in pedagogical category. The Chinese teachers in Confucius institutes not only teach the language, they also teach other courses of China such as culture, food, music, martial arts and so on. So

this paper removes the word language and adds Novice to highlight their nature of new . Those people are main subject of this research.

- Induction program

Support, guidance, and orientation for novice teachers during the transition into their first teaching job” (Smith & Ingersoll, 2004, p. 681)

Induction is the second stage o f a teacher’s career cycle, falling between preserves and competency building (In Guskey & Huberman (Eds.), pp. 185).

“A Process of Enculturation”, enculturation into the profession of teaching, into their classroom and school as they “learn the ropes. Understanding induction as an enculturation process means recognizing that working conditions and school culture powerfully influence the character, quality, and outcome of new teachers’ early years on the job(Feiman-Nemser, 2003).

According to Ralph Fessler (1995),Teacher induction is a set of support systems designed to provide novice teachers with guidance during their first years in the profession.,

- Confucius institute

The Confucius institute is established by the office of national Chinese language international promotion leading groupall over the world to generalize Chinese language and spread Chinese culture. One of the most important tasks of Confucius institute is to provide standardized, authoritative and modern Chinese teaching materials for Chinese learners around the world together with the most formal and main Chinese teaching channels. In 2004, the world’s first Confucius institute was officially established in Seoul, South Korea.

- Cross-cultural adaptation

A conscious and inclined behavioral choice and adjustment made by individuals based on their cognitive and emotional attachment to the two cultures after they transfer from one culture to another heterogeneous culture that is different from their original life (Yang, 2005)

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 The relevant theory and grounded theory

The issue of pre-conceptions, has wildly discussed by scholar, is a very difficult aspect of Grounded Theory. On the one hand, you are supposed to be reflexive about your pre-conceptions, and on the other hand you are not supposed to let a pre-conceived conceptual framework guide your research(Fei, 2001).Charmaz (2006)in particular is rather ambiguous about this issue, she thinks it is acceptable for a concept such as identity to be a "guiding interest" in GT research (as it certainly is in her own). But she leaves it unclear where "sensitizing concepts" stop and preconceived goals start. In Glaser's terms, key issue is when you are "forcing" your data to fit a preconceived framework.

In my research, I agree with the idea from Oktay(2012), she argued

"you present theoretical perspectives that shape your worldview. A review of relevant theories(or conceptual models) can increase theoretical sensitivity by increasing awareness of significant theoretical concepts that may arise in the study "(P.20)

And she still mentioned about the pre conception for the data

"The important point in a grounded theory study is to review theoretical perspective or models without allowing this initial work to blind you to new way of looking at your data as the study progresses. Keep any theories or concepts from your review in the back of your mind , so that as you move into data collection and analysis, they can be dran upon as needed, but avoid getting attached to any of them(P.20). "

So I still posed the relevant theory related to this research, which could increase the author's sensibility and author have to avoid them to influence the data.

2.2 The framework of Cross-Cultural Adaptation

2.2.1The connotation of cross-cultural adaptation

The study of cross-cultural adaptation originates from the United States in the early 20th century. It was first proposed by American anthropologists Robert Redfield, Ralf Linton and Melville Herskovites. Redfield believes that cross-cultural adaptation is composed of individuals and the change of two cultural patterns caused by the

continuous contact between groups with two different cultures. (Redfield et al., 1936). Theoretically speaking, the change of this cultural pattern is bidirectional, which means the cultural patterns of the two groups in contact should also change. However, as far as the actual situation is concerned, more changes in the process of group contact often occur on the side of vulnerable groups, that is, individuals are required to adapt to the new cultural model.

In different literature context, cross-cultural adaptation can be expressed in different ways, such as “culture adaptation”, “acculturation” and “enculturation”, which can be seen as the same connotation. But there exists a big difference among these three words actually. (Yang, 2005)

Culture adaptation refers to “a conscious and inclined behavioral choice and adjustment made by individuals based on their cognitive and emotional attachment to the two cultures after they transfer from one culture to another heterogeneous culture that is different from their original life”. Acculturation means “the behavioral change and adaptive process of individuals after they enter the heterogeneous culture from the maternal culture they are familiar with at the beginning, so it is a kind of other cultural adaptation or external cultural adaptation”. It is often “a cultural adaptation in the process of resocialization” (Wang & Li, 2004). Adaptation emphasizes a kind of “behavioral choice” and “behavioral adjustment”, while acculturation is the “adaptation of other cultures”, which is more extensive and profound than the former one to some degree. Therefore, the former is mostly used as the short-term adaptation for sojourners, while the latter is mostly used as the cultural adaptation for long-term immigrants. Enculturation generally occurs in the early stage of the individual’s life. It is a learning and adaptive process for the individuals to accept the values and customs of the parent culture in the early socialization process. Therefore, enculturation is a kind of acculturation or internal acculturation. Generally speaking, acculturation is later than enculturation in terms of the sequence of occurrence, and it is often a cultural adaptation in the process of resocialization, so some scholars translate it into “culturalization” (Cheng, 1998). Most of the subjects studied by the researchers are considered to be “adults” in a cultural environment, which means people who have completed the socialization process, including the overseas students and immigrants, etc., they “choose” and “adjust” their behaviors in the new environment.

2.2.2 Cross-cultural adaptation model

Cross-cultural adaptation is a complex process. Most scholars have conducted extensive research upon it, resulting in different models and theories. Among them, the four main models generally recognized by the academic community are U-Curve Model, surprising and rational seeking model, and Kim's adaptation model.

2.2.2.1 U-curve pattern or U -Curve Model)

Since Kalvero Oberg, the cultural anthropologist, first proposes the concept of 'cultural shock' in 1960, this concept has been always used to track the acculturation of foreigners in cross-cultural studies. (Guan, 1995). According to Oberg (1960), there exists four stages of emotional adaptation in cross-cultural adaptation: honeymoon period, crisis period, recovery period and adaptation period. The original and most complete way to understand the acculturation process is through a simple u-chart (as figure 1 shown). (Lysgaard, 1995). The basic idea of the U-Curve Mode is that when someone travels in another culture, he must go through some difficult times to achieve the comfort and normalness he feels before traveling.

①Honeymoon period : it refers to the excitement and pleasure produced at the beginning of a journey. A sense of novelty and excitement brought by the changing surroundings exceeding the initial anxiety enables the sojourner to be amazed at any difference. This phase lasts about one to two months.

②Crisis period : the sojourner will face the challenge of living in a strange and difficult environment after the initial excitement fades away, then he enters the crisis period and begins to experience cultural shock. Individuals develop a kind of psychological discomfort including a variety of negative emotions. However, some scholars believe that cultural shock does not bring negative emotions. Adler thinks that strong cultural shocks are often a positive sign which indicates that those expatriate are beginning to immerse themselves in a new culture, rather than living alone in an alien settlement. (Adler,1997). Culture shock gives the sojourners an opportunity to know themselves. Experiencing culture shock may enable people to become bicultural or multicultural. This period lasts about three to four months.

③Recovery period: the individuals develop a new understanding of their surroundings and people in this period. They begin to recognize the differences

between the two cultures in the way of thinking and emotional expression, begin to recognize the differences among people emotionally and rationally, and change their expectations to adapt to the new environment.

④Adaptation period: in this stage, the individuals gradually adapt to the life in the new cultural environment and begin to gain the trust and understanding of the host culture as an “insider”. They begin to shape and develop new selves in the new and different environments, generate a sense of satisfaction of helping other “outsiders” enter the culture, begin to discover new patterns of thinking and behavior, and reconstruct the adaptability of individuals to the societies in which they live. (Gudykunst, & Young Y. Kim, 1992)

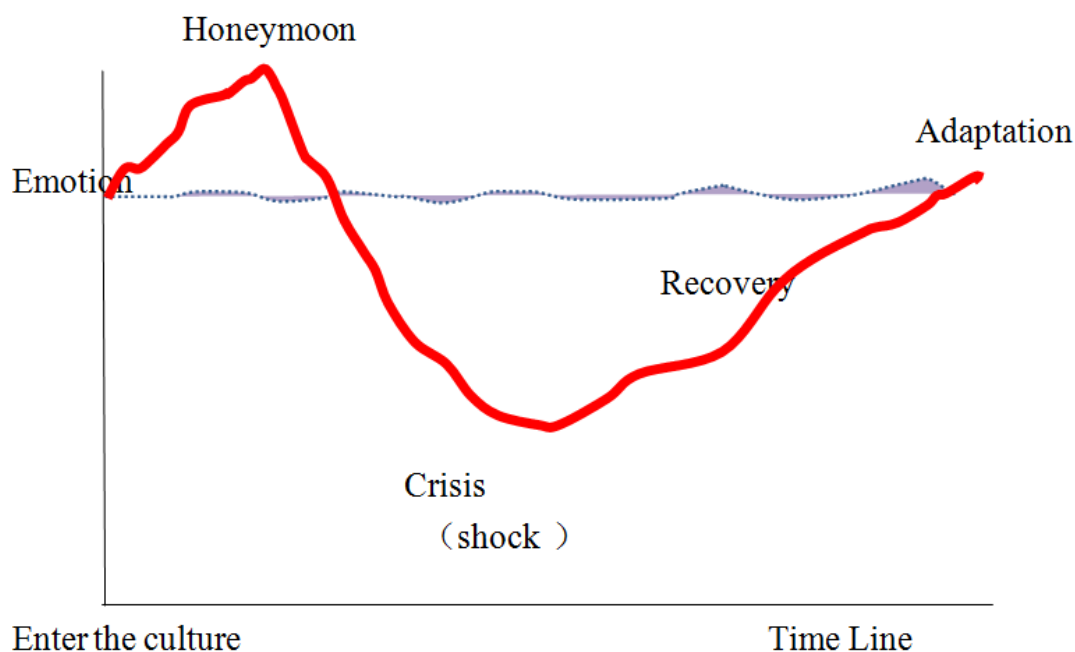


Diagram 2.1

Adapted from " Culture Shock Adjustment to new cultural environments " By Oberg, 1960, *Practical Anthropology*, p177-182, Copyright 2006 by Practical Anthropology.

The research results of Drew Nesdale and the sociologist H.D ouglas Brown(1987) also get the similar four stages. Drew Nesdale divides it into: euphoria stage, cultural shock stage, anomie stage, assimilation or adaptation stage.(Nesdale & Anita,2000) .While H.DouglasBrow divides it into: novelty stage, cultural conflict

stage, recovery stage and cultural integration stage. American psychologist Adler, proposed the five-stage model hypothesis of acculturation in 1975: contact stage, disunity stage, negative stage, self-discipline stage and independent stage. (Xu, 2000)

In some way, cross-cultural adaptation destroys the system formed by individuals in the context of the original culture and reconstructs a new stable system. However, not everyone enters a new culture with a sense of excitement. Some people don't go through all the stages, while others may have to go through them over and over again. The difference index between exotic cultures and the parent culture, the forms of contact with different cultures, the adaptability of individuals and the personal life background all affect the process of cross-cultural adaptation. Therefore, the process of cross-cultural adaptation varies from person to person and from time to time. (Xu, 2000)

Although most people are constantly adapting to the new culture, they still maintain many values, customs and ways of communication of their original culture. The underlying structure of culture refuses to change fundamentally in spite of the frequent changes of many parts of the culture. Chen Xiangming (2004) also puts that in the intercultural environment, one cannot completely give up the native culture from which one obtains the meaning of life, and must creatively integrate the subject culture on which he lives. And the migrants must find the balance between the two cultures to achieve stability and continuity in life. (Xu, 2000)

2.2.2.2 Kim's adaptation theory

Yong Yun Kim, the Korean psychologist, has conducted a wide range of studies on the process of cultural adaptation, and put forward the adaptation theory (Kim, 1991). This theory analyzes the behavior of individuals in different cultures from the perspective of dynamics, and emphasizes the dynamic nature of acculturation and the importance of communication in this process (Kim, 2004). She thinks that in cross-cultural communication, the process of acculturation, in which a cultural individual or group learns from and adjusts to another culture, is a long-term accumulation process, which is manifested as a dynamic form of pressure-adjustment-advance (Kim, 2001). This process is like a spiral spring with two steps moving forward and one step going back, gradually pushing forward under pressure. It goes ahead in such a spiraling way, and constantly adaptes to different

cultures. The degree to which an individual adaptes depends on his or her ability to communicate with others in different cultures, the degree of close communication, the degree of maintaining social communication with his or her own culture, the tolerance of different cultures to foreign cultures, as well as the age, personality, motivation, self-image and other factors of the sojournersr.

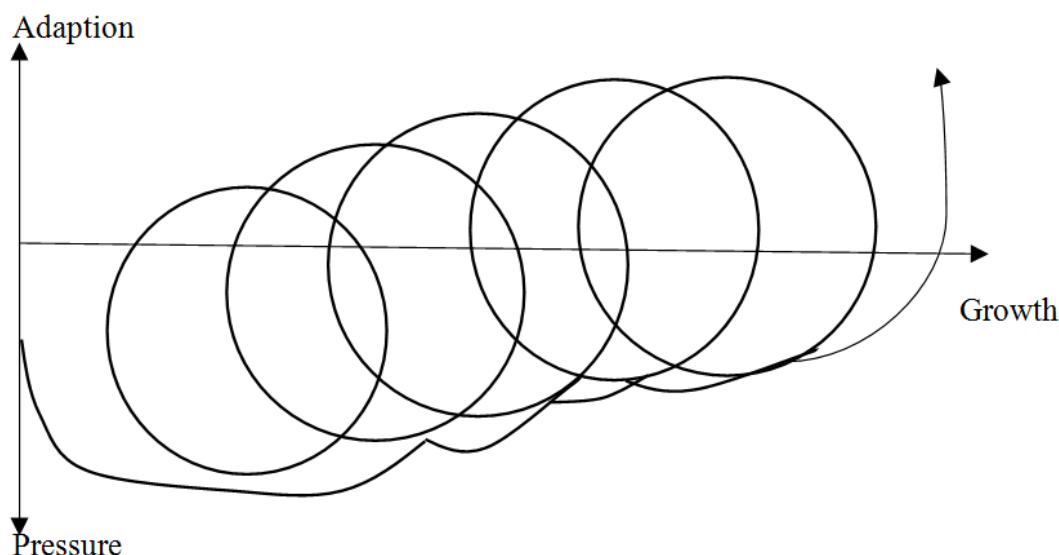


Diagram 2.2

Adapted from "*Becoming Intercultural: An Integrative Theory of Cross-Cultural Adaptation*" By Y.Y Kim, 2001, p59, Copyright 2001 by CA: SAGE.

In this model, stress is considered as a normal process, rather than a sign of failure. Kim believes that the process of acculturation will inevitably lead to a certain degree of deculturation, or the loss of certain ideas or behaviors in cultural patterns. And this loss is described as part of a natural change that happens as people grow up. Kim's model has a wide range of theoretical bases, which can be applied to long-term overseas life for immigration or short-term overseas experience.

2.3 Purpose of the research

This study author attempts to explore the experience of novice Chinese teachers who are working in Confucius Institute of Palacky University by exploring the

influence of their cross-cultural adaption on their early live in Czech. I studied the lives of novice Chinese e teachers inside and outside of the classroom with the primary goal of gaining insight into their cross-cultural adaption in Czech Republic and analyzing their description of process of adapting then in the Czech culture and Confucius Institute. Particular attention is paid to their needs from the support of induction program

My inquiry explores and analyzes teachers' experiences of life and teaching as they move to Czech republic. This study seeks to find out the substantive theory to understand the culture adaption of Chinese Novice teacher in Czech and to improve the induction program for adopt more appropriate induction program to support Chinese novice teachers. Broad purpose is bellowed:

To generate the process of cross-culture adaption of Chinese Novice teachers in Czech

To develop practical model of induction program of Confucius Institutes should apply for supporting cross-culture adaption in Czech from the perspective of Chinese Novice teachers

In general, through the utilization of grounded theory(Strauss & Corbin,1998), Author try to develop a substantive theory about the culture adaption and induction program based on the data and coding from their perspective.

2.4 Significance of the research

The significance of this study has multiple implications. First, from the practical side, the call for Chinese novice teachers who have been working in the foreign countries, including those countries that have educational and cultural systems radically different from our own. This study identified the issues that teachers have to adjust to when becoming acculturated in a new country. Knowing the experience from their perspective would be the first step to understand the real situation they have countered.

Second, This study adds to the accumulating analyses of cross-cultural adaption in Czech republic. The study's findings are significant because they examined process of these Chinese novice teachers adapt to the Czech culture, and the Czech Republic is bordered by Germany, Austria, Poland, and Slovakia. It is a landlocked country in Central Europe. Its culture, climate, living habits, and educational organizations are

close to the neighboring countries. the results of my study would inspired the Chinese teachers working in Europe and the Confucius Institute.

Thirdly, as a result of the analysis of cross-cultural adaption issues that may be encountered, future teachers can be educated and be provided with strategies that may help in anticipating and addressing such issues prior to leaving their home country as well as upon arrival. The Confucius Institute would proactive in devising a support system of induction to ease the process of adaptation, and this would prompt the adjustment of the induction program. The study may also inform Czech educators in Confucius Institute of the issues so they will have the cultural knowledge necessary to be compassionate and understanding when mentoring with new teachers.

2.5 Question of the research

As described by Strauss and Corbin (1998), the questions were broad enough to allow discovery, while not so unstructured as to open up an unmanageable level of study. As discussed in detail in the following chapters, these questions eventually evolved and developed into much more specific and detailed areas of inquiry

Strauss and Corbin (1998) explain that in order to develop research questions that develop theory, "it is necessary to frame a research question in a manner that will provide flexibility and freedom to explore a phenomenon in depth. Also underlying this approach to qualitative research is the assumption that all of the concepts pertaining to a given phenomenon have not yet been identified, at least not in this population or place" (p. 40). In line with Strauss and Corbin's recommendations, combined the author's interest, the research questions began as broad areas of study and became more focused and narrow as the study progressed.

The broad questions of this study are

Q1. What the process of cross-culture adaption of Chinese Novice teachers in Czech?

Q2. What should a practical model of induction program be like for supporting cross-culture adaption in Czech from the perspective of Chinese Novice teachers?

CHAPTER 3: LITERATURE REVIEW

3.1 Overview

The researcher mainly applied subject index searching, citation searching, and footnote chasing and browsing strategies to search for relevant literature. The researcher first used subject index searching in different search engines to find articles, and then browsed all the results found to select the most relevant studies. EBSCO Host, Educational Resources Information Center (ERIC), Proquest Dissertation and Theses, Springer Link, Google Scholar and China National Knowledge Infrastructure (CNKI) are major search engines that were employed. In addition, reference lists and citations of the most relevant articles were also scanned to trace other relevant studies. About the item Novice teacher and Induction program, in the pedagogical domain, the stage of the teacher should be distinguished, such as a primary school teacher, a junior high school teacher, or staff in a university. As the main subject of this research is the novice Chinese teacher. They are employed in the Confucius Institute who are not only teaching for college students, but also for social adults and students at all stages. Therefore, author did not distinguish the stage of teacher in the literature review.

3.2 Novice teacher

3.2.1 The Research on Novice teacher in English literature

3.2.1.1 The difficulty of Novice teacher

For the purpose of this research review, novice teachers are beginning teachers who have been teaching for five years or less (Ingersol & Smith, 2003). The metaphor “reality shock”, which is used to describe the troubles encountered by the novice teachers in their first year’s teaching work, has vividly expressed the original experiences for them to be teachers.

Novice teacher rarely receive formal help and guidance, although novice teachers often receive challenging courses, (Herbert & Worthy, 2001). They face a large number of teaching requirements, which include classroom management and teaching skills, different teaching work for various types of students as well as the balance between professional and personal responsibilities. Among them, classroom management is the most important and is considered as the foundation of teaching for it stipulates the course procedures and teacher expectations. “without effective classroom management,

learning won't happen".(Mundt,1999).Corcoran (1981) found "transitional shock." this concept to express the novice teacher have uncounted. Corcoran described this period as "not knowing". Novice teachers often realize that they should appear and do the same as senior teachers in their transitional period, but the teaching skill for them is not enough to deal with such situation. Veenman (1984) argues that novice teachers strive to enter their new school in socialization and are often given the most difficult courses to teach.

Robert j. Marzano (2003)believed that as a novice teacher, the most important work is to manage the classroom effectively. And classroom management requires teachers to be able to:

- ① establish and implement rules and procedures;
- ② carry out disciplinary punishment;
- ③ maintain an effective relationship between teachers and students;
- ④hold proper mental management.

⑤When classroom management is effectively established, it "creates and maintains a learning environment that is conducive to teaching."

Correspondingly, Martin (N.K.) and Baldwin.B (1996) proposed that effective classroom management for novice teachers consists of three parts: environmental factors, teaching plan organization and student behaviors. Among them, environmental factors include how students learn independently and cooperate in groups and the physical characteristics of teachers; for teaching plan, novice teachers should conduct program, offer and reflect on specific subject; if students can actively participate in class activities,

Through analyzing the working environment factors faced by novice teachers, Certoj. L. (2002) and Fox,J.E. proposed that novice teachers often believe that they have various kinds of information and skills to cope with classroom teaching. As a matter of fact, most novice teachers are usually concerned about their ability to manage the classroom effectively. Especially after they have been certified as teachers, the teaching experience of many novice teachers is isolated, and they also face great challenges and pressures in teaching requirements. These all can lead to frustration in their first year of teaching, which means that the novice teachers choose to leave the vocational support and training system. Faced with the practical teaching work, their expectations are smashed, their working enthusiasm is reduced and their confidences

are destroyed. (Robert 1994) “Instead of trying to find the help they need, novice teachers often choose to leave the education world.” Therefore, creating a supportive environment which is conducive to the induction of novice teachers is the key factor for teachers’ professional development. A supportive environment not only enables the novice teachers to continue staying in their teaching positions, but also helps them effectively control the classroom without punishing students (Andrews,B.D.&Quinn,2005).

3.2.1.2 The reason for attrition of novice teacher

Analyzing from the aspect of reasons that affect the attrition of novice teacher, some other American scholars have investigated the problems and needs of novice teachers in their induction period. The study finds that there are two main reasons:

On the one hand, novice teachers can’t make a successful transition in the induction period. “A successful transition from pre-employment to on-the-job is an important step in a teacher’s teaching career, and correct and positive induction experiences are extremely important for their professional development, as it can exert profound impacts upon teachers’ attrition.” (Halford is, J.M, 1998) Most of novice teachers are “fearful or anxious about meeting student needs, classroom management, communicating with parents, and failure to realize expectations.” (Wilson, b.; Ireton, e., & Wood, J., 1998)”

On the other hand, novice teachers are less satisfied with their jobs. The improvement of teachers’ professional achievement is crucial, “surveys show that 50 percent of novice teachers will leave their job within the first five years of their employment.” (Colbert, j. & Wolff, D., 1992) Besides, “an increase in job satisfaction helps give full play to teachers’ teaching enthusiasm, reduce attricist, improve working performance and exert positive impacts upon students’ outcomes.”(Woods,A.M.&Weasmer,J.,2004) Bradley,K.D.(2005) predicted and analyzed the job satisfaction of novice teachers, and he believed that five factors could determine job satisfaction: ①influences of students and colleagues;②professional challenges; supports from administrators and colleagues;④career opportunities for advancement;⑤comfortable working conditions.

However, “induction program and school-running orientation can provide confidence and knowledge for novice teachers to overcome the problems and

difficulties occurred in the first year of teaching.” Meanwhile, “through induction program, novice teachers can learn how to deal with problems in specific teaching situations such as dealing with students’ destructive behaviors, unfinished learning tasks, being late for class, provocative behaviors and so on.” In addition, “these induction programs also enable novice teachers to create their own support networks, where they can receive ongoing support from colleagues to meet teaching requirements such as classroom management.” (Susan, M.J. 2006).

Therefore, the school must give strong support to the novice teachers, which generally includes:

- ① school administrators should actively participate in teaching and management activities;
 - ② the teaching task of novice teachers should be alleviated;
 - ③ providing novice teachers with assistances to classroom order management ;
 - ④ offering professional development opportunities for novice teachers.
- (Hope, W.C, 1999)

3.2.1.3 The Experiences of Novice teacher

Olson and Osborne have outlined the experiences of Novice teacher in their study. Ten Common theme have been found among the novice teacher who are interviewed in their paper. (see Table 3.1)

Novice Teacher Experience	Explanation of Experience
Initial Orientation	Novice teachers have discrepancies between their early perception
Sense of Responsibility	Novice teachers feel a deep sense of responsibility to quickly become professional competent teachers.
Sense of Responsibility	Novice teachers feel a deep sense of responsibility to quickly become professional competent teachers.
Ability to Meet Expectations	Novice teachers had expected to feel familiar with the classroom, but once they started teaching they felt very disoriented and unfamiliar.
Achieving Control	Novice teachers struggle with maintaining classroom control. This affects their perceived responsibilities and their need for reorientation.
Need for Affiliation	Novice teachers have a need to feel like they fit in with the rest of the staff.
Finding Security	Novice teachers pick a “reality-based focus” that they build from in order to change their classrooms
Balancing Content and Process Needs	Novice teachers typically start with either a focus on content or process. They eventually move toward a more integrated approach.
Evaluation of Goal Achievement	Novice teachers judge their achievement on whether they were able to integrate content with presentation of materials, the ability to maintain classroom control, finding emotional and physical security, and developing a sense of affiliation.
Searching for Understanding	Initial teaching anxieties later develop into a search for better understanding their roles as teachers.
Changes in Role Orientation	As they year progress, novice teachers modify their role definitions to include more of their reality based experiences.

Table 3.1 Olson and Osborn's Synthesis of Novice Teacher Experiences
 Adapted from "Learning to teach: The first year" By Olson, M R , & Osborne, J.W. ,1991, *Teaching and Teaching Education* ,p331-343, Copyright 2006 by Teaching and Teaching Education.

3.2.2 The Research on novice teacher in Chinese literature

The research on novice teachers in Chinese literature can be divided into four aspects: characteristics and stages of “induction period”; influencing factors of novice teachers; main problems of novice teachers’; strategies that promotes novice teachers’ induction period.

1.Characteristics and stages of novice teachers’ induction period

3.2.2.1 The induction period of novice teacher ;

“Induction period” is also called “induction” or “induction stage”, that is “the period for individuals to gradually adapt to the requirements of professional position after they are employed.” (Wang, 2012) Previous studies have paid relatively little attention to the “induction period”. At the beginning, academic circle regards “induction period” as a part of “teachers’ professional development stage” for investigation.

The main characteristics of “induction period”. As indicated in the existing literature, its main characteristics can be summarized as “survival and development”, “lack of flexibility and creativity”. For example, Zhang(2012) proposes that this period refers to the first years of teaching. During this period, teachers should realize the socialization of the education system and learn about the daily work of teaching. As novice teachers, they strive to be recognized by their students and colleagues, so as to achieve satisfactory results in dealing with daily problems. For another example, Ye Lan(2001) believes that the induction period” refers to the first to three years of teachers’ induction, which is the period of “survival and discovery. The later research also confirms the previous view that teachers at this stage strive for survival in teaching, gradually adapt to the role of teachers, and can successfully complete the organization of teaching activities according to the general mode, but lack flexibility and creativity (Yang, 2011). Some scholars argue that “induction period is a gradual process. It can be roughly divided into two stages: the period of occupational preparation and dynamic adaptation in employment activities. What we usually refer to as the induction period is reflected in the latter stage, which indicates the period from the beginning of a certain professional activity to the basic adaptation to this professional life (Dai, 2002).

3.2.2.2 The influencing factors of novice teachers;

There are many factors that influence novice teachers' induction period. According to the existing research, it can be roughly divided into two categories: one is individual factor, the other is environmental factor. From the perspective of individual factors, the psychological characteristics, occupation of educational resources and the education experience of novice teachers have a relatively large impact upon their induction period, while gender and educational background have relatively little influence (Yang, 2013). Firstly, in the aspect of psychological traits, the character and self-expectation of novice teachers exert a great influence on their "induction period". Studies have shown that the "indecisive, obedient and shy personality" and unrealistic self-expectation of some novice teachers often hinder their induction period (Ma, 2005). Secondly, the possession of educational resources such as computers and books has a great impact on the induction. Learning rooms, learning computers and classic educational books are all significantly correlated with the induction period of novice teachers (Yin, 2016).

From the perspective of environmental factors, induction program, school natures and folk customs have a certain impact on novice teachers' induction period. First of all, the induction program will affect all aspects of novice teachers' induction period especially the teaching skills. If the schools fail to provide induction program for novice teachers, or the education is not effective, the development of teaching skills mostly relies on novice teachers' self-exploration, which is of great contingency, then it is not conducive to their induction (Chen, 2003). Secondly, the nature of the school will affect the psychological adaptation of novice teachers to some extent. One arguer believes that 'the risks of private colleges and universities will be transferred to the novice teachers, and uncertainty will be generated during their induction period stage, which will result in the loss of a sense of belonging and self-worth' (Yan, 2015).

3.2.2.3 The main problems of novice teachers';

The first is a lack of professionalism and motivation. On the one hand, the professional value orientation of novice teachers is improper. Some novice teachers pay more attention to economic income and personal development space, and they think that becoming a teacher cannot meet their expectations (Dai, 2002). On the other hand, the professional belief of novice teachers is not strong. Some novice teachers regard "teacher profession" as "rice bowl" rather than "career" and even take it as "a helpless

choice under employment pressure” (Liu, 2013).

The second is a lack of professional ability. Firstly, it's the insufficient teaching skills of novice teachers, which is mainly manifested as difficulty in mobilizing students' learning motivation, inability to deal with individual differences, difficulties in selecting teaching methods, organizing teaching contents, controlling classroom rhythm, coping with classroom emergencies and so on (Ji, Zhou & Xia, 2013). Secondly, it's the insufficient class management ability of novice teachers. On the one hand, it is difficult for them to maintain classroom discipline. “There exist difficulties in managing students' behaviors, maintaining classroom discipline and controlling classroom atmosphere.” (Chen, 2003) On the other hand, the method of dealing with class affairs is not proper. “They are easily influenced by students, sometimes they lack self-control and there exists certain deviation in dealing with problems.” (Feng, 2008)

The third is the difficulties in dealing with interpersonal relationship. There are two main problems in interpersonal relationship of novice teachers. Firstly, it appears communication confusion, which specifically represents in that “when dealing with the relationship among school leaders, colleagues, students and their parents, they often feel helpless”, or “They are not straightforward in interpersonal communication.” (Zhang & Gu, 2013) Secondly, in the case that long-term communication confusion can not be solved, a small number of novice teachers appear inappropriate communication, which is mainly manifested as “lack of long-term communication with students”, “no communication and trust with other teachers”, , and so on. (Wu, 2009)

3.2.2.4 The strategies that promotes novice teachers' adaption

The first refers to the suggestions for the novice teachers' training institutes. Normal colleges and universities are called “the cradle of teachers”, therefore, the scholars mainly put forward suggestions for them. Firstly, in terms of theoretical knowledge learning, scientific planning, strict requirements and guarantee of the quality of training should be conducted. The specific measures include “strengthening time management for learning” (Dai, 2002), “reasonable adjustment of course structure and content” and so on. (Zhou, Yi & Hu, 2014) Secondly, as for the aspect of practical ability training , it should improve the practice conditions synthetically and enhance the quality of internship. “Normal colleges and universities should increase and reasonably arrange the time of educational probation and internship, earnestly and actively

cooperate with local governments and primary and secondary schools, increase the investment of internship funds, improve the internship evaluation system, so as to improve the quality of educational internship.” (Zhou, Yi & Hu, 2014)

The second refers to the suggestions for novice teachers themselves. Researchers' suggestions for novice teacher can be divided into the following points. Firstly, they should improve their personal qualities through imitating senior teachers and cooperating with them (Chen, 2003), “reading and thinking a lot” and “reflecting constantly”. Secondly, a reasonable self-expectation can be formed to reduce the impact caused by the mismatch between reality and expectation through correct self-positioning. (Wang, 2011) Thirdly, adapting the school's interpersonal relations through the enhancement of interpersonal cognition and self-reflection. One arguer suggests that novice teachers can promote their interpersonal adaptation through understanding themselves, students, teachers'group, students' parents as well as reflecting on the process and results of their interpersonal communication. (Li, 2009)

3.3 Induction program

3.3.1.Connotation of Induction

Teacher induction program is a support system designed to provide professional guidance to novice teachers. This is also a period of teacher development, focusing on the establishment of understanding of novice teachers. West Regional Educational Laboratory (2000) defines inductive methods such as

“... On-the-job support. Optimal induction efforts entail the involvement of carefully selected and prepared mentor teachers, a substantial period of support (typically two years), reflective activities embedded in the novice teacher's daily work, and opportunities to meet with experienced teachers and/or other novice teachers to examine and learn from student work”(http://w%Av.wested.ore/online pubs/no-00-05.pdf)

As pointed out by the researchers and organizations mentioned earlier, induction enables the novice teacher to gain support, a structured professional development system and time period, and learn how to become an effective teacher. According to Ralph Fessier (1995), induction is the second phase of the teacher's career cycle, between the two, preserves and capacity building (In Guskey & Huberman (eds.), p. 185).

Induction is defined as “support, guidance, and orientation for novice teachers during the transition into their first teaching job” (Smith & Ingersoll, 2004, p. 681). The introductory course is designed to help novice teachers hone their skills, collaborate with others, how to examine student work and improve their own practice, and become part of the learner community to improve student achievement and teacher efficiency, and finally provides new teachers with a supportive environment, helping them through a very stressful time in their career. Mentoring, the personal guidance provided to the beginning teacher, is a critical and popular element of induction.

Sharon Feiman-Nemser (May 2003) refers to the concept of induction as the “A Process of Enculturation”, enculturation into the profession of teaching, into their classroom and school as they “learn the ropes” (p. 27). “Understanding induction as an enculturation process means recognizing that working conditions and school culture powerfully influence the character, quality, and outcome of new teachers’ early years on the job” (Feiman-Nemser, 2003, p. 29).

Magg (ascited in Debolt, 1992, p. 102) has explained the induction program in this way that “helps novice teachers perform their duties effectively--an effort to demonstrate their competence in the particular context in which they are placed. Novice teachers constantly build and improve their self-image as teachers according to their ability, behavior and effectiveness through induction program.”

The above interpretation of the connotation of induction program enables the term “induction” to comprehensively summarize the learning and teaching life of novice teachers in the first several years before they enter the work. Each aspect of its meaning all emphasizes the different levels of novice teachers, which provides a comprehensive interpretation of induction program for teachers.

3.3.2. Research on Induction program in English Literature

The research on induction of novice teachers originated from Britain, the United States, Japan and other countries in the 1960s. Due to the early start of the research in this aspect as well as the importance attached to the professional development of novice teachers, these countries also established a relatively complete induction program system earlier, in which the objective, content, form and evaluation of the induction are comparatively standardized and systematic. For example, the “comprehensive training

program” for novice teachers in the United States and the regulation construction-oriented training system of novice teachers in Japan, novice teachers in the UK are required to attend one year’s training, and they must meet the standard requirements of ordinary teachers at the end of the training (Jiang, 2007).

In this section, the author mainly reviews the English literature on induction program, which is mainly from the United States. It is concluded that the research of domestic and foreign scholars mainly focuses on the following aspects:

3.3.2.1 Purpose of Induction program

Newcombe E.(1987) proposed the five purposes of induction program:①satisfying of perceptive needs;②improving teaching ability;③integrating in school groups;④solving predictable problems;⑤promoting adult development

Yinger (R.K.)(1987) believed that “teachers’ induction program is the development of practice and is adaptive to the complexity of teacher profession”. Induction can “provide teachers with convenient environment and opportunities to reflect on teaching practice, which not only promotes the development of teaching practice, but also promotes the improvement of teachers’ ability and efficiency. It is a sign of true professionalism.” Therefore, teachers’ induction program is a powerful tool to promote the implementation of teaching practice for the work of novice teachers is to constantly carry out educational activities and reflection.

In order to determine the main purpose of induction program for novice teachers, Tom Dunleavy(1983) found that a majority of teachers believed that the main purpose of induction was to help them solve problems related to classroom teaching. Other related goals also include giving novice teachers the opportunity to collect, create and apply appropriate teaching materials, providing personal support to novice teachers, and expanding professional knowledge in the subjects teachers taught. It can be seen that most scholars are trying to explain what the intention of induction program is, and the goals they proposed are also similar to some extent. Jensen, M.C.(1986) also believed that although the contents of the induction program were different in different regions, they had a common purpose, that is to “enable the novice teachers to make interaction at a high level between their colleagues and educational administrators.”

Austin (as cited in Houston, 1990, p78) puts forward five goals including the teachers’ induction programs, and analyzes the necessity of achieving those goals. The goals are: (1) improving teaching behavior;(2) enhancing the retention rate of

novice teachers in the induction period;(3) promoting novice teachers' personal and professional well-being;(4) satisfying the mandatory requirements about induction and the qualification certificate; (5) enabling novice teachers to inherit the culture of school system and teaching majors.

3.3.2.2 Strategies for induction program

The possible elements in the induction program proposed by Austin (1990) are as follows :

(1) conditions for employment and the printed materials for school regulations are included;

(2) orientation meetings and visits;

(3) seminar for novice teachers on the theme of curriculum and effective teaching;

(4) training meetings for instructors and other supportive personnel;

(5) observation or video recording of novice teachers' classroom teaching made by instructors, colleagues or evaluation teams;

(6) seminar conducted by the observer and the observed after the observation;

(7) consultation with experienced teachers;

(8) supporting instructors;

(9) opportunities to observe other teachers;

(10) providing available time for novice teachers and/or instructors;

(11) group meetings for novice teachers; and the newsletters and other publications that can provide teaching skills for novice teachers. `

In 2001, American Federation of Teachers issued a report, *Beginner Teacher Induction: The Essential Bridge*, which illustrated five aspects of novice teachers' induction program:

①all novice teachers are required to participate, that is, all novice teachers regardless of whether they have obtained teacher certification, need to participate in the induction program.

② The professional training lasts for at least one year. The research shows that a long term is better than a short term for induction program. One to two years of induction enables teachers to succeed early in career and helps them to engage in teaching working for a long time.

③ Qualified trainers are arranged. Trainers is an important component of induction

program. However, not all experienced teachers can serve as trainers for novice teachers. Only highly qualified teachers who have been carefully selected and meet the specified criteria can stare this role.

④The teaching burden of novice teachers should be reduced. When novice teachers have more work to do, they can't learn how to teach effectively. In order to exercise the professional skills of novice teachers, they must be given plenty of time and opportunities to observe the teaching of other teachers, cooperate with tutors, discuss with colleagues and make feedback to their own teaching reflection.

⑤Evaluation criteria should be formulated strictly. After the induction program is completed, the tutor should make a comprehensive evaluation about novice teachers according to the existing professional standards.

In 2004, *Tapping the Potential : Retaining and Developing High-Quality New Teacher* issued by American Alliance for Excellence Education summarized five key factors included in the structure of novice teachers' induction program: efficient teaching instruction, standard training procedures, continuous professional development, teachers' support outside the school and standard-based assessment .

In his *Novice Teacher: Meeting the Challenge*, Patricia Martin (2008), an American scholar, studied the novice teachers' induction program model developed by New Teacher Center of University of California and introduced nine key elements included in the model:

- ①the school principal's support and participation;
- ②teaching instructors selected through formal application and assessment procedures;
- ③ continuous training for teaching instructors with good design ;
- ④1 or 3 years free from full-time teaching for instructors;
- ⑤formal guidance and support of 1.5 to 2.5 hours per week within two years;
- ⑥providing the best practice objectives and guidance frameworks based on professional standards;
- ⑦evaluating novice teachers' work by means of comprehensive formative evaluation;
- ⑧assigning instructors and novice teachers according to grade and professional field;
- ⑨ensuring teachers' teaching priorities are aligned with school administrators and

communities.

3.3.2.3 The evaluation of induction program

Aubery H. Wang developed a reference system for evaluating novice teachers' induction programs and policies in his study report in 2002. This system includes three main dimensions: legislation and funding, state, regional and national responsibilities as well as elements of the induction program. Through comparing the three dimensions, it can be found that: First, some major states focus on novice teachers' induction guidance. Second, the scope of evaluation is mainly reflected in the state and school district's supervision of the induction education and the evaluation of novice teachers' induction. Third, starting from teachers' induction program and the state's standards, incentive mechanism should be applied to attract high-qualified and qualified teachers to adjust and correct the evaluation for novice teachers.

Peterson, K.D.'s book *Teacher Evaluation: A Comprehensive Guide to New Directions and Practices* (2000) puts forward a new trend of teacher evaluation at present, describes the necessity of teacher evaluation reform, and focuses on the evaluation for novice teachers. He proposes that the evaluation of novice teachers is first the selection of them, and the second is the attention and evaluation on the professional development of novice teachers. He also emphasizes the two purposes of the evaluation for novice teachers: the first is to give novice teachers a sense of trust and security; the second is to enable them to put a good attitude towards the teacher evaluation that accompanies them throughout their career and promote their professional development through evaluation.

3.3.3 Induction program or pre-employment training in China

In China, the research on induction program starts late, while the research contents of pre-employment training is very rich. Although the concepts of "pre-employment training" and "induction program" are also distinguished and analyzed, the regulations and policies always focus on pre-employment training instead of induction program. The functional departments are also used to managing induction program as pre-employment.

According to the literature of CNKI, although the introduction of foreign teachers' induction program has appeared in China since the 1990s such as *Wang Binhua's*

Novice Teachers' Induction Program Implementation in Australia, on the whole, the research on the induction program in China especially the corresponding early research is relatively less. The research on induction program in China started from the article: *On the Theory and Practice of Pre-employment training for Young Teachers in Colleges and Universities published in Research on Teachers in Chinese Colleges and Universities* by Cui Yu in 2002.

Looking from the content of pre-employment training, in *Comments Upon Pre-employment Training of Teachers in Colleges and Universities 2003*, Hai Hua defined pre-employment training as a preliminary training of adaptability with pedagogical nature for novice teachers who are engaged in education and teaching in schools, and an initial vocational training with pedagogical nature for teachers who are going to work in universities. There are also some scholars who point out the problems existed in pre-employment training. Jiang Wenli (2003) believes that there are three problems in the current training work. First, the training time is short with much contents, the young teachers can not grasp the training contents deeply. Second, the contradiction between work and study of some young teachers during the induction period is quite prominent, which affects the teaching effect and training quality to a certain extent. Third, the teaching of theory is mostly taught in class, and there is a lack of communication between teachers and young teachers. Third, the teaching theory is mostly taught in class, and there exists a lack of communication between the course teachers and young teachers. So the performance of linking theory with practice is extremely poor. As for these problems, Gao Yingbin and Peng Zhong said in 2005 that the following points should be done in order to give full play to the role of pre-employment training: enriching teaching plan; strengthening the cultivation of teaching practice ability; changing the inspection method of training effect and improving the ability of scientific.

3.4 Confucius Institute and Chinese language teacher

3.4.1 The Confucius Institute

The research on Confucius institute came after the establishment of it, that is after 2004. Regarding CNKI journals as the retrieval literature source and the “Confucius institute” as key word, this paper finds that the research on Confucius institute as an international education organization can be first seen in Ning Jiming’s doctoral thesis

International Promotion of Chinese Language: Economic Analysis and Suggestions Upon Confucius Institute in 2006. The literature about Confucius institute can be roughly divided into three types

3.4.1.1 The soft power, worrying and development of Confucius Institute

First, as for the aspect of organizational structure, the related literature analyzes the correlative functions of Confucius institute as educational organization, institutional construction, volunteer projects, promotion of teaching models, construction and development plans and strategies of different types of Confucius institute and so on. About the main research results, Liu Zihong (2010) analyzed the difficulties and challenges in the global development of Confucius institute from the perspective of resource allocation, and discussed the specific measures to optimize the allocation of domestic resources. Regarding the self-organization structure and resource allocation of overseas Confucius institutes as the research object, Gu Ling (2011) proposes the flexible strategy of internal management of overseas Confucius institutes, and believes that the key is to establish an excellent team. Yuan Li (2011) appeals to pay attention to the system construction of teacher evaluation, profit mode and evaluation mechanism of Confucius institutes and strengthen the construction of supporting policies. Wang Yujin (2012) analyzes the important role of establishing strategic alliances between Chinese and foreign universities in the development process of Confucius institutes, and discusses the relevant strategies of constructing the strategic alliance between Chinese and foreign universities which focuses on development.

Second, as for the aspect of educational practice, the related literature analyzes the specific educational links of Confucius institutes in terms of teacher training, classroom teaching, cultural activities and exchanges. Han Yingxiong (2010) expounds the role and enlightenment of overseas schooling model represented by Confucius institutes upon the open development of higher education in China. Wang Jinyan (2011) sorts out the functions of Confucius institutes based on the model theory of cultural communication system, and puts forward suggestions on strengthening the function construction of Confucius institute from the perspective of cultural environment at home and abroad as well as communication objects through investigation and interview. Through analyzing education communication, education ecology and the related theories based on resources and network, Zhao Yue (2014) discusses the

educational function composition, realization path and optimization strategy of Confucius institutes from four aspects: educational function orientation, educational practice, cooperation with other subjects and gambling with government organizations.

Third, as for the aspect of social impact, the related literature analyzes the social influence and related influencing factors of Confucius institute as an educational organization from the perspectives of national soft power construction, cultural communication, and social network construction and function. Wu Qiao (2009) discusses whether Confucius institute can realize the mission of cultural communication through daily Chinese teaching, and analyzes the challenges and difficulties encountered by Confucius institute as well as what mechanism or channel should be adopted to carry out scientific and cultural communication. Cai Liang and Song Lilei (2010) analyze the international implementation of Confucius institute in spreading culture through language, they believe that this is an effective way to externalize the connotation of “harmony”, which also serves as a part of creating a harmonious world. Guan Bing (2012) regards the language policy as a specific indicator to measure a country’s soft power, and found that the rapid development of Confucius institute is related to the economic relationship and Chinese fever while has nothing to do with ideology through data analysis. Fan Rong (2012) proposes that cultural integration is an important prerequisite for the success of language and culture communication, and cultural exchange and integration with host countries is a significant path for the international promotion of Chinese and the development of Confucius institutes.

3.4.1.2 The organizational structure, educational practice and social impact of Confucius Institute

Although the research on Confucius institute in foreign countries starts a little late than that in China, there also exist some studies in recent years. The research contents can be roughly divided into three three categories:

The first category affirms the positive significance of Confucius institute in enhancing China’s soft power, promoting cultural diplomacy and the development of diverse cultures in the world. Paradise(2009) investigates the debate between Confucius institutes and the “Trojan horse”, he concludes that Confucius institutes spread language and culture around the world and strengthen cooperation with foreign

academic institutions, which may increase China's "soft power" and help China establish a good national image. This assists to promote China entering an "innovative society", and China's universities will also become the biggest beneficiary.

The second category refers to an attitude of worrying, questioning and even rejecting Confucius institutes. Schmidt(2010) points out that some professors or scholars in American universities believe that the current teaching and management mode of Confucius institutes might enable them to obtain sensitive information about the United States, which will affect the academic freedom in the United States, and the rapid expansion of Confucius institute in the United States will make the teaching quality difficult to guarantee. Regarding the Confucius institutes in Germany as the research object, Hartig (2011) discusses the relationship between Confucius institutes in building China's national image and political image, and he believes that there is nothing wrong for Confucius institute as a way to increase China's national right of speech and build a good international image, but if the Confucius institute blindly adopts the avoidance strategy on some sensitive issues, it cannot change the current doubt about the possible "cultural invasion" of the Confucius institutes.

The third category focuses on the development of Confucius institute itself. Chang, Mirniirani and Ilacqua(2009) believe that Confucius institutes have common characteristics with multinational companies, both of which are aimed at achieving global expansion and the sharing of leadership and knowledge. Through research, this paper finds that the distribution of leadership of Confucius institute is influenced by different cultural, social and political conditions around the world, and such style of leadership plays an important role in the global decision-making of Confucius institute.

3.4.2 Chinese language teacher

The Chinese language teacher program was established in 2004, which has only been in existence for 14 years. With the rapid rise of "Chinese fever" around the world and the comprehensive operation and implementation of the Chinese language teacher program conducted by Hanban in recent years, a large number of Chinese language teachers are sent abroad every year to promote Chinese internationally. People also gradually begin to pay attention to and understand the special group of Chinese language teachers, and the research about them also increases. So far, the research results about Chinese language teachers can be divided into the following several

types :

3.4.2.1 The status of Chinese language teachers

Regarding 69 Thai Chinese language teachers sent by Jiangxi province from 2011 to 2013 as the research object, Huang Jing(2013) carries out surveys on the school, life, psychology and social situation of the teachers. Then she analyzes the common problems of the Chinese language teachers and the two biggest causes of the problems: the deficiency of Chinese language teacher selection examination and training program. Finally, some suggestions are put forward to solve these two problems.

As a Chinese language teacher who is going to Thailand, Shang Min (2013) obtains the first-hand information of 118 volunteers through questionnaires and individual conversations in his thesis through the convenience of his own conditions. Through investigating the basic status , psychology, personality, teaching, social interaction and diet of the Chinese language teachers in Thailand, he finds out the current difficulties and problems of the Chinese language teachers and proposes the corresponding solutions. Finally, some effective development analysis are put forward according to the overall situation of Chinese language teachers in Thailand.

3.4.2.2 The selection and training of Chinese language teachers:

Zhang Huijing(2015), the Chinese dean of the Confucius institute in University of the Andes, Columbia makes a detailed analysis on the problems of Chinese language teachers that frequently occur in overseas teaching and life in World Chinese Teaching Association Newsletter. Combined with the actual causes of the problems, she puts forward some effective solutions from the aspects of Chinese language teacher training, management and evaluation, so as to promote the international Chinese language education and Chinese language teacher project developing smoothly through presenting the actual situation of overseas Chinese language teachers and proposing solutions to the problems.

In his thesis, Shandong Normal University Feng Kun (2014) firstly investigates and analyzes the status quo of the selection and training of Chinese language teachers. Secondly, based on the opinions of Hanban about the selection and training of Chinese language teachers as well as the problems in actual teaching, he investigates the Chinese language teachers in Thailand and finds that there are many problems in the

selection and training of Chinese language teachers, for example, the difficulties of interview in provinces and cities are not unified, the interview focus is not prominent, the foreign language training strength is not enough, the pertinence is not strong and so on. Finally, combined with the actual situation of overseas Chinese language teachers and the implementation situation of Chinese language teacher project, the author puts forward some opinions and suggestions.

3.4.2.3 Educational issue of Chinese language teachers in abroad

In his thesis, Yunnan University Chen Fangyuan (2015) analyzes and statistics the local Chinese teaching situation through investigating 4 Chinese language teachers and 308 students in Barabise region of Nepal, and finds some problems in the local Chinese teaching. Through analyzing the reasons from the aspects of teachers, teaching materials and teaching methods, he finally puts forward some practical suggestions for the improvement of local teaching problems. The purpose of his thesis is to present the local Chinese teaching situation clearly and put forward effective and practical suggestions according to the existing problems.

Based on the survey of Chinese language teachers in Victoria, Australia and 105 students who learn Chinese in grade 7 to grade 10, Central China Normal Yniversity Yu Le (2015) analyzes the current situation of Chinese vocabulary teaching in the local public middle schools in his thesis and and obtains the main difficulties in local Chinese vocabulary teaching. Through the analysis and summary of the four aspects (teaching materials, methods, theories and teachers), this paper finally discusses the causes of the dilemma and puts forward the corresponding solution strategy.

3.4.2.4 The comprehensive qualities of Chinese language teachers

Lu Yingfei (2008) believes that international Chinese language teachers should possess necessary Chinese teaching professions and must be self-respect, be a model for others and sufficiently experienced and well knowledged with certain foreign language application ability. In addition, he also believes that Chinese language teachers should study the cultural differences between China and foreign countries and attach importance to “to teach is to learn”.

Liu Ying (2010) proposes that qualified Chinese language teachers should master sufficient knowledge of pedagogy and psychology with abundant linguistic theories

including literature and culture knowledge, and should be capable of skillfully grasping and using foreign language with observation ability, classroom organization ability, imagination and innovation ability, grasping modern education technology and other aspects of teaching ability.

Yu Xiaozhi (2012) believes that excellent international Chinese language teachers should evaluate Chinese historical events fairly and objectively, and dare to face the deficiencies of Chinese national culture. Meanwhile, they should transcend ethnic and national consciousness to set up “human consciousness” of human cultural concept.

Liu Xiangda (2012) thinks that foreign Chinese language teachers should possess acute political quality, diversified knowledge quality and strong ability quality. Liu Zhifang (2012) analyzes the qualities that Chinese language teachers should have in terms of external image, psychological endurance, professional theoretical knowledge and relevant knowledge and skills under the promotion of Chinese as a foreign language. Combined with the scholars’ opinions, I think an excellent international Chinese language teacher should not only have high professional quality, but also have certain cross-cultural communication ability and strong psychological quality. Especially for overseas Chinese language teachers, they should pay more attention to their personality qualities for they represent the image of the world of Chinese.

The fifth chapter is about the cross-cultural adaption and should be put in the chapter cross-cultural adaption.

3.5 Cross-cultural adaptation theory and Chinese Language teacher

3.5.1 Cross-cultural adaptation theory

3.5.1.1 The stage of cross-cultural adaptation theory

Yang Junhong (2005) divides the research of cross-cultural adaptation into three stages: beginning, development and golden period. The early cross-cultural studies mainly focus on the mental health problems of immigrants. According to America’s census in 1903, it found that 70% of hospital patients were immigrants. This fact has attracted the attention of researchers, and then the UK, Australia, Canada and other countries successively carry out research about it. In the 1970s, the research on cross-cultural adaptation entered the development stage, which mainly focused on the study of adverse consequences of cross-cultural contact. And most of the studies tend to be theoretical with a lack of experimental research. There is no comparative study

between sojourner groups and local cultural groups. After 1980s, the research on cross-cultural adaptation entered its golden period, the research methods and research scopes have been continuously enriched and expanded. Not only anthropologists and sociologists, but also linguists, social psychologists and communicators have brought the issue of cross-cultural adaptation into their research, which represents the rich connotation and diversified framework of multi-disciplinary and multi-perspective mutual learning and joint discussion.

3.5.1.2 Classification of cross-cultural adaptation

Scholars put forward different classifications of cross-cultural adaptation. The classification method of cross-cultural adaptation agreed by most researchers is the view of Ward (1996) and his colleagues that cross-cultural adaptation should be divided into two dimensions: psychological adaptation and social cultural adaptation, which refers to the mental health and life satisfaction in cross-cultural contact. In the process of cross-cultural contact, it can be said that the psychological adaptation is achieved if there is no or less negative emotions such as depression, anxiety, loneliness and disappointment. Social adaptation refers to the ability to adapt to the local social and cultural environment as well as the ability to communicate effectively with people with local culture. Black, Mendenhall & Oddou (1991) further divides cross-cultural adaptation into three dimensions: general adaptation, work adaptation and interaction adaptation. General adaptation refers to living cost and health care. Work adaptation refers to being familiar with new tasks, working roles, responsibilities and working environment. Interaction adaptation refers to a sense of comfort and proficiency in social interaction with the host country, which is often the hardest for sojourners to achieve for the cultural differences between the two sides seem insurmountable in the direct contact with the people of the host country.

3.5.1.3 Research perspective of cross-cultural adaptation

It can be found from the retrieved literature that the research and interpretation of cross-cultural adaptation have extended from anthropology and sociology to other disciplines such as psychology. From the perspective of anthropology and sociology, the original studies of cross-cultural adaptation explore cultural communication in the society caused by cultural exchanges from the group level, so as to identify the

differences among different cultures. Subsequently, the psychologists begin to pay attention to the study of cross-cultural adaptation at individual level, which mainly focuses on the psychological response and social integration of foreigners in new cultural environment, and places particular emphasis on the change of individual values and attitudes as well as the change of their behaviors. (Yang, 2005) The later research has extended the scope to foreign students, professionals, business people, missionaries, military personnel, diplomats and travelers.

Altbach (1991), the scholar of comparative education, his *Analysis of the Influence and Adaptation of International Students From A Comparative Perspective* is a representative work on cross-cultural adaptation of international students in the field of comparative education. Many subsequent studies draw on some of the views and ideas of this paper. Tracy Williams(2002) studies cross-cultural adaptation from the perspective of cross-cultural communication in his *Research Upon the Influences of Overseas Study Experiences on Cross-cultural Adaptability: Adaptability and Sensitivity*. Xu Guangxing (2000) analyzes the cross-cultural adaptation of Chinese students in Japan from the perspective of psychology. Zheng Xue (1990) studies the psychological adaptation of Chinese students in Canada. Chen Hui (2003) also analyzes the cross-cultural adaptation of international students in Beijing as well as its influencing factors from the perspective of psychology. Chen Xiangming (1998) discusses the social interaction and cross-cultural adaptation of Chinese students in the United States from a multi-disciplinary perspective of sociology, culture, intercultural communication and pedagogy.

3.5.1.4 The influencing factors of cross-cultural adaptation

Gender studies from all aspects have always been the first consideration in this field. However, gender differences do not affect cross-cultural adaptation. (Baek&Thomas,2009) Studies have shown that for Chinese, Japanese and Korean immigrants, gender does not influence the degree of cross-cultural adaptation. (Yeh, 2003) The conclusion is also suitable for Koreans in Pittsburgh, Pennsylvania. (Koeske, & Sales, 2002) However, some studies have also shown that boys are more difficult to adapt to cross-cultural adaptation than girls (Gibson,2001). A study about immigrant adolescents in Chile, Norway, Turkey, Vietnam, and Pakistan finds that girls get higher scores than boys on mental-health-related items. (Sam,2000) And Among British

Indians, girls also get higher scores than boys in cross-cultural adaptation. (Singh, 1997) Therefore, according to the results of these studies, there is no unified answer as to which is better for the cross-cultural adaptation of women and men, it needs to combine with specific situations to conduct specific analysis.

The length of residence in the host country also influences the process of cross-cultural adaptation. Some researchers have found that in the UK, Indians with school education for a longer time in the host country have better cross-cultural adaptation than those with school education for a shorter time. (Singh, 1997) The same conclusion is also found among Korean sojourners in the United States, the longer the Korean sojourners in the United States stay, the better the degree of their cross-cultural adaptation is. (Oh et al., 2002) Indian teenagers who live in Canada for longer time tend to adopt integration policies towards the host country. (Kwak & Berry, 2001) African Americans in the United States gradually lost their ethnic identity as they live there for a longer time, they pay less attention to Filipino customs and culture and are less likely to identify themselves as Filipinos, meanwhile, they are also less active in Filipino groups. However, some scholars have pointed out that living in the United States for a longer time does not mean cross-cultural adaptation is better. Sojourners who have lived in the United States for a long time but still keep in touch with people from the same home country tend to adopt a cultural orientation of their own countries. (Trueba, 2004) Therefore, whether living for a long time will promote cross-cultural adaptation also depends on the sojourners' surrounding environment and communication. An adoption of bicultural orientation may reduce the problems related to cross-cultural adaptation and increase the chances of individual success in the host country.

Age is also an influencing factor of cross-cultural adaptation. In the studies on age and cross-cultural adaptation, some researchers have found that the younger the immigrants who arrive in the United States are, the less the ethnic identity they have in their home country is. (Gong et al., 2003) The younger the immigrants are, the higher the degree of their cross-cultural adaptation is. This is because the earlier the immigrants arrive in the host country, the more opportunities they have to socialize and learn new cultures in the host country. For example, the earlier the network of schools and friendships is built (Baek & Thomas, 2009).

The degree of fluency of the host country's language is another important reason

for cross-cultural adaptation (Baek & Thomas, 2009). Capability of speaking fluent language encourages migrants to communicate with people from the host country in their daily lives whereas incapability of speaking fluent language limits their social connections, social networks and resources. In the process of cross-cultural adaptation, fluent English can help reduce psychological pressure. (Oh et al., 2002) Some researchers have found that for Filipino immigrants, proficiency in English can improve their racial identity (Gong et al., 2003). Other influencing factors of cross-cultural adaptation include the immigrants' attitudes towards cross-cultural adaptation, social support, age, length of residence in the host country, education level and English proficiency. (Berry, 2003; Oh et al., 2002; Yeh, 2003) All these are basically reflected in this paper.

As for the sense of identity, studies have shown that overseas students have significantly less social adaptation and sense of belonging to the school (namely student's feelings about his/her school) than American students. (Ingman, 1999) Due to cultural differences, individuals will feel more pressure and have more difficulties in participating in school activities and becoming leaders. These adaptation problems are more obvious in overseas students from non-western countries (Ingman, 1999).

There is little literature on cross-cultural adaptation of Chinese overseas students in China. It is found that in terms of academic performance, language barriers and poor communication are the major sources of learning stress; in terms of social culture, the conflict between American individualistic values and Chinese students' values is particularly obvious; in terms of the personal side, Chinese overseas students often miss the culture of their home country, their relatives and friends as well as the familiar support system in China. When life events occur, the feeling of loneliness and homesickness will become more obvious (Yan, 2011). In addition, Yan Wenhua (2007) finds that for Chinese students and scholars in Germany, social stress present a significant negative correlation with totality, interpersonal relationship, learning and work adaptation. The stressor level of subjects with good adaptability is lower, and the overall adaptation can predict the cultural, physical and physiological stressor.

3.5.2 Cross-cultural adaptation of Chinese Language teacher

There exists few domestic studies on cross-cultural adaptation of Chinese Language teacher in Europe, and especially no specific study on cross-cultural

adaptation in the Czech republic. Hereby, the author sorts out the research and survey results of cross-cultural adaptation of Chinese Language teacher in Thailand, Australia, Philippines, South Africa and other countries as follows:

Lv Yuhui and Ru Shuyuan (2012) investigate the cross-cultural adaptation of 2233 Chinese language teacher s' overseas working situations in 10 regions through questionnaire. According to the research, as for teachers' overseas living, the items with a degree of difficulty from high to low are language adaptation obstacle, diet adaptation, economic problems, trifles of life in the host country and housing problems respectively. Difficulties in work are mainly reflected in language barriers, heavy workload and the lack of understanding of teaching objects. In order to solve the difficulty of cross-cultural adaptation, the paper puts forward the following strategies: to complete cross-cultural adaptation with an attitude of cultural integration; self-orientation, other-orientation, and perceptual orientation.

Based on her own Chinese teaching experiences, Dai Kaili (2012) compares the cultural differences between China and Thailand which include language differences, life styles and religious habits, and then puts forward the cultural differences that should be paid attention to in Thai Chinese teaching. And in view of how Chinese language teacher s overcome cultural differences to achieve acculturation, she also puts forward countermeasures to improve the awareness of cross-cultural adaptation and self-adjustment.

Ni Shugan and Qi Hua (2012) apply quantitative and qualitative method to investigate the Chinese language teacher s in Australia sent by Hanban from 2008 to 2009. The results indicate that the social adaptation and psychological adaptation of the Chinese language teacher s are good, and the difficulties of cross-cultural adaptation is mainly manifested in interpersonal communication and teaching management. Professional background and regional differences are the reasons that influence cross-cultural adaptation.

Sun Qin and Li Yan (2012) investigate the cross-cultural adaptation of Chinese language teacher s in South Africa. The survey finds that the problems encountered by Chinese language teachers are: troubles in objective adaptation; the difficulty of satisfying subjective needs ; differences in personal qualities and abilities and limited conditions provided by outside for foreign teachers to get adaptation. In order to improve the ability of cross-cultural adaptation, teachers should improve themselves,

adjust mindset; expand network and take the initiative to ask for help.

Ye Jin (2012) analyzes how to cultivate the ability of Chinese language teachers' cross-cultural communication in German culture. Combined with the author's long-term teaching practice in Germany, the article studies the characteristics of the German cultural circle and puts forward the cross-cultural differences that Chinese language teachers should pay attention to in local classes, which include the difference of teacher-student relation, the differences of students' learning habits, the differences of social environment students live and the differences in students' learning purposes, motivation and attitudes towards test scores. Chinese language teachers should focus on cultivating the awareness of changing the perspective to think of problems and adjusting the Chinese class from the perspective of students. In addition, it is suggested that the teaching plan should be systematic and the teaching objectives are transparent.

In her paper, Zhang Baie (2012) of Jinan University investigates the teaching adaptation in the early stage of teaching of about 90 Chinese language teachers in Thailand. By the means of questionnaire survey and personal interview, it is found that the overall situation of Chinese language teachers is optimistic at the beginning of their tenure, but there also exist some problems such as classroom discipline, teaching quality and classroom management.

Yang Pingjun (2013) applies qualitative research method to investigate the cross-cultural adaptation status of 14 Chinese language teachers in Philippines. The survey finds three major problems of Chinese language teachers in Philippines, they are unsmooth communication, unsuccessful work and living conditions that is lower than expected. Faced with these cross-cultural differences, most Chinese language teachers adopt the strategy of avoidance and tolerance. The paper proposes a series of strategies for the Chinese language teachers: adjusting mentality, improving language proficiency, communicating with others and seeking help. In addition, some suggestions on policy support are put forward for the Overseas Chinese Affairs Office and Hanban, and country-specific training should be strengthened, the overseas management should be improved and so on.

In his thesis, Ou Qing (2015) investigates and analyzes the cross-cultural adaptation of Chinese language teachers in the Confucius institute of Eötvös Loránd University, Hungary from the aspects of social life, psychology, language and work through the means of questionnaire and personal interview. Through investigation, it is

found that Chinese language teachers exist some problems in language and work adaptation. Finally, according to the current cross-cultural adaptation of Chinese language teachers, the author puts forward some effective suggestions from the four aspects of the Chinese language teachers themselves, the school where they teach, Hanban training and domestic universities, so as to help Chinese language teachers better adapt to overseas life.

Regarding real and typical cases as the research objective, Li Xueli (2016) of Yunnan University applies the comparative analysis method and induction method to study “how to help Chinese language teachers in Thailand adapt to the Thai teaching work quickly” in her thesis. Discussing from the aspects of teaching environment, teaching content, teaching methods and the adaptation of teaching objects, the author finds that the acculturation of Chinese language teachers in Thailand involves three aspects: material, concept and system. Finally, the author puts forward some feasible suggestions on the cultural adaptation of Chinese language teachers based on her own experiences.

Through the analysis of the above literature, it can be seen that the cross-cultural communication problems encountered by Chinese language teachers are both subjective and objective. The subjective problems are mainly reflected in the differences of the quality of teachers, and the objective problems are reflected in the difficulties of environmental adaptation. And Chinese language teachers should promote Chinese culture according to the actual situation of the local culture. As for the cross-cultural adaptation in actual life, Chinese language teachers should actively carry out self-adjustment, communicate with others and ask for help.

3.6 Summary

In summary, the author has seen that in the field of education, research on Induction and novice teachers has been very rich, those two concepts are related to each other. The research on the different perspective of induction program, such as Tasks, content, strategies, methods, is to solve the difficulties of novice teachers in the early days of their career. The Problem of the novice teachers, such as incompatibility of teaching, the gaps in interpersonal relationships and the problems of class management etc, is widely discussed and try to find the way in induction program to solve.

In the study of Confucius Institutes, it is often discussed from the aspects of

institutional management, social influence, and educational practice. Chinese teachers are examined from the status, selection procedures, teaching practices, and quality of teacher. Cross-cultural adaptation has been deeply studied. From anthropology to sociology to psychology and other disciplines, the topic of investigation are very broad from immigrants, business people, the military, and international students.

From those literature review,

Although the Induction program is am to support the novice teacher, which is in pedagogical domain, there is no discussion about the cross-cultural perspective.

Confucius Institutes, Chinese teachers are all discussed in their own disciplines, Chinese teachers never be discussed under the name of novice teacher, less attention pay on on the induction program of Confucius Institutes.

Cross-cultural adaptation, widely discussed from anthropology to sociology to psychology, in the pedagogical, there are some research on the international student, foreign teacher, there is no one discuss the induction program should support or help the novice teacher to adapt themselves in the new culture environment.

CHAPTER 4: METHODOLOGY

4.1 Design of the research

4.1.1 Paradigm: qualitative research

The qualitative research is the in-depth, meticulous and long-term experience of things through the interaction between researchers and the research object, then to have a more comprehensive explanation and understanding of "essence".(Chen,2000). Qualitative research is aimed at obtaining a deep understanding of a specific institute or event, rather than a surface description of a large sample of a population. It aims to provide an explicit outlining of the structure, order, and broad patterns found among a group of participants(Li, 2006). Qualitative research lets the meaning emerge from the participants, pay attention to their life experience and meaning construction (Chen, 2000).

The reason that this study applies the qualitative research is that the question of this research is inseparable to their experience, process or local social culture, and aim to build a model to help their cross-culture adaption. This Qualitative research could get a better understanding through firsthand experience, truthful reporting, and quotations of actual conversations from the novice Chinese teacher in Olomouc. It aims to understand how the novice Chinese teacher derive meaning from their surroundings, and how their understanding influences their adaption.

4.1.2 Grounded Theory

Grounded theory was first put forward by two American scholars, Barney Glaser and Anselm Strauss in their co-authored the *Discovery of Grounded Theory: Strategies for qualitative research* published in 1967. Since then, during the development of nearly half a century, two scholars and their students have made some modifications to this research approach. No matter which version of the grounded theory, they have common characteristics. Grounded theory is a research approach, not an academic "theory"(Chen, 2000). The essence of it can be summarized as follows: the purpose of research is to generate theories, which must come from empirical data. please see the Diagram 4.1, Grounded theory is a process of systematically collecting and analyzing data, developing concept and assembling category from data. And the theory would emerge from the data through a systematic process of data collection and analysis. Grounded theorists prefer analysis to description. They prefer fresh categories which

refers to groups of concepts assembled at a higher level of abstraction, over preconceived ideas. They also prefer data collecting and analyzing simultaneously.

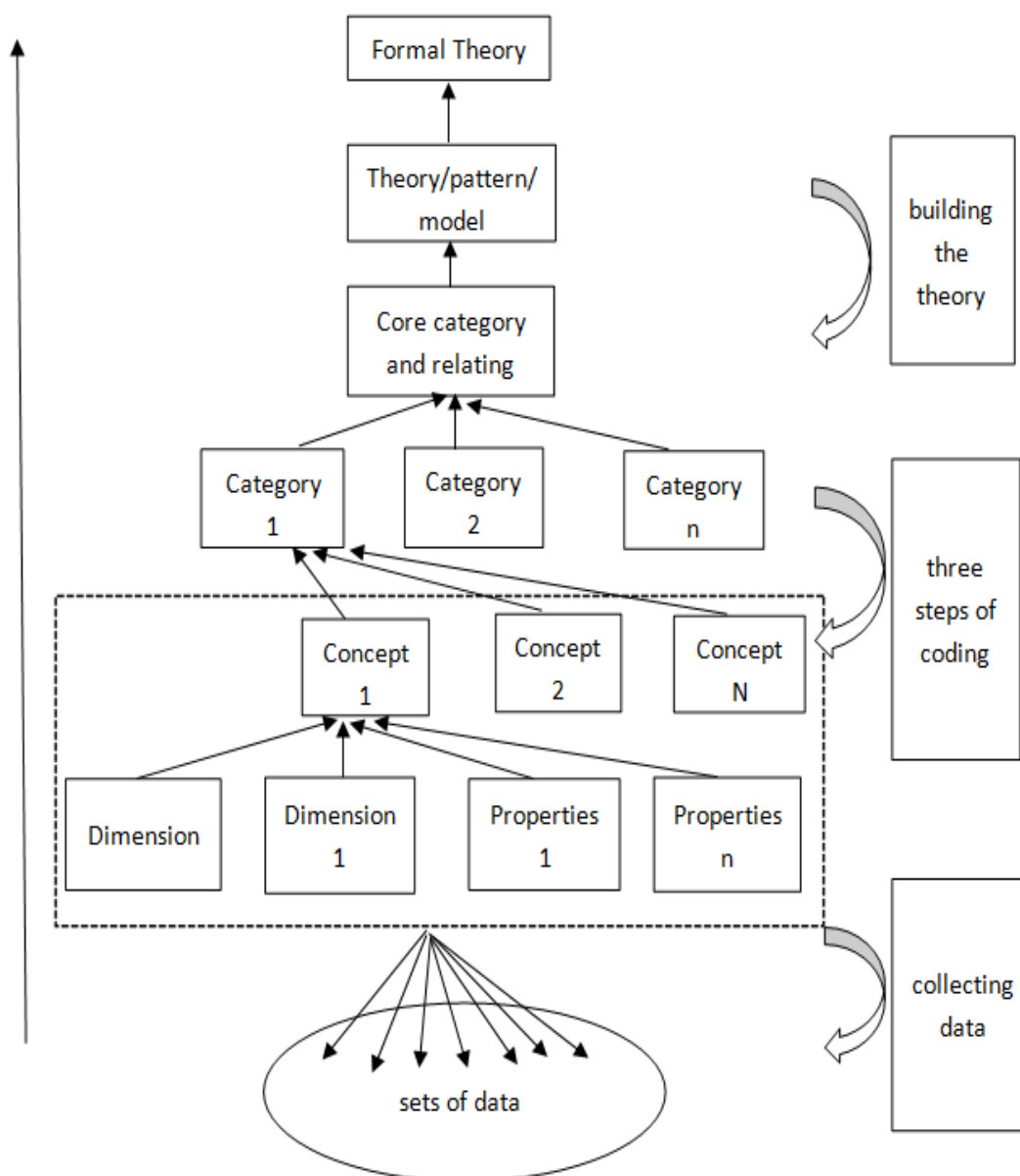


Diagram 4.1 The process of Grounded theory

In order to link theory with empirical data, the grounded theory approach only generates "substantive theory", that is, smaller "working hypothesis" about everyday life. Substantive theory involves a substantive area, that is, the theories derived from the study of a phenomenon in a particular context, e.g., patient care, race relations, professional education, juvenile delinquency, and research institutions (Strauss&Corbin,1998).

In qualitative research, Creswell (1998) proposed five main methods of qualitative research, Ethnography mainly focuses on culture shared group. Although the author comes from the same culture as those Chinese teachers, they do not share the same working and learning experience. Case study mainly focuses on the study of one or more event. And narrative research and phenomenology research is mainly aimed at individual life experience, which the former focuses on the narration of language, while the latter is to look into the essence of experience. Moreover, grounded theory has a very detailed data collection and analysis method, so that the author, as a novice researcher, also has a good reference and can follow rules and regulations. Moreover, given the emergence of many theories in the field of cross-cultural adaptation, most of them are grand and too formal. Therefore, the author plans to summarize a substantive theory and model, and discuss with the previous theory after the conclusion is drawn.

4.1.3 The Basic characteristic of grounded theory

4.1.3.1 Theory is grounded in data

Grounded theory particularly emphasizes the building of theories from data, and holds that only through deep analysis of data can theories be formed gradually. This is a process of induction, in which data are continuously condensed from the bottom up. The theory must be traceable to the source of its production, and must be supported by empirical data. This is because the grounded theorist believes that only the theories generated from the data have vitality (Oktay, 2012). The first task of grounded theory is to establish a substantive theory (that is, a theory applicable to a specific space and time) base on the concept or category generated from the data, but it does not exclude the construction of formal theory with universality (Strauss,1987,p5).

4.1.3.2 theoretical sensitivity

“Sensitivity is necessarily increased by being steeped in the literature...” (Glaser, 1978, p3) Since the main purpose of grounded theory is constructing theory, it emphasizes that researchers should be highly sensitive to theories. When collecting and analyzing data, researchers should be sensitive to the information presented in the data and pay attention to the clues of new constructing theory. Maintaining theoretical sensitivity not only helps researchers to have a certain focus and direction when collecting data, but also helps them to look for concepts that can be used to concentrate and condense the content of data, especially when the content itself is loose (Strauss & Corbin, 1998).

4.1.3.3. Constant Comparison

Constant comparison runs through the whole process of the study of classical grounded theory, and is also the core method followed by all schools of grounded theory. Therefore, grounded theory is also known as "the method of constant comparison" (Glaser & Strauss, 1967). "The analytic process of comparing different pieces of data against each other for similarities and differences" (Strauss & Corbin, 1998, p89). According to the original grounded theory (Glaser & Strauss, 1967), the formation of theory comes from the comparison of data to data, concept to concept or category to category in the process of data analysis. Concepts and categories emerge in comparison and then show their characteristics through more comparison (Glaser, 1992). Continuous comparison, also, refers to that data collection and data analysis are carried out interactively, that is, data analysis and coding are conducted immediately after data is acquired to generate new concepts and categories and compare them with existing concepts, categories or relationships, so as to conduct new data collection and analysis.

4.1.3.4. Theoretical sampling and saturation

“Theoretical sampling: Sampling on the basis of emerging concepts, with the aim being to explore the dimensional range or varied conditions along which the properties of concepts vary” (Strauss & Corbin, 1998, p.73). When analyzing the data, researchers can take the concepts and categories initially generated from the data as the criteria for the next data sampling. These concepts and categories can guide the next steps of data collection and analysis, such as selecting data, coding, establishing coding and

archiving systems, which are controlled by emerging substantive theory (Glaser, 1978). Every concept and category presented at present has a guiding role for researchers, and can define where and how researchers should go next, so as to enrich property and dimension of category and finally reach theoretical saturation (Coyne, 1997). “ when no new concepts are emerging.” research can see the concept or category is saturated (Strauss & Corbin, 1998, p.103)

4.1.3.5. All is data

“All is data” meaning just that: “exactly what is going on in the research scene is the data, whatever the source, whether interview, observations, documents. It is not just what is being, how it is being and the conditions of it being told, but all the data surrounding what is being told” (Glaser, 2001, p.145). During data collection, both the physical objects you see and the current state you are visiting can be included in the analysis and can be used as the data source. The use of relevant literature can broaden horizons and provide new concepts and theoretical frameworks for data analysis. However, at the same time, we should pay attention to not using the predecessors' theories in data analysis. After the analysis of the conceptual data, the literature in related fields will be compared in the following articles, so as to judge how and from where a certain study echoes the current literature (Charmaz, 1995).

4.1.4 The schools of Grounded Theory

Since the 1990s, the credibility, rigor, legitimacy and flexibility of grounded theory research approaches have attracted more and more researchers' interests from different fields and discipline backgrounds, and thus have been widely applied in the research of different majors such as pedagogy, sociology, psychology and management (Glaser & Holton, 2007). In view of the differences in research paradigms, philosophical assumption, disciplinary backgrounds inherited by different researchers, there are many divergences and evolutions in the practical application of grounded theory. According to the Oktay (2012), Glaser & Strauss 'original version, Strauss & Corbin's procedural version and Charmaz 's constructivism version are the three main schools in the development of grounded theory. Their similarities and differences are shown in the table(4.1) below:

	Similarities		Differences	
		Assumptions	Data collection	Data analysis
Glaser&Strauss Original version	1. Qualitative research methods of induction and deduction; 2. Theories are constructed on	Positivism	Researchers bracket previous views as much as possible	18 Coding family Substantive coding Theoretical coding
Strauss& Corbin Procedural version	empirical data, and the data is widely used; 3. The research results can be	Pragmatism	Researchers remain neutral as much as possible and use coding paradigm, Matrix	Open coding Axial coding Selective coding
Charmaz Constructivist version	traced; 4. Research procedures can be repeated, from data to concepts, to categories, to theories; 5. Be used to construct theory; 6. Emphasis is placed on the study of social and psychological processes; 7. Use continuous comparison and theoretical sampling.	constructivism	Emphasize the interaction between the researcher and the interviewer and the ability to ask questions	Initial coding Focus coding Flexible coding principles

Table 4.1 Similarities and differences of three schools of grounded theory

It can be seen from the above table, the difference between the original version of Glaser and the procedural version of Strauss & Corbin lies in the handling of the code. In fact, this is only a superficial phenomenon. It doesn't really matter whether you use two-level coding or three-level coding. What matters is that the principles and ideas behind the coding are different. In 1990, Strauss and Corbin co-authored and published the book *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. In this influential work, Strauss and Corbin put forward some new concepts and methods based on the original version in 1967 and combined with their specific application in practice, such as "action-interaction", "coding paradigm" and "conditional matrix"(Strauss & Corbin, 1998) . While Glaser argued that Strauss and Corbin make grounded theory too procedural, which deviates from the basic spirit of grounded theory and has preconceived ideas. Strauss and Corbin has proposed the pre concept and framework to force the selection of data and the formation of theory. Glaser, for its part, published a book *Basics of Grounded Theory Analysis: Emerging vs Forcing* in 1992 that refuted some of Strauss's claims, which led to a split in their academic positions.

But the controversy is not confined to that. As one of the first PhD recipients in sociology at the University of California, San Francisco, K. Charmaz who was affected by Glaser and Strauss, also studied the grounded theory, and published a book *Constructivist and Objectivist Grounded Theory, Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*, and gradually formed a new grounded theory system, which is called constructivist grounded theory. Charmaz proposed to combine the constructivism with grounded theory making it a more detailed and reflective qualitative research method. In Charmaz's view, grounded theory is just a way for people to understand the world they study, and a theoretical method for forming and understanding the world. Unlike Glaser and Strauss, he argued that theories are neither discovered nor independent of researchers. Any theory provides an explanatory picture of the world under study, rather than the real world (Charmaz,1995). All theories are constructed by the researcher participating in the practice and interacting with the subject. In this process, the researcher himself is a part of the world under study.

The author chose the procedural version of Strauss and Corbin(1998). The first is that Strauss and Corbin's version of grounded theory has a clear path to follow. And the

process of data collection and analysis is clear. In addition, the three-step analysis process also makes the author's final data more convincing. The second reason is that Strauss and Corbin's method contains analysis of "conditional matrix" and context. In the topic of cross-cultural adaptation in this paper, it is necessary to connect with the larger social culture and background, and the method he adopted is just suitable for the research in this paper. Thirdly, the two main problems of this paper are to generating the process and build a model, the "coding paradigm": (A) causal condition--(B) central phenomenon--(C) contextual condition (D) intervening condition--(E) strategies --(F) consequences is suitable for the purpose of this research .

Actually, the author thinks that no matter chooses which kind of grounded theory, the standard is not whose grounded theory is right, in fact, there is no absolutely distinction between right and wrong version, but what researchers have learned from different versions of grounded theory, how to use it to explain the problems researched and how to elaborate and defend their own versions of grounded theory. As Eaves said(2011), any research is open to criticism, and you should gain a language of academic debate from your own PhD research, which is the continuous debate that creates the conditions for the emergence of different knowledge.

4.2 Research Sampling

At the beginning of the study, the researcher can choose to start with homogeneous sampling, and secondly let the data guide you to theoretical sampling based on the results of the sampling.

1. Homogeneous sampling (as a sampling method for collecting data in the initial stage)
2. Theoretical sampling (in the middle or later stages, the method for further sampling based on the concept and category of data analysis)

4.2.1 Homogeneous sampling

author choose homogeneous sampling as the first step for the rule of my data collection. Homogeneous sampling also known as judgmental, selective or subjective sampling, is a type of non-probability sampling .Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgment of the researcher.(Patton,1990). Because the qualitative research focus on in-depth and

detailed descriptive understanding of research subject's internal experience, the qualitative research subject will not be as large as quantitative research. the trustworthiness of study is not with the number of samples, but the limitation of sample must be appropriate, suitable to be able to meet the integrity of investigator's problems.

Homogeneous sampling is to choose the sample who share the same experience or go through the same process. In my research, the homogenous group is the Novice Chinese teacher, they share the same condition about the cross culture adaption.

4.2.2 Theoretical sampling

Theoretical sampling refers to the concept, category or theory that is being formed to guide the researcher to collect what data and where to collect data (Glaser, 1978).

Because the data collection and data analysis of grounded theory are carried out simultaneously, when the first step of homogeneous sampling is completed, the author needs to conduct constant comparison according to the data sampled in the first step. Then, according to the concept or category, Theoretical sampling is conducted to enrich the dimension and property until the theoretical saturation

4.3 Data collection method

Collecting data, for the grounded theory, the process involves in-depth interviews which is to generate the substantive theory form the groups of individuals who have homogeneous experienced.(Creswell,1998). In this research, author could prefer adapt Interview,observation, description and Physical object and document approach to get the data. the specified collecting method is below,

4.3.1 Interview

The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. Qualitative methods, such as interviews, are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods, such as questionnaires.(Creswell,1998). Interviews are, therefore, most appropriate for this research to dig the truth experience from novice Chinese teacher, which is the main method for the data collection. And the semi-structured interview would be firstly adopted. semi-structured interviews do not reflect any preconceived theories or ideas and are performed with little organization.(Silverman, 2013) Such an interview may

simply start with an opening question such as 'Can you tell me about your experience of living in Olomouc' and will then progress based, primarily, upon the initial response. semi-structured interviews are usually very time-consuming (often lasting several hours), but unstructured interview could be a good begin for the second interview and author is living with the Novice teacher in the same city where the semi-structured interview would be practical.

4.3.2 Observation

Observation is to obtain the change information through continuous observation and systematic record of the research object. Its advantage is that it observes the real behavior of the research participant and records the first-hand data of the real situation(Chen, 2000). Its disadvantages are also very prominent, such as relatively time-consuming, too much emphasis on the description of research. Observation is also divided into participant observation and non-participant observation.

Participant observation enables researchers to observe and interact without preconceptions, and thus rarely impose their own views and opinions on the social world they are trying to understand. The method of participant observation is mainly used to describe what happened, the time and place of the person or thing involved, the process and cause of the occurrence and other issues that researchers are concerned about(Patton, 1990). That is, it answers questions about when, where, what objects, which or how, and why. Non-participant observation, however, refers to the observation of the activity and performance of the subject as an outsider outside the observed activity or group. Compared with participant observation, the biggest difference between the two is the depth of the researcher's involvement in the situation.

4.3.3 Physical object and document

The Physical object is often used as evidence in grounded study to prove the authenticity of situations described by the participant(Chen,2000). In this study, the Physical object is mainly from culture object and living object. The author mainly collects the object that can affect the teacher said in the interview, and records by photos, so as to prove and explain the teachers' description. Second is the document for teaching. Author collect many teaching plans and PPT of the interviewed teachers, part of the teaching plans and PPT are about the same content they teach. By

analyzing these teaching document, author can truly understand their specific teaching situation and preparations. These teaching document often become data evidence after the interview .

4.3.4 Description

The descriptive methodology is appropriate for this study because it attempts to capture “the trend, attitudes or opinions of a population” (Creswell, 1998). Accurate description is fundamental to all research, especially in this research, in grounded theory study, describing the personal experiences directly from the Chinese language teacher, one by one, focusing on the Chinese language teacher, and set aside the author's personal experiences. Description differ from the explanation, which allow the author to bracket its previous knowledge, bias and presumption. It bring more attention on what the teacher have expressed in the interview. Description would be a fundamental skill for interview, observation and physical artifacts.

4.4 Procedure of data Collection

4.4.1 Entry into the field

According to the author's preliminary investigation, there are a total of 12 novice Chinese teachers in Czech, mainly located in Prague, Olomouc and Zlin, and all meet the requirements of Novice teacher for 1-3 years teaching experience in Czech. They are mainly Chinese Language teacher in Confucius school, two teacher focus on the Wushu. Some teachers from mainland, Taiwan, Hong Kong with a aim of exchanging don't belong to the research scope because they only stay here for 3-10 months, and they do not belong to the Confucius Inisittute.

The author has got in touch with the current Dean Mr. Chen of the Confucius Institute, and informed him of the author's research purpose, intention and method, and obtained the consent of President Chen. President Chen invited the author to participate in their weekend activities in Nov.2018. In this activity, the author also made a detailed explanation and notification to the novice Chinese teacher presented. At that time, a total of 8 teachers attended the meeting, and 4 teachers failed to come back from other places in Czech. Among them, 8 teachers who attended the meeting have fully agreed with the author's interview. Details please see the Table 4.3

participants	Gender	working experience in China	working experience in Czech
F1	Female	N	2
F2	Female	N	2.5
F3	Female	N	1
M4	Male	N	2
F5	Female	N	1
F6	Female	N	2
M7	Male	Two years	2
F8	Female	Three years	2

Table 4.3 The basic information of the participants

Base on the author's understanding of the participants, novice Chinese teachers in the headquarters of Palacky University in Olomouc were selected for sampling as the first step. The reason is that this place is very close to the place where the author lives and studies. Because the living in the same condition, theoretical sensitivity is more easily generated in the process of data collection and analysis. The second reason is that it is easy to observe the life and work situations of participants because of the short distance. As the author lives near neredin, the Chinese teacher also lives in neredin's student dormitory, and it is possible to have dinner together in the canteen sometimes, so it is very suitable for the author to observe their life style. The place where the novice Chinese teacher attends classes is also at Křížkovského 511/8, 771 47 Olomouc, although some of them went to the local primary school and middle school for teacher, and the author is also very convenient to take the tram to observation .

According to the 4.2 Research Sampling of this research, The author plan to selects 4 Novice Chinese teachers as my first step by the means of homogeneous sampling and maximum varying their age, gender, education, teaching experience, teaching grade, native place.

4.4.2 The Background of Participants for first step

The author locked the four teachers as the first step for sampling. These four teachers each have their own background and characteristics, they have good communication with author during those years, so it is good source of data for this study.

Here are the background information of the four teachers base on the previous investigation:

Teacher F1, female, Chinese traditional sports postgraduate (traditional martial arts), was sent there to teach Chinese traditional culture in early 2017. She not only delivers courses in the Confucius Institute, but also in Asian Culture Research Center. She does not only gives classes for students in Palacky University, but also gives interest classes for adults in society.

Teacher F2, female, a TCFL(teaching Chinese as foreign language) bachelor in China, was sent to the Czech Republic in 2016 as a Chinese teacher. Because of his professional background, she is mainly responsible for teaching of intermediate and advanced Chinese. Not only teaching in Olomouc, she also teaches in Prague campus two days a week. She feels very tired teaching in two places.

Teacher F8, female, Chinese Cultural studies Postgraduate (traditional cultural arts) has three years of teaching in China and was sent to teach Chinese traditional culture in 2017. She serves both the courses in the Confucius Institute and the Asian Culture Research Center. She gives classes for both the students in Palacky University and Prague Campus on weekends. Because of her professional background, she is mainly responsible for teaching of advanced courses on Chinese culture.

Teacher M4, male, is a major in Czech Language in China before, who had outstanding performance and went to the Czech Republic as an exchange student for half a year in university. After his graduation, he was sent directly by Hanban to the Czech Republic Olomouc in 2017. As a foreign language teacher of Chinese and a part-time clerk in charge of office administrative work of the Confucius Institute, he has been working in Olomouc for two years.

The above four teachers are only used as the starting data collection. When some of the concept or category from the data emerged, all of the 8 teachers will be theoretically sampling according to the need of concept or category.

4.4.3 Details of collecting

4.4.3.1 The first step of collecting.

About the place of interview. The interview is carries out in the participant's dormitory, which is suitable for them to express their ideas in a comfortable and relaxed situation, as well as good for the author to observe and capture the expression

and the life situation for the first hand information. There are public areas and their own sleeping space in the dormitory. If it is a female teacher, the author will choose to conduct interviews in the public area. If the dormitory is inconvenient, the author will try to choose a place that is relaxing, such as Globus's dessert shop. Because in a relaxed environment, participants were more able to express their inner thoughts.

About the interview, this study carries out one on one interview on each participant, and each interview at least lasts for 1 hours in a one to one form. Author would follow the Interview Protocol(Appendix A) , and conduct the semi-structure interview. Hope the participant could express their process of culture adaption in deep. the interview would bring the first group of data, Grounded theory is characterized by simultaneous data collection and data analysis. In the process of interview, the author may also add questions that he does not have in the Interview Protocol to conduct a more in-depth exploration of some issues worth paying attention to. All the interview would be record by cell phone. And the author would manage the data after the interview. This would allow the research is easily traceable.

About the observation, because of a good personal relationship with the novice Chinese teachers. The author often has parties with these teachers in a restaurant or a teacher's room on weekends, and occasionally makes dumplings and eats Sichuan hotpot. In these private gatherings, the real situation they reveal in their natural state can be written as field note. In addition, the author will participate in activities organized by Confucius Institute, such as Chinese corner and Chinese traditional festival activities. There are also some fellowship activities with local students, the author will be agreed to participate. These are data collected using participant observation. For observing the teaching, the author can only make non-participant observation, the author sits at the back of the classroom to watch the teacher's class, communicate with students and make notes. All the observation should be have a field not writing in the observation protocol(Appendix B)

4.4.3.2 The second step of collecting.

After the data collected in the first step, the author will analyze and summarize, and then carry out the theoretical sampling in the second step according to the requirements of concepts and categories. The sampling method of interview and observation is still based on the above mentioned, but the sampling content will be carried out according to

the data demands, and finally reach the theoretical saturation.

In the second step of data sampling, the physical object and document, the author also begin to collect. The physical object includes the teacher's daily necessities and teaching supplies, of course, the author cannot take these physical objects away, photos can be used as the record. The document include their teaching plans, teaching PPT, Confucius Institute activities record, and the timeline they left on Facebook, Wechat on the web. These objects and documents will provide solid evidence for the author's analysis in interview and observation.

In the data processing, the author will also use modern tools for temporary theoretical sampling according to the specific situation, such as Wechat software that can chat instantly. You can also take the Email to collect. Wechat can talk face to face through the cell phone, very close to direct interviews. And email is a written document. All temporary samples will also record the sampling procedure in detail.

4.5 Data analysis

4.5.1 Open coding, Axial coding, Selective coding

According to the suggestion of Strauss and Corbin(1998), they have proposed three step for coding, which is Open coding, Axial coding, Selective coding.

"Open coding refer to Breaking data apart and delineating concepts to stand for interpreted meaning of raw data"(Strauss&Corbin,1998,p.147)Strauss & Corbin offer some mental strategy for open coding, such as flip-flop, wave the red flag, out of box or In vivo code. "During open coding many different categories are identified. Some of these will pertain to phenomena. Other categories will refer to conditions, actions/interactions, or consequences" (p. 129).

Axial coding. Creswell (1998) briefly explained each of these categories by noting that causal conditions are the factors that caused the core phenomenon, strategies are action-interaction taken in response to the core phenomenon, contextual and intervening conditions are the broad and specific situational factors that influence the strategies, and consequences are the outcomes from using the strategies(p.64-65).

Selective coding. "the process of integrating and refining the theory" (Strauss & Corbin ,1998. p. 161).The third and final stage of grounded theory is selective coding, which involves identifying core categories and systematically and logically associating them with other categories. Core categories can evolve from existing categories or from

higher level categories that include coded categories. This is like the pull line of a fishing net. The core categories can pull all the other categories together and act as an "outline".

4.5.2 Table for the data analysis

The author summarizes the main steps and skill in the analysis process and forms the following table as a reference

Procedure	Specified content
Collect Data	Entry into the field, confirm participant First step sampling: Homogeneous group Interview, observation, description and physical artifact
Open Coding	Microscopically line by line coding, fracture the data Code for properties. dimensions of concept Similar concepts are grouped into higher level of categories Classification of concepts into categories/constant comparative method Write memos and use constant comparison throughout process
Axial Coding	Explore the relationships between and within categories/constant comparative method Coding paradigm((A)causal condition-(B)central phenomenon-(C)contextual condition (D) -intervening condition-(E)strategies -(F) consequences) and the conditional/consequential matrix be employed Enrich the properties. dimensions of category, or generate more category(Theoretical Sampling) Write memos and use constant comparison throughout process
Selective Coding	Confirm the core category Link the core category with another categories and concept explanatory statements of relationships Story line for the all category, concept
Write Findings	Generation of the theory

Table 4.4 Research Plan for Grounded Theory (Strauss & Corbin,1998)

4.6 Role of researcher

In qualitative research, the role of the research play a part of function than quantitative study, considered an instrument of data collection, analysis and conclusion. (Dezin & Lincoln, 2003).The researcher, in particular, adopted the procedural version of Strauss and Corbin's grounded theory(1998), and the data in the research process should be analyzed according to the analysis steps proposed by them. In qualitative research, the author should list his relevant information one by one, such as existing bias, existing knowledge, or previous experience, which should be described in detail (Greenbank, 2003).

The author came to Palacky University to study for Ph.D in 2014 and had the same experience of cross-cultural adaptation as the participants. However, the author used to work in foreign affairs office in universities, so author has a certain understanding of western countries represented by Europe and Czech. In addition, the author also have been Europe in 2011 and 2012 to study and attend the conferences. Therefore, the author set foot on the journey of study in Czech, the middle of Europe again in a very familiar environment. The author himself did not experience cultural shock and other issue in the process of cross-cultural adaptation in recent years. Although occasionally homesick, this is also reasonable.

According to grounded theory(Strauss & Corbin,1998), researchers should strictly follow their analytical procedures to shield themselves from bias as much as possible.

The author should conduct data collection from the perspective of participants, record and listen to their voices in the process of collection and analysis, and think from their perspective in the process of analysis. In a word, researchers must keep an open mind. Corbin said “The point is not to avoid preconceptions, but to ensure that they are well-grounded in arguments and evidence, and always subject to further investigation, revision, and refutation”(p. 176).An empty head is not an open mind, and it is important to improve theoretical sensitivity and construct substantive theories in the data.

4.7 Credibility and Transferability

According to Sikolia, D., Biro, D., Mason, M., & Weiser, M,(2013)' s view, evaluating the grounded research is mainly based on the following four aspects: Credibility, Transferability, Dependability and Confirmability."To me, the term credibility indicates that findings are trustworthy and believable in that they reflect

participants , researchers' , and readers' experiences with phenomena"(Corbin & Strauss, 2014, p572)

According to the requirements of the four aspects, the author began collecting data from different method(details in 4.3 Data collection) in the research as a source of triangular verification; Triangulation was performed on pre-observation interview data and observations as well as post-interview data. The accuracy of the observations and the determined causes of adaptation were examined in subsequent interviews. (Frankilin & Ballan, 2001). In this research, data triangulation was done through first step-interviews, first step-observations, and seconded step-interviews, seconded step-observation. This allows researchers to identify the concept or category in several different aspect. and finally the author would gather the Physical object and document as evidence to compared with the previous result.

Strauss and Corbin(1998) also proposed a number of strategies to enhance the credibility of grounded theory. They required the author to actively communicate and interact with the participants and describe and summarize the data in detail to reach saturation. In vivo code should be used to construct the substantive theory. If there is a negative case, the data should be collected and analyzed actively, and the data analysis process should be presented in detail in the paper. Participants were also asked to confirm the results as they emerged, so as to ensure the credibility of the study.The author will also strictly follow the above steps for sampling and analysis.

4.8 Ethical Issues

Refer to the ethics, this studies have been not any physically damaged, but some psychological discomfort may occur. When one of the participants was unwilling to interview or observe, they were not forced. Those who responded to my interview, I have promised to maintain the "privacy" principle and the participants were not required to provide their names in my study. It was ensured that they would not have any share of the private data obtained in the study, no one would have the chance to access the data, and the study would be reported intimately without any fraud.

In addition, there was no particular risk that they would be forced to do. the purpose and scope of the study has been fully informed to the participants, and the results would be for the future use of others. Natural conditions is adopted by the researcher and research have informed clearly and explicitly to all the possibility of the

study and process.

In order to obtain complete data, the author has recorded every interview, symposium and even some on-site observation activities. In order to respect each research object, dispel some unnecessary concerns of the participants and gain their full trust, the author will explain the purpose of the interview to the participants before each interview, and provide the "Consent to Participate" with the author's signature. The "Consent to Participate" promises to the participant in written form that the participant shall fully respect his/her privacy right, not disclose the interview content or information (including the interview recording and its documents) to a third party or use it in other places except this study, and that the author is willing to bear the corresponding legal responsibility if he/she violates the above commitments.

CHAPTER 5. DATA COLLECTION , ANALYSIS AND RESULTS

5.1 The process of data collection

5.1.1 Information of participant

As a total of 8 teachers, the 8 teachers were identified and coded as F1, F2, F3, M4, F5, F6, M7, and F8 for the private issue. please see the information and table 5.1 below, that is the background of the teachers.

participants	Gender	working experience in China	working experience in Czech
F1	Female	N	2
F2	Female	N	2.5
F3	Female	N	1
M4	Male	N	2
F5	Female	N	1
F6	Female	N	2
M7	Male	Two years	2
F8	Female	Three years	2

Table 5.1 Description of the Participants

The teachers selected for participation had different background and characteristics, which are analyzed below:

Teacher F1, female, Chinese traditional sports postgraduate (traditional martial arts), was sent there to teach Chinese traditional culture in early 2017. She not only delivers courses in the Confucius Institute, but also in Asian Culture Research Center. She does not only gives classes for students in Palacky University, but also gives interest classes for adults in society.

Teacher F2, female, a TCFL(teaching Chinese as foreign language) bachelor in China, was sent to the Czech Republic in 2016 as a Chinese teacher. Because of his professional background, she is mainly responsible for teaching of intermediate and advanced Chinese. Not only teaching in Olomouc, she also teaches in Prague campus two days a week. She feels very tired teaching in two places.

Teacher F3, female, a major in English, was sent to the Czech Republic as a Chinese teacher at the end of 2018. Mainly teaching Chinese, sometimes she goes to local primary school. She is mainly responsible for the popular presentation and promotion to high school students.

Teacher M4, male, is a major in Czech Language in China before, who had outstanding performance and went to the Czech Republic as an exchange student for half a year in university. After his graduation, he was sent directly by Hanban to the Czech Republic Olomouc in 2017. As a foreign language teacher of Chinese and a part-time clerk in charge of office administrative work of the Confucius Institute, he has been working in Olomouc for two years.

Teacher F5, Female, a major in English, has been working as a Chinese teacher in Czech Republic for the past one year. She is mainly a Chinese Language teacher in Confucius school focusing on the Wushu. After her graduation, she was sent to Olomouc in 2018. As a foreign language teacher of Chinese, she has been working in Czech for one year and is currently pursuing a Master's Degree.

Teacher F6, Female, She is a major in English Language in China and portrayed outstanding performance before she was sent to Czech Republic as an exchange student for two years in university. After her graduation, she was sent to Hanban to the Czech Republic Olomouc in 2016. As a foreign language teacher and a part-time guiding and counselor in charge of student's affairs, she has been working in Olomouc for two years.

Teacher M7, Male, a RCFL (teaching Chinese as foreign language) bachelor in China, with two years of experience teaching in China and was sent to Czech Republic in 2016. Because of his outstanding performance, he is mainly responsible for teaching of advanced Chinese. Not only teaching in Olomouc, he also gives interest classes for adults in society.

Teacher F8, female, Chinese Cultural studies Postgraduate (traditional cultural arts) has three years of teaching in China and was sent to teach Chinese traditional culture in 2017. She serves both the courses in the Confucius Institute and the Asian Culture Research Center. She gives classes for both the students in Palacky University and Prague Campus on weekends. Because of her professional background, she is mainly responsible for teaching of advanced courses on Chinese culture.

5.1.2 Two steps of data collection

The process of data collection was mainly done through interviews. The collection of data for grounded theory involved carrying out in-depth interviews that were meant to generate substantive theory from the groups of individuals having homogenous

experience. Interviews were used to explore the views, experiences, beliefs and motivations of individuals on specific matters (Chen, 2000). As qualitative methods of research, interviews provided the researcher with a deeper understanding of the social phenomena that would be obtained from purely quantitative methods such as questionnaires. Interviews were found to be the most appropriate methods for research as they aided into digging the truth about the experiences of the novice Chinese teacher. Semi-structured interviews were first employed even though they did not reflect any preconceived theories or ideas. The participants were supposed to give their views on opening questions such as their experience living in Olomouc and then progress based primarily upon the initial response.

Two major data collections were carried out. The first data was collected on March 5-9 using interviews. The data from the interviews was analyzed for the first time according to the two questions of my research. The researcher was progressive during the interviews. The interview protocol A for the first data collection (Appendix A), where interview questions are relatively ambitious, open and without specific orientation, in order to allow participants to better express their experiences and needs, such as *Tell me about what happened when you came to Czech?* The first data collection resulted into 2 groups of codes for the two questions, please see the Table 5.2 and Table 5.3. As author mentioned, the first data collection, author only interviewed 4 teachers for initial coding. That is the foundation of the final coding.

There was a preliminary classification of these two sets of codes, which formed the six groups of categories (each three categories for each question) that were used for the next theoretical sampling, please see the Table 5.4 and Table 5.5. The researcher carried out the second theoretical sampling on March 12-18. All the 8 participants were interviewed. The author have adjust the interview Protocol A and build a interview Protocol B (Please see the appendix B) according to the needs of enriching the categories emerged in the first group of data. The researcher also observed the class during teaching and physical education and went with those participants to the pub and activity. The archives of the Confucius Institute were collected mainly for job evaluation. Finally, the results reached the level of theoretical saturation, no new categories are emerged .

First groups of data

Language
Expectation of work
Diet, climate
Good historical site
Sparsely populated
Unable to communicate
lonely
Often insomnia
European situation
Olomouc conservative environment
Unscheduled teaching objects (secondary, university)
Teaching model change
Family companionship
Course is not systematic
Crying privately
Learn to cook hometown diet
Unstable of the job

Table 5.2 First group of codes for the first question

Cumulative of each teacher
The experience of liftedthe teacher
veteran help Novice
Fixed helper
Close contact with the embassy
Planning safety issue
Czech language crash course
Parents visiting
Personal career development prospects
Fixed per person course

Table 5.3 First group of codes for the second question

Codes is showing the theoretical taxonomies showed competencies in theory as they transformed and related to factors through an ample road map of findings and categories identified. Three initial categories were the results of the findings, which represented the experiences of the participants in working and adapting to the foreign cultures as novice teachers. The table below 5.4 and 5.5 lists the categories related to each question in this research.

Category	Subcategory(concept)	Property
External condition	Language Expectation of work Diet, climate Good historical site Sparsely populated European situation Olomouc conservative environment Course is not systematic	
Personal condition	Unable to communicate lonely Often insomnia Unscheduled teaching objects (secondary, university) Family companionship Teaching model change	
Personal countermeasures and results	Crying privately Learn to cook hometown diet Exercise Watch the series Unstable of the job Sensible cognition in Europe	

Table 5.4 Three initial categories for the first question

Category	Subcategory(concept)	Property
Leaving	Cumulative of each teacher	
	The experience of lifted the teacher	
	Close contact with the embassy	
	planning safety issue	
	Czech language crash course	
Teaching	veteran help novice	
	Fixed helper	
	Fixed per person course	
Personal	Parents visiting	
development	Personal career development prospects	

Table 5.5 Three initial categories for the second question

These classifications on top of those categories are not final conclusions, but rather as a step in the grounded theory. The above coding may or may not be adjusted and will need to be determined based on the final sampled data and analysis.

5.2 Open coding and memo

Open coding is also called the first level of coding. In this step, the researchers need to keep an open mind, and don't presuppose the results of the event, eliminate subjective bias and theoretical determinations, so as to restore the original state of the event itself. Based on this, the coding records can be obtained (Strauss and Corbin, 1998). Open coding involves the mining process of a lot of keywords and sensitive information. At last, the keywords that are sorted out are extracted and given concepts. Then, they are recombined and raised to the dimension of category, the category will be named. In the stage of open coding, researchers should keep the basic position of believing everything and believing nothing. (Strauss, 1987)

In the process of conducting open coding, the author follows the following principles:

(1) The code should be sufficient and detailed enough. Starting from line by line code, no important information should be omitted until the core code of a problem

achieve saturation. If a new code number is found, further original data should be collected in the next round;

(2) It needs to pay special attention to the key words used by interviewees. Some representative interview words themselves can appear as new codes, for example, in interview with teachers in Confucius institutes, words like “loneliness”, “care”, “consideration”, “treatment” and “anxiety” are typical codes and numbers.

(3) During the process of coding, the words from the participant can be used from the interviewees, which is also called in vivo code, it can also directly come from the researchers' narration.

(4) Enough theoretical sensitivity should be maintained in the process of coding, and the method of analysis and synthesis should be applied to arouse the thinking of the question of this research.

(5) The constant comparison method should be applied. As for data and data comparison, coding and coding comparison, coding and data comparison, it should integrate the codes, and finally form a categories.

In order to deepen the analysis process of researchers, the researchers should make notes in the memo while conducting open coding. Memo refers to a collation process of enabling the divergent and dynamic process of opening code to be contextualized(Corbin and Strauss, 2014). When researchers are writing memos, they are actually organizing and analyzing the received information to make it more orderly, thus it's more likely to happen collisions among codes as well as theoretical abstraction and rise, and through this way, the corresponding category and category groups can be gradually formed. For example, F1 interviewer lives in southern China since childhood. He is used to eating rice and emphasizes the richness of his diet. However, there has very little room to choose local diet in Czech Republic. He cannot eat rice and Chinese food frequently, so he feels very uncomfortable. Then, this code will be extracted as “eating disorder”. Interviewer 2 is a young man who likes outdoor hiking. During his study in college, he often participated in the hiking activities organized by the school and served as the president of the hiking club. In addition to hiking, he also likes playing basketball, football and other outdoor sports. However, Czech Republic's winter is long and often snowy, making his hobbies unfulfilled. Then, this code will be extracted as “no outdoor sports”. Next, deep attributions about “eating disorder” and “no outdoor sports” are analyzed. “Eating disorder” is because the climate in Czech

Republic is not suitable for farming rice. Animal husbandry in Czech Republic is relatively developed, so the staple food there is not rice, but meat and milk. The reasons for the lack of rice growth and the development of animal husbandry are related to the light of the sun and the amount of rain. And the light of sun and the amount of rain is caused by geography. Similarly, the reason for “no outdoor sports” is the climate of Czech Republic, and the category of weather is caused by geography. Based on this, “eating disorder” and “no outdoor sports” are classified as the category of “geographical difference”. So in the each section from 5.3.2 to 5.3.7 and the section 5.5.1 to 5.5.6, the author would choose some key memo presented in the end of the section to explain the way of Analysis and the difficulty of analysis the codes and categories.

The open coding results covered in this article will not be stated separately in this section, it will be presented in the 5.3.1 Categories and coding paradigm and 5.5.1 Categories and Model . In the Table the list of Subcategories(concepts) is the results of the open coding.

5.3 Answer the first question: Axial Coding Results

Since axial coding and selective coding refer to the process of classifying and extracting category as well as generalizing the relationship between category and category, the author must summarize the category from the chaotic codes of open coding, and separate different chapters to reply the two questions that this study intends to explore.

Based on the open coding results, the following research questions have been responded to:

Q1. What the process of cross-culture adaption of Chinese Novice teachers in Czech?

5.3.1 Categories and coding paradigm

Open coding splits data into different levels and different types of code, while axial coding restores data to a coherent whole. Strauss and Corbin (1990) holds that axial coding establishes “a dense network of relationships around the ‘axis’ of the category .” Thus, after the major categories have been formed, axial coding occurs,. The purpose of axial coding is to classify, synthesize, and organize large amounts of data, discover and

establish relationships among conceptual categories, so as to represent the organic connections among various parts of the data.

In the process of axis coding, it is difficult to select and generalize the category, which needs a lot of memos for assistance. A memo can record the thought process that why you want one set of concepts to be grouped into categories but not another one. For category is a concept that is at a higher level than concept (Corbin and Strauss, 2014), so it need to be more concise in the choice of the abstract words of category. The very fragmented concepts that are built into open coding need to be very specific and deeply grounded in the data, while the process of axis coding requires a more concise abstraction and induction of these concepts. And the constant comparison method also plays a very important role in the formation of category. At this moment, it is important to be careful to highlight the important categories, consider whether other concepts in the relationship and category can be linked, and then decide what category should the open coding be classified into. For example, "Want to communicate but afraid", "Failed to integrate into local culture", "Carnival in Bar can't communicate with each other (observation)" is not very harmonious, each other feels a kind of estrangement." "some friends like a kind of bar-party entertainment. I can't fit in. I can't make friends in a bar." These secondary concepts collected are all manifestations of the primary concept of "poor interpersonal communication", while the codes of "meat and milk" and "sunshine" diverge from this group when making comparison. Taking this as an example, this paper needs to judge the relationship among primary concepts, subcategory and category one by one, so as to promote the formation of axial coding.

The following table 5.6 is the result of axial coding, it has formed a total of 22 categories. In the table, subcategory(concept) is the open codes formed in the open coding. Some of the subcategories have more specific concepts at the next level, and are enclosed in parentheses.

Category	Subcategory(concept)	Property
Geographical differences	Diet (meat and milk, less rice, few options) Climate (sunshine, long winter time, more indoor activities)	Describing the differences of geographic environment
Cultural differences	Chinese farming tradition (parents' detainment, one child, large population, gathering) Czech tradition (three nations, intact historical sites, underpopulation, scattering)	Describing the differences of cultural backgrounds
Personal background	Household economy Self-understanding (personality, lifestyle, independence, perseverance) Overseas experiences (differences between travel and work, understanding of Europe)	Describing the background of individual
Job expectations	Spreading Chinese culture Broadening horizon Making friends	Describing the additional job expectations
Language competence	Proficient in English (observation) Czech language	Describing language competence
Living on the surface of Czech culture	Impossible to deepen the communication in English Can't reading Czech. Not understanding local Holiday(photo) Not knowing local utensils (observation , photo) Doing things according to picture . Extensive using of translators	Describe un-adaption phenomenon
Inner instability	Chilly loneliness Anxiety and cry Occasionally happy (observation) Often insomnia	Describe inner feelings

	All kinds of illusion	
Poor interpersonal communication	Want to communicate but afraid Failed to integrate into local culture Different habits of Roommates. Carnival in Bar can't communicate with each other (observation) Family companionship (F8)	Describe interpersonal relationships
Preliminary honeymoon stage of Sino-Czech relation	Tibet issue One Belt One Road Background of socialism	A description of the history of China and Czech republic
Unsafe Europe	Refugees Yellow Jacket Robbing Chinese	A description of the European environment
The international right deviation on the rise	Trade war between China and the US Brexit European economy downturn Global boycott of Huawei	A description of the international environment
Living environment	Scattered accommodation Far from supermarket The mismatch between Local Holiday and Domestic Holiday Stay time	Describe living condition
Teaching area	Prague internationalization Conservative environment of Olomouc Not very enthusiastic. Transportation	Describe work situation
Working mode	Changeable teaching mode (<i>observation</i>) Students like to ask questions and have a small number of people (<i>observation</i>). Unstable teaching object Unsystematic course Students cannot truly understand Chinese culture	Describe working mode

Students' experience-oriented learning mode		
Evaluation of Hanban	Dean's assessment (document)	Describe Hanban management
Being strong superficially	Crying secretly Working actively Suppressing loneliness	Describing the external and internal disunity
Learning to grow up	Traveling Learning to cook hometown dishes Doing exercises Reading Attending student parties (observation)	Describing the ways of growing up
Benumbing oneself	Alcohol Watching movies and TV series Playing video games Playing mobile phone	Describing how to spend the time
Seeking for solace	Family encouragement Chatting software (observation) Virtual community The Chinese party	Describing how to seek for solace
Looking forward to returning China	Parents' anticipation Personal yearning for home	Describing homesickness
Hesitating on the role of Chinese teacher abroad	Big mobility Settling down Improving space Wanting to go to other countries	Describing personal views on the role of Chinese teacher abroad
Improving the comprehensive abilities	Perceiving oneself Teaching ability Living ability Perceptual cognition of Europe	Describing self-improvement

Table 5.6 The results of axial coding of the first question

In axial coding, the researchers conduct in-depth analysis of only one category at one time and then look for correlation around it, so it is called “axial”(Strauss, 1998). This is the process of aggregating the representations of research objects, extracting the common characteristics and attributes of conceptual categories, and making them part of the structural framework. The above table 5.6 only completes the process from concept, subcategory to category, it does not specify the relationship among categories clearly.

According to the coding paradigm from Strauss and Corbin, Causal conditions “refer to factors that lead to the occurrence of the phenomenon, the subject under study” (Hage, 2007, p.68). Intervening conditions “refer to a broad host of factors that can bear down upon the phenomena” (Hage, 2007, p.80). They are those conditions that “mitigate or otherwise impact causal conditions on phenomena”(Strauss & Corbin, 1998, p. 131). Contextual conditions are the “specific set of conditions (patterns of conditions) that intersect dimensionally at this time and place to create a set of circumstances or problems to which persons respond through actions/interactions” (Strauss & Corbin, 1998, p. 132). Strategy are “ processes that are facilitated and constrained under given conditions” (Hage, 2007,). Finally, consequences refer to the outcome of the phenomena as they are engaged through action and interaction strategies.

According to this coding paradigm, the author forms a Diagram 5.1 below from 24 categories and their relations. it show the process of the cross-culture adaption of the novice Chinese teachers. In the following chapters, from 5.3.2 to 5.3.7, the author will present the data in great details and explain the difficulties and puzzles from big data and concepts to categories in the memo.

Diagram 5.1 Coding paradigm of Cross culture adaption answering to the first question



5.3.2 Causal conditions

Category	Subcategory(concept)	Property
Geographical differences	Diet (meat and milk, less rice, few options)	Describing the differences of geographic environment
	Climate (sunshine, long winter time, more indoor activities)	
Cultural differences	Chinese farming tradition (parents' detainment, one child, large population, gathering)	Describing the differences of cultural backgrounds
	Czech tradition (three nations, intact historical sites, underpopulation, scattering)	
Personal background	Household economy	Describing the background of individual
	Self-understanding (personality, lifestyle, independence, perseverance)	
	Overseas experiences (differences between travel and work, understanding of Europe)	
Job expectations	Spreading Chinese culture	Describing the additional job expectations
	Broadening horizon	
	Making friends	
Language competence	Proficient in English (observation)	Describing language competence
	Czech language	

Table 5.7 Casual conditions of the first question

●**Geographical differences:** the first category is geographic difference, which includes two subcategories of diet and climate.

Diet: Diet subcategory mainly includes meat and milk, rice and other Chinese staple food is less, Few options.

Meat and milk diet: some female participants think that there is too much meat and milk in Czech Republic.

“I’m physically demanding, and in addition to my daily martial arts classes, I do some yoga in the morning and evening. In my opinion, the high-protein diet in Czech

countries is not very healthy. It is easier to gain weight, and it is more difficult to maintain a good body shape.” (F1)

F6 has the same feeling, F6 adds, “Eating basically the same meat and dairy products every day will make me lose my appetite. Without appetite, I will feel that the diet is too monotonous, and it makes me lack of energy after a long time.” M4 thinks that, the daily diet “eating too much meat and milk food in Czech. You can only eat the food of other countries in some high-end restaurants, but these restaurants are expensive, so we usually eat a lot of meat, which is not very healthy.” In the opinion of F2, “eating meat and milk based food for a long time enables me to be particularly easy to get fat, it’s very distressed.”

Less rice: M7 only arrived in the Czech Republic in 2016, but he still hasn’t been used to the Czech diet for three years.

“I miss Chinese rice food very much. I miss China’s abundant stir-fried dishes and noodles, but they are not easy to find in the Czech Republic. The pasta in Czech is totally different from that in China. I think the pasta tastes too pink without noodle texture.” (M7)

“It is so boring to only eat pasta every day, so I walk go long time to the supermarket and bring some flour to roll out for a Chinese meal. However, it would been more expensive in this way, and if the teaching work is busy, I have to go on the monotonous Czech diet.” (F5)

Few options: F1 says, “Czech people’s emphasis on meat has been too excessive, No matter in any place, roadside restaurant, or the school canteen, you can always see the things such as grilled sausage, grilled steak, and a lot of things are grilled, steamed bread slice is also baked.” F2 talks, “Eating such high-calorie, high-protein and high-fat food every day will make me feel that life is not healthy enough. After all, the constitution of Chinese people is different from that of Europeans.” F4 says, “There is still too little food to choose from in Czech Republic and I miss being in China very much.”

Climate : the climate subcategory contains three layers of sunshine, long winter time, and more indoor activities.

sunshine *“Czech light is so long that it keeps me from getting enough rest. I like to turn off the light foe sleeping when I was young, so the light must be dark, if the sun rises, I always feel that I should get up, but most of the time she does not wake up,*

and cannot sleep anymore. Summer is in the time when my insomnia is the most serious. During this time, the Czech sun has risen at five o'clock. And I live in a room with excellent light transmittance, it is useless to draw the curtains. So I often feel a little anxious during the day. My work every day is a bit repetitive of dealing with interpersonal conflicts of student affairs, which needs to make contact with countless students, I will often encounter difficulties in communication, so my spirit is more sensitive.” (F6)

F2 also reflects: the so long light “really makes me uncomfortable. In the summer, the Czech light lasts until 9 o'clock, so I couldn't get enough rest.”

Long winter time: *“The winter in Czech Republic is so long. My joints ache when winter comes. I comes from Guangzhou, China, so I'm not used to cold weather. Although the Czech schools and many public places are heated in winter, I still can't adapt to it. It's probably because I haven't seen snow since my childhood, but when I got to the Czech Republic I has to walk in the snow on the streets in a thick down jacket. Sometimes I don't teach at Olomouc, I have to go to the Prague campus. Czech Republic is my first country to go abroad, so the difficulties in life caused by climate here are magnified for me. I often feel lonely for no reasons.” (F2)*

By contrast, F3 thinks that Czech winter" is tolerable for me because I've always been a homebody.” F8 also has a similar feeling, because “I learn traditional culture before, so I like this kind of snowy weather very much, every time it's going to snow, I like to play a piece of classical music indoors, it makes me feel very comfortable.” F6 thinks that “the winter in the Czech Republic will make the streets more empty, and there are few people at ordinary times, once it snows, there will be very fewer people on the road, it makes me feel very lonely.” F5 reckons that, “the Czech climate is quite dry and my skin tends to dry out when it snows in winter, so I eat a lot of fruit in winter.”

More indoor activities:

“I come from northern China, so I am quite used to the snow environment in winter here. However, the snow in Czech Republic is a little different from that in China. When it snows in the north of China, it is actually the most lively time. Every family will come out to clear the snow and make a snowman. In this way, the snow will give people a feeling of warm. But Czech Republic is a country with a lot of land and few people. When it snows, it will make people truly feel lonely. When I was in China in the past, I would go skiing in Harbin every winter. I am good at skiing, but

after I come to the Czech Republic, this hobby gradually loses. It's mainly because I can't feel the same skiing atmosphere in the Czech Republic with that in Harbin, and the work is really busy. Once, a Czech friend invited me to go skiing. But I didn't want to continue after a while, because skiing also needs atmosphere for me. It would be boring to just take skiing as a sport.” (M4)

F1 also likes to do sports, but if it snows in the Czech Republic, “I can only do some indoor sports. If you want to run, it can only go to the treadmill, it's a bit boring”. F2 says, “When it snows in the Czech Republic, my insomnia will improve because there will be less light on the road and the sunshine is not so long. In addition to teaching, I usually do indoor activities, it is quite quiet. ” M7 says, “When it snows in the Czech Republic in winter, I often do some indoor exercises, such as push-ups, and I also have some indoor fitness equipment, I turn the dormitory into a small gym, but I prefer to keep fit in a big gym.” F8 says that during Czech winter, “I often catch a cold, maybe my immunity is a little weak, so I've been studying indoor yoga recently.”

●**Cultural differences:** the category of cultural differences includes two subcategories of Chinese farming tradition and Czech tradition.

The subcategories of Chinese farming tradition include parents' detainment, one child, large population and gathering.

Parents' detainment: F1 says: “When I first came to the Czech Republic, my mother was a little sad and she worried that I would not be able to live well abroad. So now I make video telephone with my mother through Skype every day to make her worry a little less.” F2 says: “My family is relatively conservative, so when my mother first heard that I was going abroad to the Czech Republic, we made a serious quarrel. But I have no better choice in China, I also want to go abroad, I may let my mother disappointed.” M4 talks: “My parents support me to come to Czech Republic to work, it's mainly because that in university, my parents have come here to travel, their impression about here is good, so they don't so worry that I stay here.” F5 says: “I often tell good news to my parents in the video telephone. The work troubles will be all blocked from them, I certainly can't tell them.”

One child: F2 says: “I'm an only child, so my parents are so worried, and I'm a girl. I had never lived in a dormitory before I went to the university. There are a lot of things for me to adapt to when going abroad.” M4 talks, “I have a sister who has

been working for many years and has settled in Shanghai. My sister is also very supportive of my going abroad, my sister says that boys should be more in the outside world.”

“I am an only child. My father supports me to come to Czech to work. My father is a Chinese fan, he likes the poetry of the Tang Dynasty, and also likes to read foreign novels. So when I applied for the university, I chose English and Czech as my major in order that I could work in Czech in the future.” (F6)

M7 says, “I’m not an only child. I have a brother who is in high school. But it’s okay, I don’t feel any differences between only children and non-only children.”

Large population: F1 says, “my family is a traditional big family. We can sit several tables for dinner every year during the Chinese New Year. It is very busy, but such situation is not possible in the Czech Republic. People here is few.” F2 says, “My family is also a big family, it will be more lively, and the atmosphere is also warm. But it’s probably for my personality reason, I like to be alone, so the Czech environment quite suits me.” F6 says, “ It may be because of Chinese culture, Chinese people prefer to live together, like walk in peer, it may be more convenient. Today I bother you to buy something, tomorrow you let me do something, there is strength in numbers.”

Gathering: F8 reckons, “The reason why Chinese people gather together is that they can get some convenience from others. The information that does not understand before can be known through asking everybody.” M4 thinks, “The gathering of Chinese people may be related to the living conditions in the early days. After all, we are a mainland civilization, and we have relocated here.”

“I think gathering or not is all a matter of personality. Some people like to be in a crowd and have a lot of fun. There are many foreign friends who like to go to the party, they go several days a week. But some people like to read alone, listen to music and so on, this is a complete personality problem.” (F1)

The subcategories of Czech tradition consist of four concepts: three nations, intact historical sites, underpopulation and scattering.

Three nations: Regarding the three nations of the Czech Republic, some participants say they don’t know. For example, F1: “Are there three nations in the Czech Republic? I don’t know.” F2: “I don’t feel any difference, they are all Czechs, their appearances and hobbies are the same, and I also don’t find any special

customs.”F6: “You mean Bohemia, Moravia and Silesia? I learned it in school, but I didn’t feel it in real life. The nationality of Czech people is not so strong.”

Intact historical sites: F1: “Yes, there are a lot of ancient buildings in the Czech Republic. It seems to be living in the oil painting, which is really beautiful.”F2 holds that “ I like the Czech ancient architecture, Gothic, Roman, it feels very good, especially it is suitable for photography.”M4 says, “There are so many historical sites in Prague, giving people a sense of culture and history. However, after looking at it for a long time, I always feel that I don’t belong here.”F6 says, “Olomouc’s monuments are really beautiful, but they look a little chilly in the winter.”

Under population: F2: “Olomouc really has very few people. The road is very empty every day. Except for the students in class, there are very few people in daily life.”F3: “The advantage of fewer people is that the traffic condition is better and there are fewer traffic jams.”M4: “Online shopping and ordering take-out mustn’t compare with that in domestic. After all, there are so few people here.”

Scattering: F1: “The distance among Czech regions is relatively far, it has to take the tram to go out for shopping. It’s a bit inconvenient.”F6, “I miss my time in China. I can buy everything I want just by walking a few blocks. But it can’t in Czech Republic.”F8: “The long distance of big supermarket in Olomouc is definitely inconvenient, so I have to go to the big supermarket every weekend to store what I need for the next week, and I can't go out shopping every day.”

●**Personal background:** the category of personal background includes three subcategories of household economy, self-understanding and overseas experiences.

Household economy: F1: “My family condition is normal, I often do some part-time jobs in university, so I also do part-time jobs of interest classes in Czech Republic.”

“My family condition is quite good. My father works in national institution, my mother is a doctor, it is not too rich, but it doesn’t lack of money anyway. Therefore, I come to the Czech Republic for more reasons of experiencing life. I want to have an overseas life experience to enrich my life.” (F2)

M4 says, “I am quite satisfied with the income of the Confucius Institute. I have no problem with the basic necessities of life. If I get married in the future, IT may have a big problem.”F8: “My lover also works in the Confucius Institute. If we share it, the

family economy will be reasonable.”

Self-understanding: the subcategories of self-understanding contain four parts of personality, lifestyle, independence and perseverance.

Personality: F1: “I am very characteristic, and causal in daily life. I should be a little outgoing. I like to play with boys. I have many male friends. I also like to get along with my classmates in martial arts class.”F2: “I am a little bit introverted, so the lonely life here in Czech Republic is suitable for me. If I feel lonely, I would like to write some diaries by myself. I will post some of them on the Internet, and some people will comment on them.”F3: “I used to have a pretty good personality. Recently, it may be because of a lot of work pressure, and I will be irritable. However, I will not show my working mood to my classmates and colleagues. I will talk to my best friends in China. Yes, it may need to take a while to get used to it.”

Lifestyle: F1: “I like to keep fit, yoga and martial arts. My life is very regular, I can get up before seven o’clock, sometimes I listen to music, prepare breakfast, I also have a good sleep at night.”F2: “Sleep is my big problem. I’m easy to get insomnia at night, and I often read a book to deal with it . It’s lonely, I spend less time to go to party, I’m not interested in it. I like to go and visit Czech culture and art exhibitions with my friends. I like that kind of thing.”M4: “I like to watch football matches, watch the premier league on the Internet or something, and sometimes I will go to watch in live. I also like watching American TV series. Recently, I have been watching Game of Thrones. ”

Independence : F2: “I’m very independent. I have no problem in living alone.”F3: “I am not independent enough in a strange place, so I cannot deal with many things by myself. Well, the main problem is the communication. When I first came to Czech Republic, I even had to bother my colleagues to install the Internet.” M7: “I have strong independent ability since I was a child, and I adapted to the life in Czech Republic soon. I think independent ability also needs to be exercised, and boys may easily adapt to it.”

Perseverance: F1: “My character is relatively stoical. My parents raised me as a boy when I was young, and later I become stronger because I learn martial arts. In short, I won’t cry for no reason often.”F2: “It all depends. If there are some interpersonal conflicts that I cannot handle, my emotions will easily collapse. I will not tell others directly about the matter, but choose to bear it by myself. I don’t know if that’s

perseverance.”M4: “Sure, I’m a boy. There’s no reason not to be persevering.”F6: “I am not sure whether I will continue to work in the Confucius institute. The work here is very stressful. Maybe my personal ability needs to be improved.”

Overseas experiences: the overseas experience subcategories include two parts of differences between travel and work, understanding of Europe.

Differences between travel and work: *“I have been to Norway, Japan and Australia with my parents. The difference between travel and work must be very different. Travel is basically to enjoy, the time is also relatively short, what you see is normally the good side”. Work needs to bear more regular tasks every day, it requires daily schedule, deadlines, relationships, commitments and various kinds of affairs. Compared with travel, work is not so lovely.”* (F2)

While F6 thinks that, “It has nothing different between them. Travel is just a short time of foreign work, they are all life. When I was an exchange student in Czech Republic, it still has some differences from my current job.”M7 thinks, “It must be different. Traveling costs money, but working makes money.”

Understanding of Europe: F2: “Europe is beautiful. It’s like a castle. Every place has a super cultural atmosphere. The buildings here are all made of stone, and there are a lot of great art galleries. I love them.”F3: “Before coming here, I feel that Europe is quite chaotic. I had known that Europe had the problem of secession and terrorist organizations. Anyway, I was quite afraid. But after coming, it is actually similar with China, it’s quite safe.”M7 thinks, “The biggest feature of Europe is that almost every city is completely different from other places. For example, Olomouc and Prague are completely different. There is a strong historical and cultural atmosphere here, which is quite different from ours.”

●**Job expectations:** the category of job expectations includes three subcategories of spreading Chinese culture, broadening horizons and making friends.

Spreading Chinese culture: *“One very important purpose for me to work in the Czech Republic is to spread Chinese culture. Certainly, martial arts is only a small part of Chinese culture, many foreigners mention martial arts will think of Bruce lee. In fact, martial arts is not only those mentioned in the movie, ordinary people practicing a little martial arts will be good for improving physical quality. And Chinese martial arts actually has Chinese culture behind, for example, Taijiquan has*

the Taoist concept of static braking.” (F1)

F5 is also a teacher who teaches Chinese martial arts. She believes that “martial arts is actually inseparable from martial arts morality. Learning martial arts is not to attack others, but to feel the beauty inside, and at the same time to achieve the purpose of physical fitness.” F8 thinks that, “There are too many treasures in our traditional Chinese culture and art, such as our calligraphy and landscape paintings. In fact, many foreign friends are very interested in these works, but they have no further channels to learn about them. And the Confucius Institute actually helps them further understand Chinese culture.”

Broadening horizons: F2 says: “The main reason for me to work in the Czech Republic is to broaden my horizon. I want to live in a foreign country for a period of time, so as to experience the local customs and practices here.” M4: “Working in the Czech Republic can extend my experiences and enables me to learn how big the world is.” F6 thinks that, “What I used to know about Czech Republic all comes from books and videos. It was not until I lived here that I really felt what the real life in the Czech Republic is. It is an irreplaceable treasure and also a very important purpose of my work.”

Making friends: F1: “A very important reason for me to work in Czech Republic is to make friends. I want to make some foreign friends. I have known some foreign friends since I was in university. They are very enthusiastic and can cook.” F3: “I also hope that I can make some new friends in the process of teaching and communicate with each other.” M4: “I hope I can meet some foreign friends, we can share something together, and that would be great.”

● **Language competence**: the category of language competence includes two subcategories of proficient in English and Czech language.

Proficient in English: this section applies classroom observation to observe and record the English language competence of eight participants in the teaching process.

F1: Not all the concepts can be accurately expressed in teaching,. Sometimes, she will help students to understand how to do it by means of actions, and she is not very proficient in oral English.

F2: F2 teaches the contents of middle and advanced Chinese, some difficult Chinese concepts, such as ancient poetry appreciation, modern Chinese usage and so on,

many Czechs can't understand it. After all, the grammar of Czech is very different from that of Chinese.

F3: F3 teaches students in local elementary and high school. F3 thinks her expression is good, but most of these Czech teenagers are not very good at English, which makes it very difficult for them to communicate with each other. And this causes that the teaching work goes very slowly, so she does not get the recognition and support from the local teachers.

M4: M4 has learned a little Czech before and ever served as an exchange student in Czech. His language adaptability is quite strong. If he cannot express himself clearly in English, he sometimes speaks Czech to express himself.

F5: Students often cannot understand what she wants to express. And she often needs to help the students to correct their movements by herself in the class. She is not familiar with the English introduction of the meaning behind martial arts.

F6: F6 had learned Czech in university, her English is also good. But in the classroom, it also will appear the phenomenon of unclear explanation during class communication.

M7: M7 speaks English in advanced Chinese class, and he is quite fluent, but some Czech students sometimes cannot understand him.

F8: F8 teaches traditional culture and art. Some concepts are too difficult to be compared, so she often needs to use pictures or influence in class to let students understand her meaning.

Czech Language: F1 says: "I can't understand Czech at all. I have to take a literal translation machine with me when I go to the street, so as to be able to go shopping or communicate. It is very troublesome." F2: "I've begun to learn a few very simple words in Czech, but I'm still far from being able to speak it." M4: "I have learned Czech before, I can speak a little, but when encountering difficult words, I can't understand. It's basically no problem for me to go out shopping in daily life." F8: "I know a little Czech, but I can only read, and can't listen and speak it."

●Memo

When grouping the category of casual conditions, I set the language competence as category, or not a subcategory. From the perspective of form, language competence seems to be more suitable to be a subcategory of Personal backgrounds. However,

based on my interviews and observations with participants, I find that language barrier is a very big factor that leads to their work/life discomfort. Almost all the participants has influenced by the language barrier, so I analyze the language competence as a separate category.

5.3.3 Central phenomena

Category	Subcategory	Property
Living on the surface of Czech culture	Impossible to deepen the communication in English	Describe un-adaption phenomenon
	Can't reading Czech.	
	Not understanding local Holiday(photo)	
	Not knowing local utensils (observation, photo)	
	Doing things according to picture .	
	Extensive using of translators	
Inner instability	Chilly loneliness	Describe inner feelings
	Anxiety and cry	
	Occasionally happy (observation)	
	Often insomnia	
	All kinds of illusion	
Poor interpersonal communication	Want to communicate but afraid	Describe interpersonal relationships
	Failed to integrate into local culture	
	Different habits of Roommates.	
	Carnival in Bar can't communicate with each other (observation)	
	Family companionship (F8)	

Table 5.8 Central phenomena of the first question

●**Living on the surface of Czech culture**: this category also includes six subcategories, which are Impossible to deepen the communication in English, Can't reading Czech, Not understanding local Holiday, Not knowing local utensils

(observation, physical photos), doing things according to picture, Extensive using of translators.

Impossible to deepen communication in English: F1 says that "when communicating with Czech locals in English, you can't let the topic go further because some concepts are too complicated to explain," F3 says. "the restriction of English communication will greatly affect the process of teaching and life," says M4. "if English communication is not good, on the one hand, there may be problems with our own expression, on the other hand, whether the others can understand English is also a question. Because both of us have native language accents mixed with English. "

Can't reading Czech: F2: "living in Czech country, the main contact is Czech, even you go to the library to find some information is also needs to read in Czech." F6: "Czech contains a lot of slang-like things. Although I have a little Czech foundation, many times I still cannot understand . "M7:" if you don't understand Czech, you can cause a lot of trouble. for example, in a restaurant, the best we can know is that the menu is chicken, beef, how to make it, such as how cooked the beef is. It's completely unclear. "

"the most troublesome thing is to order outside. At most, you can only know a very small part of the words, and you don't know how the dishes are cooked. So every time I order, it's like an adventure. One time, I ordered a beef. As a result, after serving, I found that it was all raw beef. After go back, I used computer to check and found out it is Tata beef which is a kind of raw beef. Chinese do not eat this very much, after serving, we smiled to see this dish, and then went back to eat their own bread "(F8)



Diagram 5.2 Translation is pork, but the dish is ribs.

Not understanding local Holiday: through observation, it is found that F2 tends to regard Christmas in Czech Republic as a completely different holiday from Christmas in China. F2 does not well understand where the difference is. Instead, F8 regards this as the particularity of the Czech nation. Czechs, for example, pick up the holy flame at Christmas (Diagram 5.3), but F5 doesn't explain why they do it. F5 says, "it's probably a custom."



Diagram 5.3 Holy flame

In addition to Christmas, the Czech has some more unique festivals, such as the Witch Day that Czech celebrate. They often dressed as more retro, group out, put a scarecrow on firewood to light. For this phenomenon, M7 who has lived in the Czech Republic for three years said, "Although I have seen performances in some small towns, I do not understand the deeper cultural implications."

Not knowing local utensils. I found out F3 had collected some of the artifacts sold on the Czech streets as shown in Diagram 5.4 in her office. "I just think they're beautiful," F3 said. F3 probably regards these as ordinary boutiques. Similarly, the F6 also bought some local Czech utensils in the dormitory, including small people, animals, and pure geometry, but F6 also did not know the cultural meaning behind the utensils. M7's understanding of Czech utensils is even rarer. "It feels like ordinary ceramics," he said. "I don't understand at all."



Diagram 5.4 Artifacts sold on the Czech streets

Doing things according to picture .: F1: "Of course, you have to look at pictures outside, such as restaurant ordering. I don't know what it is if I don't look at the pictures." M4: "It's convenient to see pictures. You can know what the truth is with pictures." F6: "sometimes the pictures may not be able to read. Once I went to rent a house, I saw a rent' in the picture. I thought it was rentable, and then I knew it was the advertisement board that was rentable. "

Extensive using of translators: F1: "When I go out, I basically have to bring a translator. I use Google translate to translate." M4: "I can read some Czech language, but I still have to bring a translator." M7: "Things translated by the translator will be relatively rough and distorted. But there's nothing I can do about it. I have to use that. "

●**Inner instability**: this category contains five subcategories chilly loneliness, anxiety and cry, Occasionally happy, often insomnia and all kinds of illusion.

Chilly loneliness: F1: "I often feel lonely after video phone-call my parents and feel like I don't have anyone to talk to." F2: "The Czech environment makes people feel lonely." F6: "I sometimes feel like I'm on the moon."

Anxiety and cry: F2: "when I first got here, it would not go smoothly at work. If I couldn't achieve my expected goals, I would cry in private." F5: "after a long time of

teaching, it's monotonous, repetitive, and sometimes I don't think I am worth anything. And the future is also relatively bleak, I occasionally cry in private. "

Sometimes there will be very depressing things at work, the communication with students, and the relationship with colleagues will cause invisible pressure. Sometimes I surf on the Internet and look at my previous friends' domestic life, I will be more anxious, sometimes shed tears. (M7)

Occasionally happy: (observation) F2 gets better when winter is over and the weather gets better. Through the author's observation, she will send some pictures of delicious food on facebook. M4 will go out to play football when the weather gets better, and then she will be in a good mood. F6 likes dessert, and sometimes she eats some when she is free, and she gets better

Often insomnia: F2: "I often lose sleep, which is related to the climate. The Czech sunshine is too long." F5: "When I work under pressure, I lose sleep, such as when I have to report tomorrow."

"When I was at home, I didn't sleep very well, and it was even more serious to come to the Czech Republic." It may have something to do with psychological conditions, or it may be the cause of physique. I sometimes take sleeping pills." (F6)

All kinds of illusion: F2: "when I lose sleep, I think about all kinds of things. I think about my future and think how other people to talk about me." F6: "I think about what I did when I was a kid." F8: "Sometimes I think about what to do if I can't go on working one day." The more you think about it, the more anxious you are. "

●**Poor interpersonal communication**: this category contains six subcategories, want to communicate but afraid, failed to integrate local culture, Different habits of Roommates, carnival in bar but can't communicate with each other, and family companionship.

Want to communicate but afraid: F1: "Sometimes I want to communicate with the local Czechs, but I worry about being rude." F2: "I'm worried that after I get to know them, I'll have a conflict with them. I'm not very good at dealing with interpersonal contradictions." F6: "I want to share my life with my Czech friends, but I'm afraid they won't understand. "

Failed to integrate into local culture: F3 once tried to go to the theater with her Czech roommate, but she felt she couldn't blend in and enjoy the contents of the play. When the Czechs around her laughed together, F3 will find it embarrassing to be there.

M4 says, *"It's still a cultural problem, and they (Czechs) don't fully understand our culture. I once tried to make a Spring Festival couplet with a Czech friend during the Spring Festival. The friend just nodded politely. He didn't really understand."*

Different habits of Roommates: F2: "My roommate is used to sleep late. She is Pakistani. She sometimes goes out at night and comes back late." M4: "My roommate is Czech, but he is introverted and I am extroverted." F5: "My roommate is Indian. Sometimes it cooks in the room and tastes good. "

*"Especially friends of Islamic religion, they especially care about their religious beliefs. If you cook something they think is taboo in the kitchen, such as pork, you have to tell them first. They would blame you a little bit if they see you cook pork in the kitchen. But it doesn't work all the time. Sometimes she wasn't in the house, and I cooked. Then she came back, she would hide her face and enter her room, and then leave a message for you on FACEBOOK to tell you to pay attention. It doesn't feel good."*F1.

Carnival in bar can't communicate with each other: Before writing my paper, the author sat down in the bar with several teachers and observed the following notes:

"After work, M4 occasionally goes to the bar near the school, but the way local Czech friends greet them is only superficial greetings such as" Welcome to the Czech Republic. " There was no deeper communication. M7 felt the same way when he went to the bar. He simply talked about his work, but others' in the bar didn't seem interested. "

Family companionship: F8: "My husband and children are in the Czech Republic, so we can see it every day, which can relieve some of my foreign anxiety, sometimes my interpersonal problems are not smooth, I will share it with my husband." His company is very important to me. I can share the time with my child, that is the happy hour for me everyday"

●**Memo:**

Of the eight participants, only F8 is accompanied by a family member. It is necessary to disclose a little more information about the participants here. F8 is the wife of the dean of the Confucius Institute. The family lives in Olomouc. Her daughter is

attending an international school here. So at the time of the interview, "family companionship" only belonged to this participant.

However, the author thinks from this, whether the company of relatives will greatly reduce the cross-cultural adaption? According to this category, in the second step of data collection, the author also interviewed other teachers. When the author communicates with other participants, they also emphasize the importance of family companionship. For example, F2 said, "if my parents could be here, there would be more sense of security." F6 also said, "there are some things I can only share with my mother, because anxiety and other kind of negative energies cannot be catharsis with colleagues and roommates." Therefore, family companionship is also included in the subcategory of poor interpersonal communication.

This category has a good promoting effect on the answer to the second question in this paper. When asked about the "induction program ", many participants mentioned that if there are irregular visits by relatives, they will greatly reduce their loneliness and discomfort in foreign countries. Therefore, in answering the second question (5.5.4Teaching guidance), there is also the concept of " Mutual visiting".

In this section, the author also used photos as evidence of the participants, which can more intuitively reflect the specific contexts and details that these participants encountered during the cross-cultural adaptation process.

5.3.4 Intervening conditions

Category	Subcategory	Property
Preliminary honeymoon stage of Sino-Czech relation	Tibet issue	A description of the history of China and Czech republic
	One Belt One Road	
	Background of socialism	
Unsafe Europe	Refugees	A description of the European environment
	Yellow Jacket	
	Robbing Chinese	
The international right deviation on the rise	Trade war between China and the US	A description of the international environment
	Brexit	
	European economy downturn	
	Global boycott of Huawei	

Table 5.9 Intervening conditions of the first question

●**Preliminary honeymoon stage of Sino-Czech relation:** This category includes Tibet issue, One Belt One Road and Background of socialism, three subcategories.

Tibet issue: M4: “Before this President, Czech republic was ideologically supportive of Tibetan independence, even now, when President Xi visited Czech in 2017, there were still some parades of Tibetan independence force.” M7: “The Tibet issue is sensitive because many people hold different positions when it comes to the issue of sovereignty.” F8: “A minority of ultra-nationalists will support Tibetan independence, which is obviously unfriendly to Sino-Czech relations and will affect our situation.”

One Belt One Road: F1: “China has brought One Belt And One Road to the Czech republic, to some extent uniting the two countries as a community of interests, but some nationalists do not welcome such an alliance.” M4: “Some Czechs will see China's One Belt And One Road as a ‘Chinese Marshall plan’ conspiracy theory, so they cooperate with China meanwhile they stay wary of us.”

Background of socialism: M4: “The Czech republic used to have a socialist background, but it failed, so many Czechs do not believe in socialism at all and they will look at China's rise with tinted glasses.”

“Sometimes when we go to the square, we will see some Czechs put Chinese panda and Russian polar bear together. It makes me uncomfortable. Because after their Prague spring, the Czechs have never had a good impression of Russia, so I hope that they do not put us with Russia” (F8)

●**Unsafe Europe:** This category includes three subcategories, Refugees, Yellow Jacket and Robbing Chinese

Refugees: F3: “There are no refugees in the Czech republic at present, but when I watch TV, I will see refugee events in big cities like Paris and Rome, which will affect our mood and make us feel that the political situation in Europe is very chaotic.”

“When I saw it in the newspaper that the refugees accepted by Germany caused some security problems for local government, I would have bad dreams, about me becoming a refugee. I worry that those refugees will sneak into Czech and affect the safety of our land which I hope will never happen.” (F5)

Yellow Jacket: M4: “We were shocked by the yellow jacket incident in France, where some people marched through Paris, facing off with riot police, feeling so tensed.” M7: “Those wearing yellow jackets have caused a lot of damage to the streets, Windows were smashed, shops were destroyed and traffic was halted.” F8: “There is a sense of violence in Europe that makes us feel very insecure.”

Robbing Chinese: M4: “The Czechs are generally friendly to the Chinese, but sometimes they read about Chinese people being robbed in the newspapers, especially the Chinese tourists being robbed in Paris, France, and they think about their own safety.” F2: “Whenever I hear that some Chinese people have been robbed, I would have trouble sleeping and I need to take sleeping pills for several days to fall asleep.”

●**The international right deviation on the rise:** This category includes four subcategories, Trade war between China and the US, Brexit, European economy downturn and Global boycott of Huawei

Trade war between China and the US:

“The trade war between China and the United States may remind some Czechs of the cold war between China and the Soviet union, so they tend to antagonize the Chinese.” M4: “The trade war between China and the United States has become a

global issue. The Czech republic has always been a country with good relations with the United States, and the United States has set up an anti-missile defense system in the Czech republic. Therefore, the position of the United States is largely the position of the Czech Republic. Although the Czech republic and China have One Belt And One Road cooperation, but there is a sense of resistance to China.” F1

Brexit: M7: “Brexit has left the European Union out of balance, and many young Europeans feel a strong sense of uncertainty about the future.”F8: “The Brexit vote, and the Catalonia referendum, feels like the EU could fall apart at any moment.”

European economy downturn: F2: “The economic downturn in Europe will put many people out of work, which is the root cause of some street crime.”F6: “The economic downturn in Europe will also have an impact on some of my students. They have no time to study in Confucius institutes in order to earn more money.”

Global boycott of Huawei: M4: “At the end of 2018, the Czech President demanded that no Czech civil servants shall use Huawei products”M7: “The boycott of Huawei seems to be between China and the United States, but many capitalist countries also follow the lead of the United States. Huawei has become a political symbol. By boycotting Huawei, some Czechs seem to be sending a message of boycotting Chinese socialism, making us feel being elbowing out in some sense.”

●**Memo:**

National environment does not have much an impact of participators. It can be told from the data that these participators did not talk much, some male and older participators cares more about national environment. But national environment does affect the moods and emotions of some local teachers. For the economic and political environment, the relations between China and Czech Republic have a rather direct impact on teachers. The situation in Czech is good, but that in Europe is on the decline. And on an international scale, the trade war between China and the US has certain effects on participators’ psychological anticipation. So this part is divided into three distinct categories.

5.3.5 Contextual conditions

Category	Subcategory	Property
Living environment	Scattered accommodation	Describe living condition
	Far from supermarket	
	The mismatch between local holiday and domestic holiday	
	Stay time (start to bored after one or two years work, 3 years of tiredness)	
Teaching area	Prague internationalization	Describe work situation
	Conservative environment of Olomouc	
	Not very enthusiastic.	
	Transportation	
Working mode	Changeable teaching mode (observation)	Describe working mode
	Students like to ask questions and have a small number of people (observation).	
	Unstable teaching object	
	Unsystematic course	
	Students cannot truly understand Chinese culture	
	Students' experience-oriented learning mode	
Evaluation of Hanban	Dean's assessment (document)	Describe teaching management

Table 5.10 contextual conditions of the first question

●**Living environment**: this category contains four subcategories, scattered accommodation, far from supermarket, the mismatch between local holiday and domestic holiday, stay time (start to bored after one or two years work, 3 years of tiredness).

Scattered accommodation: F1: "I live a little far with other Chinese teachers, so it's not convenient to get together. It's not particularly easy to get together, and it's not

particularly easy to find someone to help you." F3: "it's hard to take care of each other in life. For example, I can only find my own way when I suddenly sick in the middle of the night suddenly sick.

Far from supermarket: F 6: "I live very far from the supermarket. Every time I ask my friends to buy a large number of daily necessities on weekends. It is very troublesome for others."

"Because what we Chinese need is special and is not used by local people on a daily basis, such as rice, some seasoning, and American keyboards. So we have to go to Globus, the largest local supermarket chain to buy it. And this big supermarket has always been in the suburbs. Few of Chinese teachers buy cars in the Czech Republic. I should live nearest to the supermarket. In this way, we have to walk back and forth three kilometers!" (M4)

The mismatch between local holiday and domestic holiday: F2: "Czech holidays are different from those in China. We have to attend classes here during the Spring Festival. We can only watch the Spring Festival live show on the Internet." F5: "there will be a feeling of day and night, not on a channel."

"The Christmas is from December 20 to the beginning of January. There will be 15 days of holidays here in the Czech Republic. At this time, we will wonder whether we want to return home. But there is no custom of putting Christmas in China, so if we go back, we can only visit our parents. We cannot meet friends who are still at work." (F6)

Stay time (start to bored after one or two years work, 3 years of tiredness)

"In the first year of work in the Czech Republic, there will be a fresh feeling. Every day is full of living arrangements, working hard on weekdays, see art exhibitions or other attractions with friends on weekends. Later, the sense of novelty will become less and less. Now, at the weekend, I just want to lie in bed and watch videos, or read books. I don't want to do anything. It's boring. After traveling to see too many churches, Baroque architecture is a little beauty fatigue. I will go to see some music TV with Chinese characteristics and so on." (F2)

M7: "After working in the Czech for a long time, I will gradually become tired. But I think it may be the problem of the job itself. Any job should also have a period of burnout." F8: "My family is in the Czech." So I don't feel too tired of work, but I feel that life is getting more and more stable. "

● **Teaching area:** this category contains four subcategories, Prague internalization, conservative environment of Olomouc, not very enthusiastic, transportation

Prague internalization: F2: "I teach in Prague two days a week. The language atmosphere here is better and can communicate in English." F8: "Prague is a relatively more international city, very open."

Conservative environment of Olomouc: M4: "I've lived in Olomouc for more than two years and we all call it this place as Olomouc village because it's really like a village. It's hard to communicate with them [Czech locals]."

"Olomouc locals are a little resistant to speak English. And sometimes when I ask them questions in English, they speak Czech directly. When I point to my ear to say I don't understand, they're still speaking in Czech. When such things happen so much, I am less willing to communicate with them on my own initiative. Of course, I am not saying this happened in school, the students and teachers in the school take care of us and speak English to us. This situation mainly happens in life"(F5)

Not very enthusiastic:

"The Czechs in the Olomouc are a little resistant to English. If you communicate with them in English, they sometimes say directly, 'no English'. It is very common and they are more conservative." (M4)

"I feel that Olomouc locals not only do not welcome English speakers, but also do not like foreigners. Some of them are still a little conservative. They may feel offended." (M7)

Transportation: F2: "I teach in two places, sometimes in Prague, sometimes in Olomouc. I often need to take a train from where I live or I take a bus to work. I have to go there and come back at the same day." In fact, I'm tired. "F5:" Even in the same city, you have to travel through all the teaching places, which must be a big test for the newly arrived teacher. "

"Sometimes because of the adjustment of class hours and other reasons, it is necessary to teach across cities. Then the teaching effect is not very good because the bold running to another place, for relatively unfamiliar people and places, Of course, our teaching will not be carried out as if we are familiar with it, of course, we will be used to going more often later."(F1)

F3: "Going to another city to teach can lead to problems with teaching feedback. You will find that students are suddenly don't have questions because of the loss of the environment for discussion. Even if they send me some questions on Email, I cannot guarantee that they will really understand this question after reading my reply, which will certainly be detrimental to teaching and will lead to a gap between teachers and students. "

● **Working mode:** this category contains six subcategories, changeable teaching mode, Students like to ask questions and have a small Number of people, unstable teaching object, unsystematic course, students cannot truly understand Chinese culture, Students' experience-oriented learning mode.

The changeable teaching mode with the author's observation notes are as follows:

"Every teacher actually reserves a lot of teaching programs, such as in F3 class, if the students come to seven or eight, he will teach PPT. If only two or three students attend, then the teaching is basically based on discussion. In the martial arts class of F5, I find that the purpose of learning is different among different students. For example, some students learn martial arts and need to be trained according to professional standards, while some students actually just come to play. So F 5 needs to adjust the teaching methods according to their needs. I observed that most of the students in M7's advanced Chinese class are about two or three, and they are not fixed. M7 will first understand their knowledge background one by one at the beginning of the class, so as to prepare for what to teach. The discussion between the F8 and the students is very frequent. The F8 teacher can basically answer the students' questions and feel the atmosphere is more active. She has more experiences and basically adapted to the Czech teaching model. And some younger Chinese teachers still have some difficulties in adapting to the teaching model. "

Students like to ask questions and have a small Number of people, the author's observation notes are as follows:

"Czech students ask questions more frequently in F1 class because they sometimes can't do some martial arts movements exactly and what the meaning behind them is. At this time, I watched F1 tries to answer these questions and her English is more knotty at this time. She usually does some moves, but the students still don't understand. When F1 cannot answer the question, she will leave her email and

try to answer the question after class. The F3 teacher was interrupted by a Czech student during his lecture (of course, there is no impoliteness, the student asked when F3 paused). The Czech student took out a book he had read about Chinese culture and asked F3 questions based on this book. Czech student also politely talked about his views on this question. I felt that F3 was obviously a little nervous. She tried to answer, but the answer was not very good. Email, was also left to answer after class."

Unstable teaching object: F2: "Sometimes I teach middle school students, sometimes I need to teach lecture with college students. So I have to adjust my teaching strategy." M4: "Middle school students are not rich in knowledge, but they are more curious and I prefer to get along with middle school students. "

"Some open courses will be attended by people of all ages, from children to the elderly, when they need to choose the simplest and easiest teaching method so that they can understand my course as much as possible. Czech students like to ask some questions, but if you are familiar enough with a field, you can answer them on the spot. Their questions are relatively simple, my course is mainly enlightening. Our discussion can make the atmosphere in class more active."(F8)

Unsystematic course: F3: "It is difficult to carry out the teaching plan in the Czech Republic, because the students who come to class are not fixed." M4: "The teacher also needs to adjust it at any time according to the conditions of the students, so for the students, our course is mainly enlightening."

"The class hours are different from school to school. Some schools give me two semesters, others only one semester. I can only adjust myself according to different conditions."(F6)

Students cannot truly understand Chinese culture: F2: "They can't fully understand Chinese culture, because living conditions are different, such as the concept of family. Czech students and Chinese have a completely different understanding of it."

" Czech Republic has its own tradition, and the relationship between their children and their elders is much freer than ours. There are not so many restraints. If you tell them filial piety, they can't understand it at all. Or it is wrong to over understand filial piety as a kind of imprison between people."(M4)

"In order to maximize the popularity of Chinese traditional culture, we often put pictures that represent Chinese culture, such as Jingdezhen Ceramics, Shaolin Temple,

Terracotta Warriors and horses, Confucius, Panda, but these are all very superficial. The quintessence of Chinese culture cannot be described in pictures."(F5)

Students' experience-oriented learning mode: F2: "In fact, many Czech students who come to learn Chinese come to have fun. They don't want to learn Chinese very well and master Chinese culture very well." M4: "Czech students regard Chinese learning as an interesting class of learning." It has little to do with their future career planning and life planning. "

"This requires us to do more extensive and poor teaching strategies, and always add some small materials, some interesting points, so that students feel the charm of Chinese culture." (F6)

●**Evaluation of Hanban**: this category contains one subcategory, Dean's assessment,

The Dean's assessment, this category mainly comes from the collection of Confucius Institute documents, the documents are as follows:

"During her work, F1 teacher was responsible and basically completed the teaching tasks stipulated by Confucius Institute. She left a friendly, interesting and knowledgeable impression on Czech students to help Czech students better understand Chinese martial arts culture."

"During his tenure, the F6 teacher not only worked hard in the teaching line, but also made his own efforts for the management of the Confucius Institute and properly balanced the relationship between teaching and management."

"M7 teacher understands and grasps the basic knowledge of Chinese culture and the general situation of contemporary China, has good cultural activity planning and organization ability. His teaching is humor and witty and has won the love of countless teachers and students."

●**Memo**:

This part records the details about how working mode impacts teachers. Because the working mode has the most great impacts and large amount when compares with other categories. Also, for noviceteachers, the working mode category can directly bring challenge to their work. And the detail conditions and environments of working abroad will directly impact their cross-culture adjustment process. From data we can see that the Confucius Institute is not a very systematic teaching environment with a

very fixed system, which is really different from the kind of experience we accept in universities or junior high schools to learn according to the syllabus system. So this needs to be changed on the spot for these new Chinese teachers.

In addition, actually, the evaluation of Hanban category can be put in consequences of 5.3.7. This category is the official conclusion for teachers who teaching here. But, on the other hand, the evaluation of Han is also binding and influential for teachers, so put the Chinese Office Evaluation alone as a big category of "intervention conditions" here.

5.3.6 Strategies

Category	Subcategory	Property
Being strong superficially	Crying secretly	Describing the external and internal disunity
	Working actively	
	Suppressing loneliness	
Learning to grow up	Traveling	Describing the ways of growing up
	Learning to cook hometown dishes	
	Doing exercises	
	Reading	
Benumbing oneself	Attending student parties (observation)	Describing how to spend the time
	Alcohol	
	Watching movies and TV series	
	Playing video games	
Seeking for solace	Playing mobile phone	Describing how to seek for solace
	Family encouragement	
	Chatting software (observation)	
	Virtual community	
	The Chinese party	

Table 5.11 Strategies of the first question

● **Being strong superficially**: such category involves three subcategories of crying secretly, working actively and suppressing loneliness.

Crying secretly: F1: “If I was under a lot of pressure that day, or encountered something touching, I would cry in the dormitory for a while, and then it would be all right.” M4: “Sometimes I feel a little lonely when see Czech people have fun in doing activities together, and occasionally I will shed some tears to relieve pressure.”

“When I first arrived in Czech Republic, I encountered a lot of difficulties in adapting the life, and I was overwhelmed by my work every day. Once I had worked late at night without eating anything, when I opened the refrigerator to find only an egg in it, I suddenly felt very sad. I cried for a long time for my miserable situation .”

(F6)

Working actively: F1: “Crying means a person in the catharsis of emotions. Then after venting emotion, it is still necessary to work seriously with positive energy.” M4: “Working actively can help relieve a lot of loneliness. A person will blindly think of a lot of things when surfing the Internet, and when he keeps on working, everything will be forgot.”

“No matter how we are, no matter whether the heart is suffering, or the emotion is fluctuating, we must finish the work well. When I was teaching, there would be a lot of students around me, then I would not be so lonely. I would feel that I was doing something meaningful. In fact, the students can't notice if you're experiencing turmoil in the heart, only you yourself know. You can occasionally talk with the teachers here , but they have to take care of their own emotions, so it is not easy to express the emotions.” (F5)

Suppressing loneliness: F2: “As a foreigner who come to Czech Republic alone, it is inevitable to feel lonely for sometimes you will feel that you do not belong to here.” F3: “Sometimes opening *WeiChat Moments* to see the delicious food that my domestic friends put on it, I will feel I am abandoned.”

“ Everyone will experience loneliness, but it can't be expressed in public. Therefore, we should learn to suppress or transform such emotion of loneliness. This is what I have learned in Czech Republic. For many domestic classmates and friends, they can talk about whatever they want, and their parents are also around them. It seems to be bright on the surface when going aboard. As a matter of fact, only you yourself bear the loneliness. However, you can learn a lot of ways to communicate with yourself. ”(M7)

●**Learning to grow up:** such category involves five subcategories of traveling, learning to cook hometown dishes, doing exercises, reading and attending student parties.

Traveling: F3: “There are many super beautiful CK towns in Czech Republic. You can go to visit them with your friends on weekends.”M4: “The transportation in Czech Republic is quite convenient. Going to Vienna only takes four hours away by train. You can eat some food there, listening to music and having relax. Although the consumption in Vienna is very expensive, coming out to see the world and relaxing the mood is a bit of advantage for working as a Chinese teacher abroad.”

Learning to cook hometown dishes by oneself: F1: “There are also some Chinese restaurants in Czech Republic. If you want to eat Chinese food, you can invite some friends to go on weekends.”M4: “If there has time, I will prepare some ingredients in advance such as spices like chili, so as to cook some simple Chinese dishes.”

“During the Spring Festival, I would prepare some meat, roll the wrappers and pinch the dumplings with my family. I would also share some of our dumplings with my Chinese colleagues. Although dumplings are not high-grade, they possess a special feeling in China. It seems that there will exist no ceremony and atmosphere without eating dumplings on festivals. There is an old saying that dumplings with wine drink more. Therefore, we use Czech beer with Chinese dumplings during the festival, which has a special feeling.” (F8)

Doing exercises: F2: “When I exercise, I usually do it indoors. Sometimes I do yoga in the morning, which makes me feel better.”M4: “I swim in the indoor swimming pool three or four times a week to maintain my energy and keep my weight down.”F5: “When it snows in the Czech Republic in winter, I can’t go out for running, and I subconsciously feel it is unsafe outside, so I usually do sports indoors, do yoga and practice the equipment.’

Reading: F3: “In order to strengthen my understanding about Czech Republic, I will go to the library in my spare time to find some popular books, and some that introduce Czech culture, so as to learn about Czech attractions, cuisine, customs and so on, it will be very helpful to my work.”

“I like to read Jin Yong’s martial arts novels, so in my spare time, I will read the complete works of Jin Yong on my Kindle. I will be very happy after reading for half an hour, and it feels like that I am still in China. After all, the Czech Republic is also

the world. What's more, when reading Chinese books abroad, it will has a very kind feeling. I don't read the ancient poems in the books before, but now I can feel the special beauty of classical Chinese here.” (M4)

Attending student parties: the following is the author's observation notes

“Czech adults often go out to the beer bars on weekends, it is a part of the local lifestyle. I've been there with M4 a couple of times, and M4 says that beer bars make him very relaxed. F6 has also been here a few times, but she doesn't drink beers. F6 just loves the boisterous atmosphere of beer bars. In fact, the beer bars in the Czech Republic are not too noisy at all, and some bar is quite and everyone is quiet around the table. They drink silently while sharing their own experiences this week.”

F6 is a good listener. Some individual students also will invite teachers to their homes. F8: “For example, one Christmas, my husband and I visited a family. All the family members are Chinese fans, especially the student's grandfather, who is very fond of Chinese calligraphy.”

●**Benumbing oneself**: such category includes four subcategories of alcohol, watching movies and TV series, playing video games and paying mobile phone

Alcohol: F2: “ I drink half a glass of red wine when I can't fall asleep. In this way, it will be reasonable.” M7: “Sometimes I will suddenly feel depressed with on reasons, then I silently drink some wine alone, I will fall asleep for a while when getting drunk, In this way, I can fell a little bit well.”

Watching movies and TV series: F3: “The way I get rid of loneliness is to chase TV series. In Czech Republic, I can watch Chinese TV series. I will discuss the plots with net friends in the barrage screen while watching it, so that I feel warm” M4: “Sometimes I will download some movies online to watch, and it helps me to get into the plot. I also go to the cinema when I have time, and there are a lot of people watching the film. With a group of people sharing the same story, it makes me feel really nice.”

Playing video games: F6: “I like to play RGB role-playing games because it gives me a sense of connection. Recently, I have passed The Legend of Sword and Fairy 6 again, which is very decompressed.” M7: “I like to play Warcraft and LOL with online friends. When I play games with my teammates, I feel like a team player.”

Playing mobile phone: F1: “When I am free, I will brush the micro blog, look at WeChat Moments, see entertainment gossip and so on.” F3 : “If I get bored, I will brush short video to look at other people’s lives, I like to see some funny video.”

●**Seeking for solace**: this category includes four categories of family encouragement, chatting software(observation), virtual community and Chinese party.

Family encouragement: F1: “I will have the video telephone with my mother one or two days and the encouragement from my parents is really important. There are some things about work that I think are very serious, but as soon as I explain it to my mother, I realize it’s not that big of a deal, and then I get over it.”F3: “Fortunately, it can now have video telephone anywhere at any time. My parents’ guidance is very important for me to adapt to the working environment.”

“My husband’s support and encouragement in my work is important, and I can see my children every day. They are my most important spiritual support. Compared with other young people who work and live alone in the Czech Republic, although our family have the burden of taking care of children, the warmth of family is more important than others.” (F8)

Chatting software, After observation, notes is below

"All teachers have been using WeChat, QQ and other domestic chat software, so as to facilitate their communication with domestic friends. Meanwhile, these teachers also have foreign accounts such as Facebook, which they use every day. For example, F1, M4 and F6 three teachers update their Facebook every day. Other teachers may not so often deliver their information, but they also look at their own chat software to follow the information".

Virtual community: F1: “When I first came to the Czech Republic, I was pulled into a European Facebook Chinese group. This group is full of Chinese people, and everyone provides various strategies to each other such as food, travel and so on, which is very convenient.” F6: “You can ask your own questions in the Chinese group of Facebook, and then friends will come out to answer your questions. It is a very warm virtual community.”

Chinese party: M4: “During the Chinese New Year, the embassy will gather some Chinese teachers and students to attend a party in Prague or in Olomouc, which will give us a sense of belonging.”F6: “In addition to the New Year’s eve, some of our

Chinese friends also get together on weekends to have dinner and share the events of this week.”

“As a slightly older teacher here, on weekends, I will invite some teachers who are familiar with me to my home. It’s because my husband is the manager here, some teachers fell very embarrassed. I repeatedly stress it to my husband that we don’t talk about work at weekend parties, it’s only for relaxing and chatting, but sometimes he still talks about work, hehe.”(F8)

●**Memo**

This summary presents many participants’ actions on how to pacify themselves, how to adjust their mentality and work in the Czech environment. Especially for the concept of alcohol, watching movies and TV series, playing video games, playing mobile phones, family encouragement, chatting software, virtual community, Chinese party, the author also considers to establish a subcategory of “self-consolation” above "benumbing oneself" and "seeking for solace". However, "benumbing oneself" basically applies the method of “self- looking for tools by self” to deal with emotional problems, it’s dimension is inward; while seeking solace is a strategy for dealing with emotional problems in the way of “self- other”, it’s dimension is outward. Finally, the author divides them into two categories not one.

5.3.7 Consequences

Category	Subcategory	Property
Looking forward to returning China	Parents’ anticipation	Describing
	Personal yearning for home	homesickness
Hesitating on the role of Chinese teacher abroad	Big mobility	Describing
	Settling down	personal views on
	Improving space	the role of Chinese
	Wanting to go to other countries	teacher abroad
Improving the comprehensive abilities	Perceiving oneself	Describing self-
	Teaching ability	improvement
	Living ability	
	Perceptual cognition of Europe	

Table 5.12 Consequences of the first question

●**Looking forward to returning China:** this category concludes two subcategories of parents' anticipation and personal yearning for home.

Parents' anticipation: F2: "After the work ends, my parents would like me to return to China very much." F3: "My parents hope me to developing China in the future. If I stay in foreign countries for a long time, it is not only unfamiliar, but also inconvenient."

Personal yearning for home: F1: "The moon is bright in hometown. After the end of my working term, I want to go back to China to see my family and friends." M4: "I plan to return to China after I finish my Chinese teaching. I want to find an education job, which is closer to my home, then I can share my experiences abroad with my friends."

●**Hesitating on the role of Chinese teacher abroad:** this category includes four subcategories of great mobility, settling down, improving space and wanting to go to other countries.

Big mobility: F1: "The mobility of the job of teaching Chinese as a foreign language is great. It will change new for old in a few years, this occupation is mostly young, which makes people feel not stable." F5: "The job of teaching Chinese as a foreign language can be seen as a life experience, but it is not suitable to take as a long-term career."

"I just want to have a try, and I don't want to do it all my life. Because floating abroad all the time is very difficult to feel secure, but it is really a good experience to come out when you are young. Thinking that you are over 30 years old and still come out to be a teacher, unless you can bring out your family and children like the dean, in this way, it is still a good choice."(F2)

F3: "Although I have only been in Czech for a year, I don't think I will stay here forever, because after all, I have no idea about my future."

F8: "My husband will be transferred to another place to be dean in a few years, it is because Hanban has such a regulation, I don't know why. We had been in Malaysia for several years, and now we are in the Czech Republic. I'm just worried about my children and we have no regular friends."

Settling down: *“At present, the Confucius Institute still pays little attention to many aspects of life of the teachers of teaching Chinese as a foreign language. Citing a simple example, if I have a family in the Czech Republic, and then have a child, how to solve the problem of children’s going to school and education in the future? These are very real questions.”* (M4)

F5: *“Czech’s climate and living habits are very different from ours. If I choose to settle down here, I have to stay here all my life. So I would like to go back China.”*

Improving space: *“Although the teachers of teaching Chinese as a foreign language in Confucius Institutes are also teachers, compared with those in domestic universities where have clear promotion categories of lecturers, associate professors and professors, there is no clear improving space for teachers of Chinese as a foreign language. Improving space determines social status and salary level. If everyone is the same, there is no need to struggle.”* (M4)

M7: *“Compared with our peers who struggle at home, our advantages may lie in the rich working experiences. However, when we return to China in two or three years, our friends of the same age may become senior executives or even department managers in their respective positions. While we are still a teacher in a Confucius Institute at that time, this will make us feel frustrated.”*

“As a teacher of teaching Chinese as a foreign language who has ever worked in China, I feel that there is no systematic arrangement for the teachers of teaching Chinese as a foreign language abroad. I can get professional titles and professors at home, but these things are weakened abroad. And these young people really need an arrangement that can make them see the future, they don’t just come to these countries for teaching and then leave, it is necessary to provide more development space for these young people.” F8

Wanting to go to other countries: F3: *“After this Czech teaching assignment ends, I may consider going to some other countries that are closer to China such as Singapore, I will continue to be a Chinese teacher. In this way, it will facilitate my return to China and allow me to see more of the world.”*

“ My family and I may consider going to the United States where the educational conditions are better. I also want to continue to hone my teaching ability in another country.” (F8)

●**Improving the comprehensive abilities:** this category includes four subcategories of perceiving oneself, teaching ability, living ability and perceptual cognition of Europe.

Perceiving oneself: F1: “It will help me to realize how excellent I am. I would not know I was such a good teacher without my experiences in Czech Republic, haha.”F2: “I will recognize some of my shortcomings such as being not strong enough, lacking of exercises, poor adaptability, these are what I should make efforts in the future .”

“I realize that I love my hometown very much! I’ve never found that I am so patriotic before. Now, I more and more think that motherland is my own dependence. After going abroad, it seems to have found a new oneself.”(M4)

Teaching ability:F6: “At the beginning, I would be nervous when I met Czech students. I would stutter when I spoke, and then I could not express myself smoothly. Later, I overcame all these problems.”

“Although I have little experiences, I have summed up a set of teaching mode that is quite suitable for me through the practice of this period of time. That is to be sure to well prepare the class. Because you want to express the contents within one minute, you need to prepare 10 minutes for the students to understand, especially in this situation of non-native language communication.” (F5)

F1: “The long teaching experiences has also enabled me to invent some unique teaching methods. For example, some students want me to do some martial arts movements, so that they can have a more intuitive understanding of martial arts culture. Then I need to prepare the plan of martial arts performance in advance, for example, how the stillness in the movement of Taijiquan is presented. When I finish some movements, I will ask the students to imitate them, so as to enable them to focus on the flow and rhythm of body movements.”

“Taking teaching Chinese cuisine as an example, China has the most abundant eight cuisines in the world, then how to make the students feel the differences among Chinese cuisines most directly? I might bring a portion of spicy beancurd that I cook on the first day, it is Sichuan cuisine; on the next day, I will bring a dish of bean curd mixed with chopped green onion, it is Beijing dish. In fact, it doesn’t need to say much, as soon as students taste it, they can feel that Sichuan food is spicy and numb. This is the most direct way of teaching.” (F3)

F8: *“When I introduce Chinese culture and art, I focus on presentation. I will use pictures as much as possible to make it easier for students to understand Chinese culture in the most intuitive way. Sometimes I also do some discussions in class, listening how they compare Chinese paintings with Czech paintings, how they compare Chinese pentatonic music with Czech music.”*

Living ability: F2: “From buying bus tickets to visa extension, I do everything by myself. In China, my parents will prepare everything for me. In Czech Republic, I become more independent.”M4: “Sometimes there will encounter some disputes that require you to deal with the Czech police. It is mainly represented in the visa extension, which is extremely troublesome.”F6: “I need to communicate with the leaders of different schools frequently to arrange courses and other issues, which has improved my ability of expression.”

Perceptual cognition of Europe: F2: “Before coming to the Czech Republic, I would think that Europe should be a paradise with developed economy and culture. However, after staying for a long time here, we will find that Europe and China are almost the same. The world is the same. People love their families. Certainly, Czech architecture is very beautiful.”M4: “Europe probably has less pollution. There are fewer people here, and the monuments are better preserved, other things are similar to that in China. In fact, China also has a lot of distinctive cultural towns. Compared with them, there will have a new understanding.”

●Memo

In the first interview, I have noticed the great mobility of the role of Chinese teacher for foreigners. So in the second interview, I focus on the participants' cognition of the role of Chinese teacher abroad. It is found that there exist some problems such as the imperfect construction of promotion mechanism and inadequate welfare guarantee in the current vocational system of Chinese teacher for foreigners. Therefore, when studying the second question in this paper, I specifically ask the participants some questions about the development and construction of the vocational system of Chinese teacher for foreigners, so as to draw out the category of the establishment of "Chinese teacher development system". And the theoretical sampling is fully applied in this process.

5.4 Answer the first question: Selective Coding Results

5.4.1 Core category

Selective coding refers to a more systematic and in-depth analysis as well as the important identification of the existing categories. It needs to dig out the “core category” among all the categories, and then clarify the relationship between core category and other categories through the “story line”, so as to form a theory. (Glaser, 1967)

The core category is a relatively broad theoretical range, but it can connect the largest number of concept categories. It possesses a core position in all the concept and categories and can be associated with the most concept categories. Meanwhile, compared with other categories, core category should be easier to develop into theories. The core category must be repeatedly proved to be dominant in comparison with other categories and can contain most of the research results. Core category can connect all the other categories into a whole and play a role of concentrating on the main points. (Strauss & Corbin, 1998)

Selective coding mainly goes through four steps after the core category is chosen:

- (1) Connecting core category with other categories through the coding paradigm model;
- (2) Clarifying the relationship among categories;
- (3) Creating a clear story line;
- (4) Creating a theory; (Chen, 2000)

Based on the previous process of axis coding and the comparison of categories, subcategories, concepts and data, the author concludes that the core category is——**Living on the surface of Czech culture.**

The “living on the surface of Czech culture” means that novice Chinese teachers in Czech Republic cannot really deeply integrate into the Czech culture. Due to the language factors, the novice Chinese teachers, most of them, can only use English, the general international language, in most cases to conduct teaching and make interpersonal communication in the Czech Republic. This has caused that they can't get deeply into Czech culture life which is dominated by Czech language. The novice Chinese teachers can only explain their teaching concepts in English as much as possible in working, but cannot really understand the life of Czech people. For example,

some local artifacts, customs, habits, rituals and so on are all beyond the comprehension of them. Even though they can know the contents of Czech cultural symbols through searching materials, they cannot go deeply into the essence of symbols. The novice Chinese teachers also represents a lot of behaviors of “superficial life”, such as living rely on images and Google translation, double separation of private and work emotions.

The reason why “living on the surface of Czech culture” is chosen as the core category lies in that the geographical differences, cultural differences, personal background, job expectation, language ability and other conditions keep the novice Chinese teachers in Czech Republic away from the core of Czech culture. The climate differences and other factors enable them to feel uncomfortable and be reluctant to go out. In addition, their language conditions and personal characters make it impossible for them to go deeply into the cultural life that Czech people are accustomed to. Some teachers' hobbies that are formed in China (such as M4) have been broken off in the Czech Republic, where skiing does not have the same atmosphere as that in Harbin. Some teachers such as F2, are sensitive and introverted, so they are more reluctant to go out to integrate into Czech cultural life. They are more as the distant observers to view Czech life, keeping a curious, isolated attitude to look at their cultural habits, but unable to penetrate into it. Due to their lack of access to the core of Czech culture, their language brings huge obstacles, which makes them unable to establish deep emotional and cultural connections with native Czechs in addition to work. In addition, preliminary honeymoon stage of Sino-Czech relation, unsafe Europe, the international right deviation on the rise as well as natural environmental factors such as long sunshine time and long winter will also enable the teachers of teaching Chinese as a foreign language in Czech Republic feel depressed.

When the depressed emotions can't be released, they turn to talk to their parents or numb themselves, and the evaluation mechanism of work and a sense of mission in the career enable them to devote themselves into the regular teaching tasks. They continue to spread their passion in their career, but bear the negative emotions by themselves. These teachers learn to grow up through traveling, cooking, exercising and various kinds of parties, they also try to numb themselves and talk to their families. These are all because they live on the surface of Czech culture. And the living environment, teaching area, working model and Hanban's assessment have a more

direct impact on their experiences of living on the surface of Czech culture. It has pressure, but also has joy in work. Because they “live on the surface of Czech culture”, many teachers choose to return China or go to other countries after completing their teaching assignments. They question the position of role of Chinese teacher abroad because it doesn't give them enough sense of security and accomplishment. They are more willing to take the time of teaching in the Czech Republic as an overseas experience, but they don't seem to fully rely on and have confidence in the profession.

5.4.2 The substantive theory of the first question

The theory of the first problem is to summarize a process, the process in grounded theory, represents the rhythm as well as the changing and repetitive forms of action–interaction plus the pauses and interruptions that occur when persons act and interact for the purpose of reaching a goal or solving a problem (Creswell, 1998). So here is the substantive theory below.

Because of the geographical differences in diet, climate and the huge differences between the traditional agricultural Chinese culture and Czech distinctive culture as well as the Personal backgrounds in personal understanding about oneself, family economy and overseas experiences, these novice Chinese teachers with different ages are expected to teach in Czech Republic for the hope of spreading Chinese culture, broadening their horizon and making friends. However, each person has different language skills and subjects to teaching, and they all feel that they cannot communicate in English well to get deeply into Czech culture. Being unable to understand Czech language fully and deeply, unknowing the festival participation and all kinds of local artifacts, they, mostly, live by looking at pictures, and use a lot of translators, which enables them to live on the surface of Czech culture.

The cold loneliness in their heart, anxiety and crying, occasional happiness, usual insomnia and various fantasies make their emotions to be unstable. They want to communicate but feel afraid, they try to assimilate into the local culture but it fails. They often complain about the different habits with their roommates, on the other hands they wish to have family accompany with in spare time. Occasionally they go to the bars, after the carnival, the truth is to be unable to communicate with the heart. They know it is the beginning of the honeymoon period of Sino-Czech communication and the two countries have exchange in One Belt and One Road, but the two sides have

different socialist memories. There still exist many groups who are in favor of Tibet's independence in the Czech Republic. And the situation in Europe now is becoming less and less safe because of refugees, French yellow jacket, it often occurs robberies of Chinese people. Moreover, the trade war between China and the United States is in full swing, the UK is slowly breaking away from Europe, and the European economy is in decline, what impresses these teachers most is that the whole world is boycotting Huawei. Although these major situations seem far away from them, every piece of news can affect the already unstable emotions and hearts abroad.

Since their living environment is very different from that in China, their accommodation is relatively scattered and far away from big supermarkets. The local festivals and domestic festivals are often mismatch. For them, the first year of work is tolerable, the second year is obviously boring, and the third year is tired from the bottom of heart. Although Prague is very international, and communicating in English is quite smooth, Olomouc's environment is really conservative, and the local people are not very enthusiastic, the population of Olomouc is very small compared with China. Sometimes, they have to go to different cities to teach, so they also find that different teaching areas have a great influence on them. In addition, the teaching modes are changeable, students love to ask questions, the teaching objects are not fixed, the curriculum is not systematic, students cannot really understand the Chinese culture. So it is all the experience-oriented learning mode, they need to work hard to adjust their teaching. Even though they know the dean will give them good assessment, they still feel pressure from management.

As it indicated above, they must be strong superficially. Even though they will occasionally cry in private, they still needs to work actively, and suppress the loneliness by themselves. They also learn to grow up by themselves. They take advantage of spare time to travel, try to cook hometown dishes , do exercise, and occasionally participate in parties as guests. They also turn to alcohol when they are alone, watch movies and TV series to kill time, and play video games and mobile phones to keep themselves from being lonely. Now the Internet is so developed, they use chat software to communicate with their families, parents and the Chinese people in Europe to seek for solace. Occasionally, the embassy will have parities, they can talk face to face to the Chinese. They can proudly say that no matter how difficult cross-cultural adaptation is, they have completed their teaching tasks and adapted themselves to the changing

teaching mode. However, they are still looking forward to return China, their parents are also anticipating for their return. Reflecting on their work and life in the Czech Republic, they all feel that their comprehensive abilities have been greatly improved, and they have deepened their understanding about themselves, and their living and teaching abilities also have been rapidly improved. However, they are hesitant about the role of Chinese teacher. Because of the job's great mobility, they don't know where they can improve and where they should settle down in the future. But in addition to many concerns, they still want to go to other countries to have a try, so as to seek for some deeper experiences.

5.5 Answer the second question: Axial Coding Results

In this section, the author try to answer the second question, Q2. What should a practical model of induction program be like for supporting cross-culture adaption in Czech from the perspective of Chinese Novice teachers?

5.5.1 Categories and model

The research method of this section is still to first conduct open coding for participant and get their data about the "Induction program". Based on this, the correlation among codes is found, so as to establish the relationships of categories and code. In the process of axial coding, coding paradigm of Strauss and Corbin(1998) cannot be used, that paradigm is for inquiry a process. As for the access to data, it must entirely come from the interviews, rather than through the method of observation or physical reflection. This is because that establishing a practical model that truly reflects the teachers' needs must come from the teachers' own appeal, and cannot interfere it with the way of observation and so on.

According to analysis of the data, the author build the results of concept-subcategory-category and there are five main categories with 16 subcategories.

Category	subcategory	Concept	Property
The first time information	Survival handbook	Accumulation of per teacher Experiences of resigned teachers	Describing the record of survival information
	Information communication	Teaching method Informing of the international environment Real life of Chinese teachers	Describing the initial information communication
	Mentor	Old helping new Fixed helpers	Describing the Mentor style
	Life support	Language	Czech accelerated course Daily English
Cultural geography		Explaining Czech history	Describing the speed-up of Czech culture
Security record		Maintaining close contact with the embassy Preparing safety plan	Describing the safe responses
Accommodation		Living nearby Sharing room with Chinese	Describing the details of the residence
Teaching guidance	Economy support	Raise of basic salary Different class fees for different classes	Description of the adjustment of economy
	Rational arrangement of teaching	Fixed course per person Early veteran guidance Teaching counseling with target subjects	Description of the suitable teaching arrangements for teachers

		Relatively fixed working area	
Psychological appeasement	Mutual visiting	Taking a break for home in turn Visiting relatives	Description of mutual visits
	Group activities:	Non-working group activities Weekend gathering Riding around	Description of the party
	Psychological counseling	Psychological counseling Special care in winter	Description of professional counseling
Chinese teacher development system	Original family	The care taking of parents	Describe the requirements of original family
	Current family	The arrangement for the spouse The arrangement for children	Describe the arrangement for current family
	Insurance	Domestic insurance Foreign insurance	Describe necessary security
	Steadying teacher identity	Prospect of personal vocational development Manifestation of individual value Escalation of academic degree	Describe personal vocational plan

Table 5.13 The results of axial coding of the second question

The author try to find the relationship among those five categories. According to its property,when the novice Chinese teacher first come to Czech Republic, they need

some necessary help such as life handbooks and the predecessors' guidance, so that they can quickly get a basic understanding about the life, especially in the city where they leave in Czech Republic. However, these rough handbooks or instructions can only give them a general impression. When they really want to adapt to Czech life, they will encounter many personal and practical discomforts in work and reality, and then further help from life and teaching work are needed. those two categories of life and working are equally to their adaption. Life support and teaching guidance are better able to promote their adaptation after these teachers have obtained the initial information to survive. And sometimes when you stay in Czech republic longer, it is still difficult to ease the discomfort, loneliness and depression that are buried deeply in their hearts. Therefore, it is necessary to appease them in psychological level. Finally, all these must be implemented in the Chinese teacher development system. Without such a system, Chinese teachers would not have a sense of belonging, and only the improvement of the Chinese teacher development system can further promote the personal career of teachers from an institutional level.

So based on the comparison of data and data, the relationship between category and category, the author has established the following Diagram 5.6 to explain the induction program that these novice Chinese teachers need to establish.

Diagram 5.5 The model of induction program answering to the second question



Memo

The way to collect data for this question all comes from the interview, it can't be from observation and real objects, so as to make sure that the data collected is truly from the inner voice of the teachers. The suggestions that the teachers provide on “how to establish a practical mode of induction training to support the cross-cultural adaptation for novice Chinese teachers?” are based on their own experiences. They best know what problems they will encounter in the cross-cultural adaptation process as novice Chinese teacher. Their experiences can clearly provide them what training contents and methods they need in the induction. The data they give can offer very practical suggestions and ideas on the induction program for the Chinese teachers in Confucius Institute. Certainly, the data, concepts, subcategories and categories that are based purely on individual experiences from their own sides, although it is a unilateral and single sides data collecting, but their professional experiences are real and present.

5.5.2 The first time information

Category	subcategory	Concept	Property
The first time information	Survival handbook	Accumulation of per teacher Experiences of resigned teachers	Describing the record of survival information
	Information communication	Teaching method Informing of the international environment Real life of Chinese teachers	Describing the initial information communication
	Mentor	Old helping new Fixed helpers	Describing the Mentor style

Table 5.14 The first time information of the second question

● **The first time information:** this category includes three subcategories of survival handbook, information communication and mentor.

Survival handbook involves two concepts of the accumulation of per teacher and the experiences of resigned teachers.

Accumulation of per teacher: *“It would be very nice to receive an induction*

brochure or booklet, something like that at the beginning. This brochure is summarized by teachers who have worked and lived here. They fill it out on the website or make a book. Within it, when the teachers first arrive, they could know how to do phone card and Internet cables, where to change quilts and how to use public washing machines.” (F1)

M4: “It’s important to formulate a guide handbook and I personally suggest creating a web page, so that everyone can share their thoughts at any time. For example, living in Olomouc, there are several Czech restaurants you can’t miss. When ordering, which dish names should be careful to order. These are all very important especially for the novice teachers.”

Experiences of resigned teachers:F2: “The experienced teachers have been living here for two or three years, they have a lot of life experiences. If they can share it in advance, it will help the new teachers take less detours.”F6: “The experiences of experienced teachers can give new teachers the most inspiration about what to do and what not to do. the information can be record in the book or website, the new coming teacher could read it and follow the instruction, they can be easy to survive here.”

“The experiences of old people may be outdated, that is in China. While the life rhythm of Europe is slow, there are century-old shops, and the life mode is relatively stable. Therefore, the old people’s life experience here is still worth referring to, such as how to adapt to the Czech climate and how to adjust one’s own teaching mode. If there is a booklet or website which contains the information of resigned teachers, that would be great” (M7)

Information communication includes three concepts of teaching method, informing of the international environment, real life of Chinese teachers.

Teaching method: *“The teachers of teaching Chinese as a foreign language who have just arrived in the Czech Republic will inevitably possess some traces of Chinese style of teaching, which is impossible. I am the same at the beginning. Therefore, it is better to have a teacher who help remind them to change their thinking in time, and such reminding may enable them to be more active to go through the transition time of teaching mode . ” (F3)*

F5: “Chinese teaching is what I want to teach you, it focuses on the teacher. While Czech Republic focuses on what the students want to learn, it pays attention to the students. These two are quite different!”

Informing of the international environment: *“It’s better to have a teacher to tell the new teachers about the current situation in Europe. It’s thought that the new teachers must have some understanding about the European situations through reading newspapers and surfing the Internet. For example, they will see terrorist incidents, refugee flows and boycotting Chinese goods. Well, there exist some problems. While these problems will exert what a more specific impact on our teachers in Czech, it still needs more experienced teachers to ‘eliminate temptation’ .”*

(M4)

F6: “It’s not only the new teachers need to know about the international environment, even for me, I still have a lot of international political issues that can’t be understood, it disturbs me a lot. I also need someone from the Confucius Institute to explain some knowledge about this especially. such as some officer from the Chinese embassy”

Real life of Chinese teachers: F1: “ There are many very specific questions to be answered for Czech diplomat such as which tram is convenient to arrive Olomouc , how to take the train, what we eat in the canteen and what we can eat outside.”F2: “When I first come to the Czech Republic as a teacher, no one has reminded me of shading the curtain in summer. The sun rises at four o’clock. I have a problem in sleeping, it would be right if it had a teacher to remind me at that time.”

Mentor includes two concepts of old helping new and fixed helpers.

Old helping new: F1: “It will feel insured if there has an experienced teacher who can help you.”F3: “A new teacher may encounter a lot of problems from the beginning of accommodation, and he will definitely need an old colleague to help him get through the adaptation period as soon as possible.”

Fixed helpers: “ We need to talk to someone when encountering some trivial matters in life. Take myself as an example, I don’t like to bother others, I’m afraid to disturb others’ lives. But if there exists a more experienced person who is willing to accept my disturbing and we can fix those relationships, it will be very helpful to my life and work, and I would like to be such a helper to help others. ” (F2)

M7 : “I think it is very important for a new teacher to have a relatively fixed teacher to guide him, which can make him feel the warmth and confidence of working in the Confucius Institute.”

Memo:

In the process of collecting information, the author finds that what the teachers need most is the survival handbook. Because they live independently and are not willing to disturb other teachers. They don't want to talk about all the difficulties in life and work, but it will encounter many troubles when they solve them by themselves. Therefore, it's very important for them to have a brochure (or web page, or developed APP, etc.) that can be updated in the form of text, pictures or video.

5.5.3 Life support

Category	subcategory	Concept	Property
Life support	Language	Czech accelerated course Daily English	Describing the support in language details
	Cultural geography	Explaining Czech history	Describing the speed-up of Czech culture
	Security record	Maintaining close contact with the embassy Preparing safety plan	Describing the safe responses
	Accommodation	Living nearby Sharing room with Chinese	Describing the details of the residence

Table 5.15 Life support of the second question

● **Life support:** this category includes four categories of language, cultural geography, security record and accommodation.

Language: language involves two concepts of Czech accelerated course and daily English.

Czech accelerated course: “Czech accelerated course is necessary. In fact, the local government of Czech Republic also offers free Czech language classes, but it's a very systematic course for living in the Czech Republic for a long time, so it's very complicated to start with Czech grammar. As for the average Chinese teacher, that's

not necessary, because they just need simple, practical Czech words like how to buy something, how to ask for directions. Studying for too long is unnecessary and takes up too much time.” (M4)

F6: “I suggest that Confucius Institute employ Czech language teachers, who only speak the most practical, straightaway Czech language that can be learned and applied immediately.”

Daily English: F3: “The English we learn in China is not enough for living in Czech, so the Chinese teacher also needs to learn some daily English in Czech Republic. ”

“There are some seemingly obscure English words that are commonly used in the Czech Republic. I know there is a kind of sauce, which is made from a root. After grinding, it can be dipped into meat sauce, which is very common in Czech diet.”
(M7)

Cultural geography: Explaining Czech history.F2: “When I go to the Czech museum to see the mural exhibition, I find that the way they explain it is basically in Czech. I can’t understand it, so I can only guess the meaning according to my feelings, but it is often wrong. I think our Chinese teacher needs to know some basic cultural geography of Czech country.”

F6: “It is better to have Czech local people to explain Czech cultural and geographical knowledge to our teacher in English, so that most teachers can understand and get the general idea.”

Security record: Maintaining close contact with the embassy and Preparing safety plan ,two concepts

Maintaining close contact with the embassy: F2: “As far as I know, the security record of Confucius Institute is lacking, which brings me a great sense of insecurity.”

F8: “The Confucius Institute’s security plan is unified with the embassy, but there is no independent and detailed one, which is the direction that needs to be gradually improved in the future.”

Preparing safety plan M4: “Although the Czech Republic is very safe now, if the Confucius Institute has its own security plan, it will make us teachers feel more comfortable to work here.”

Accommodation: living nearby, sharing room with Chinese

Living nearby “Now our Chinese teachers live in different places, and many of

their roommates are foreigners, which makes it difficult to communicate. It's better for Chinese people to live with Chinese people. Some of my roommates have different living habits from us. For example, Islamic roommates are not allowed to eat pork. I also hear that some European and American friends often go to nightclubs at night. Sometimes they get drunk and knock the door at two or three in the middle of the night. Anyway, I can't accept that. So it's better if we could get together and share a living room.” (F1)

Sharing room with Chinese M4: “The Chinese teachers are scattered in four or five accommodation sites, which are arranged by the Czech dormitory administrator center. They live far away from each other, it's not convenient to ask for help. If encountering some problems, they have to solve it by themselves. So it's better to live nearby at least. ”

F5: “Teachers in different countries do have different habits. Sometimes I get upset and feel a little down, but I can't find someone around to talk to, so I feel even lower. I think having a Chinese roommate can help change a lot.”

F6: “If we can live with Chinese teachers, our life and mentality will all get improved.”

Memo:

After investigation, the author finds that the oversights in the security field of Confucius Institute reported by the teachers are objective. So it's very important to conduct the security plan according to their needs. In addition, many teachers have reflected the problems of accommodation. Because accommodation is the most direct factor that affects the lives of teachers, it is very important, and the role of interpersonal support and communication is huge. When a teacher comes to a foreign environment, if he can live with a person who has the same culture and language habits, they can talk with each other when confusions appear, help each other when encountering trouble and encourage each other when they are depressed. Therefore, accommodation is very practical and very important.

5.5.4 Teaching guidance

Category	subcategory	Concept	Property
Teaching guidance	Economy support	Raise of basic salary Different class fees for different classes	Description of the adjustment of economy
	Rational arrangement of teaching	Fixed course per person Early veteran guidance Teaching counseling with target subjects Relatively fixed working area	Description of the suitable teaching arrangements for teachers

Table 5.16 Teaching guidance of the second question

● **Teaching guidance:** The category includes two subcategories of economic support and rational arrangement of teaching.

Economic support includes two concepts, raise of basic salary and different class fees for different classes.

Raise of basic salary: F2: “The living cost in Europe is relatively high. If we get better basic treatment, we will have greater economic ability to resist the discomfort caused by the environment.” M4: “The Confucius Institute set the basic salary standard for Chinese teachers a few years ago. But now the price level in Europe is actually higher than before, so the salary needs to be improved so that cope with the actual living cost.”

Different class fees for different classes: *"In fact, I teacher different students in different classes. Some of my students, including children or adults, may just want to experience martial arts. I will teach them something easier. Also usually I teach them theoretically. But sometimes my students are professional sports students who need much more in mentality and concerns as well as student-oriented training design, and whose martial arts movements need to be corrected one by one. They consume too much energy but we are still the same paid. So gradually, I have a little bit of rejection of sports students."*(F1)

F3: “In my Chinese classes, sometimes I prepare teaching props on my own,

because I want to have my students better exposed to Chinese cultures in a intuitive way. For example, when I teach them the differences among Chinese cuisines, I will prepare some food ingredients and make them do the Chinese cuisines themselves, such as tofu mixed with shallots. But I pay for these ingredients on my own, and I think it is better to have the Confucius Institute reimburse us for these teaching fees.”M7: "It is best to pay the teachers in accordance with their actual giving out, which is an incentive for their lives and work. The Confucius Institute should learn more about the teachers' real work situation and try to set a more humanized salary system."

"The junior Chinese teaching and intermediate/senior Chinese teaching require different labor. Primary Chinese teaching is much easier, and even the previous courseware can be used again. But the intermediate/senior Chinese teaching needs to be adjusted while considering the students' actual situation. What's more, I try to add something new for each class, which makes the workload heavier. If I have a intermediate/senior Chinese class the next day, I have to stay up all night long the night before."(F6)

Rational arrangement of teaching includes the four concepts of fixed course per person, early veteran guidance, teaching counseling with target subjects and relatively fixed working area.

Fixed course per person: F1: "It is better to fix the teacher's course object, so that it gets easier to teach. For example, in a period of time, I am only engaged in promoting the martial arts teaching to the society, while in another period of time, I only teach sports students, so that the teaching can be coherent, and the teachers do not have to switch the teaching modes frequently and in hurry."

M4: *"Because we Chinese teachers are highly disciplined, if they are required to get adapted to various teaching modes, they will feel very confused and feel that they are working in a mess. It is suggested that the Confucius Institutes allow its teachers to work according to their conditions, so that they can arrange relatively fixed teaching work. For example, let those who love children teach the primary school, and let those who are good at social training give more social training classes. "*

Early veteran guidance: *"In the early teaching, it is best to have a predecessor of the same course to share experience so that the less experienced teachers can quickly grasp how to answer the questions, and what kind of knowledge they should prepare. For example, many Czech students are confused by “把”(make). They can't tell*

whether the predicate of “把门打开”(have the door opened). Different teachers give different answers or explanations, which makes the Czech students even more confused. It is best to have the more experienced seniors to unify the teacher talk. ”(F3)

M7: "For the less experienced teachers, discussing with or answering questions to the Czech students in class is a new and somewhat risky experience. And after working for some time, they will find that the most-asked questions by the Czech students are almost the same, so it is recommended that the teachers write them down in a booklet and share it with the less experienced teachers."

Teaching counseling with target subjects: F1: "The Confucius Institute now also offers teaching counseling, but just general counseling. I teach martial arts. So what do I need to pay attention to in martial arts?" M4: "As to professional disciplines, only the professionals of the same profession can give useful guidance."

The work area is relatively fixed: F2: "It is better to offer fixed working place for teachers, because they are really worn out by the rushes among many places." F5: "It is recommended that some teachers only teach in Prague for a long time, and some only in the Olomouc, so that the teachers get consciously familiar with the working environment and teaching environment of a place. ”

"It is the best to offer relatively fixed working place, to make a teacher teach in primary and secondary school students for a period of time, or only the college students. Otherwise, it is easy for them to be confused by different teaching objects and the boundaries of the knowledge.”(F6)

Memo:

The teachers have their own ideas in the rational arrangement of teaching. The current vocational guidance offered by the Confucius Institute is just a general one without subject-oriented guidance. The teachers would like the experienced teachers to write a common teaching precaution in the subject, which may offer more precise and practical guidance for them. The author also uses theoretical sampling in “rise of salaries”, because once asked like that, all teachers will choose the option of increasing their salary. “Different class fees in different classes” is, after the raise of salary, a newly proposed concept by the teachers themselves as to the different labor for different classes.

However, the author thinks that it is relatively difficult to implement the

suggestions of “fixed area, fixed course”, because the Czech-based Confucius Institute is not large enough, and the Czech people are not so enthusiastic about learning Chinese, so the systematic arrangement of courses is also unilateral for these teachers. But the rooted theory requires loyalty to the data, so the author has established relative concepts and categories based on the data.

5.5.5 Psychological appeasement

Category	subcategory	Concept	Property
Psychological I appeasement	Mutual visiting	Taking a break for home in turn Visiting relatives	Description of mutual visits
	Group activities:	Non-working group activities	Description of the party
		Weekend gathering	
		Riding around	
	Psychological counseling	Psychological counseling Special care in winter	Description of professional counseling

Table 5.17 Psychological appeasement of the second question

●**Psychological appeasement:** The category includes three sub-categories of Mutual visiting, group activities, and psychological counseling.

Mutual visiting: including the concept of taking a break for home in turn and visiting relatives.

Taking a break for home in turn: *"The Confucius Institute also provides us with free return air tickets on some holidays, but we have to work during the Spring Festival. If we are allowed to come back to China in turn every year during the Spring Festival, then we will be more energetic at work, and we can share a sense of belonging by Chinese cultural in such a very important festival as the Spring Festival."* (F2)

F3: "It is feasible to approve a leave for some of us during the Spring Festival, so that we will not have to spend the Spring festival outside in three consecutive year like before."

Visiting relatives M4: "I don't think it is necessary for teachers to return to China.

It is also possible for the teachers' families to come to the Czech Republic, that is, buy the round-turn tickets which are for them before for their families, so that the teachers' families (such as parents) can also have the opportunity to come to the Czech Republic, to travel or visit the working environment of their children." F6: "If we can be accompanied with our families when we are working outside, then it will be easier for us to resist the cultural discomfort, and we will be more motivated to work hard."

Group activities: including non-working group activities, weekend gatherings, and riding around.

Non-working group activities: *"Many of the group activities organized by the Confucius Institute are formal, such as welcoming the new students, some activities in special festivals for the teachers and the local Czech students. These activities are more official, but I suggest that we can hold more informal events so that everyone can relax and communicate with each other better."* (F1)

M4: "Our Chinese teachers are usually busy and live far away from each other. If the activities organized by the Confucius Institute are relatively official, then we have no chance for further understanding." F6: "Usually, they are only the nominal activities for the teachers and the students. In fact, in the name of festivals, the teachers are required to show the Czech students the traditional Chinese culture. I am looking forward to the gatherings which are only for the teachers and help us be ourselves temporarily and get rid of our professional status and lectures, and let's just chat together."

Weekend gatherings: F5: "If permitted, the Confucius Institute can organize weekend gathering for us where we are eating, sharing what we know and see this week, and the troubles encountered." M7: "I think it is better to list the weekend gatherings as routine activities, and it is best that the Confucius Institute reimburses the teachers for dinner."

Riding around: M4: "In fact, there are many beautiful sceneries in the Czech Republic, such as Mikulov . It is recommended that the teachers ride around with the rented bicycles for leisure in the spring and summer, so that we can be more united and share more active atmosphere while enjoying the wonderful Czech landscape." M7: "Riding is also good to the teachers in health, so that they get healthier and their self-adjustment ability will become stronger."

Psychological counseling: including the two subcategories of the psychological counseling and special care in winter.

Psychological counseling: *"I think the Confucius Institute can hire a full-time psychologist for special counseling for some of us who don't want to share psychological confusions, worries and uneasiness with the people around. We are also afraid that whether our psychological problems will lead to other pathological problems and worry about others discriminating against us. It is not easy to find a proper psychologist in the Czech Republic, but we don't know how to do it and we have no time, but it is really important."*(F2)

F8: "It is normal to see a psychologist abroad. I hope that the Confucius Institute not only care for the physical health of its teachers, but also care about their mental health. Some psychological problems are hidden and usually cannot be found without the help of professional psychologists, and a professional psychologist can prevent danger or help teachers recover. ”

Special care in winter: F3: "It is particularly sunny in summer in the Czech , but suddenly it becomes very gloomy in winter. We can't see the sun until nine o'clock in the morning, and it gets dark at four o'clock in the afternoon, and it gets very long at night every day. So we will be inexplicably a little depressed, a bit lonely, a little scared. It is recommended to have a psychologist offer special counseling to the teachers.”

F6: "The Christmas in the Czech Republic and the Chinese New Year just fall in the winter, we can't go back home for festival but watch the Czech people who are happy during Christmas that is very grand for them. We feel very sad and depressed."

M7: "Every winter sees the Chinese teachers who are working in Czech suffer from mild depression, especially the female teachers who feel particularly difficult in winter. Therefore, it is very important that the Confucius Institute hires a full-time psychologist.”

Memo:

When asking the first question, I learned from the subcategory of 5.3.3 center phenomenon that "family companionship", that because F8 is accompanied by her family, so she can better adapt to the working and living environment in Czech. Then I keep asking them many questions about "family companionship". They all agree that "Mutual visiting" is very important to them, as it can reduce their anxiety and

discomforting a foreign country, and encourage them to work better.

The category of "psychological appeasement" is listed behind the juxtaposition of "life support" and "teaching guidance". The reason for such a category orders that psychological appeasement is a long-term, implicit, lagging demand which is a matter needed to the teachers only after working and living for some time.

5.5.6 Chinese teacher development system

Category	subcategory	Concept	Property
Chinese teacher development system	Original family	The care taking of parents	Describe the requirements of original family
	Current family	The arrangement for the spouse The arrangement for children	Describe the arrangement for current family
	Insurance	Domestic insurance Foreign insurance	Describe necessary security
	Steadying teacher identity	Prospect of personal vocational development Manifestation of individual value Escalation of academic degree	Describe personal vocational plan

Table 5.18 Chinese teacher development system of the second question

● **Chinese teacher development system:** This category includes four subcategories of original family, current family, insurance and Steadying teacher identity

Original family: Includes the care taking of parents

The care taking of parents: F1: "Nowadays many young people are the only child in their families. Once they are away, their parents are all alone." Each time I video chat with my parents I am worried that nobody can take care of them. It occurs to me that

maybe the organization of Confucius Institute in our country can help with the care taking of parents.

"I lived with my parent when I was a child. In the years I worked in Czech my mom did everything all by herself. She feigned toughness and said she was used to it, asking me to focus on my job." But I know I owe her too much. There was a time my mom had an upset stomach. She made an emergency appointment in the hospital herself and did an acute appendicitis operation. It was not until my eldest aunt told me about it that I got to know it. My mom had been keeping it back from me." F3

M4:"Teachers coming to work here are mostly young people from 20 to 30 years old. Our parents are about 50 to 60 years old. Their bodies are declining and they easily get sick every now and then. We are worried about them." F8:"If Confucius Institute could help our parents on a regular basis and take care of their lives, then we can rest assured in foreign countries."

Current family: Includes the arrangement for the spouse and the arrangement for children

The arrangement for the spouse:

M4:"If we have a spouse in the homeland, then Confucius Institute should consider how to move them to Czech." If they move in, they require a place to live, that is the Confucius Institute's concern. F6:"If my spouse can live with me in another country, we would be less worried and anxious."

"You know my whole family is here in Olomouc. We basically live together every day. Thus I can feel settled and not so homeless." (F8)

The arrangement for children: F1:"Many female teachers working in Czech are almost 30 years old. They are considering giving birth to their children in Czech and settling in Czech. Then how about the education of their children?" M4:"Some teachers already have their kids in the homeland and they have considered taking the kids to Czech. But whether they should go to international schools or local Chinese schools is contingent on the arrangement and direction of Confucius Institute."

"My daughter is in an international school in Olomouc. What I am worrying about is her identity recognition because many of her peers are Czech children and some are from other countries, whose mother tongue is English. My daughter speaks Chinese at home, but how will she consider herself? Is she a Czech or a Chinese? Of

course I want my daughter to see herself as a Chinese, but given the environment where she grows, that's not totally up to me.”(F8)

Insurance: Includes domestic insurance and foreign insurance

Domestic insurance: F1:”Confucius Institute in Czech has bought some insurances for our life there, but we can’t dispense domestic insurances. Otherwise how are we going to live after returning home? Confucius Institute should establish a long-term insurance system for we Chinese teachers.” M4:”If Confucius Institute doesn't undertake the domestic insurance for us, we are supposed to undertake it ourselves, which is too much of a burden for individuals and would turn away some people with the willingness to be a teacher here.” F6:”If only Confucius Institute could buy the endowment insurance for our parents.”

Foreign insurance: F1:”Foreign insurance is a desirable strategy to ease the teachers’ mind. Take going to hospital as an example, without health insurance, the medical cost would burn a hole in our pocket, as if we didn't even deserve to get sick.” F2:”For foreign insurance I suggest that the teachers in Confucius Institute are free to choose the insurance type they like. For example some teachers tend to stay at home and seldom go out, then they don’t need the accident insurance of that good and can choose better health insurance.” F8:”My daughter is living in Czech too. Can Confucius Institute buy insurance for her as well? hehe”

Steadying teacher identity: Includes prospect of personal vocational development, manifestation of individual value and escalation of academic degree.

Prospect of personal vocational development:”I hope that Confucius Institute could give teachers like us an explicit system for vocational promotion, like the professional titles in our homeland. In that way we may work with more motivation. Maybe one day I will become the headmaster of Confucius Institute. Haha.” (F1) F6:”It would be better if the professional titles in Confucius Institute are relevant to the teaching posts in the homeland. For example the senior teacher equals to the lecturer in universities in China. With that paralleled relationship, it would be easier for us to choose our jobs after returning home.”

”Distinguishing professional titles is very important. If everyone gets the same title, there is no need to compete and strive, whereas Confucius Institute should also be discreet when setting the standard for assessing the titles, like how to assess the quality

*of a teacher's teaching, what kind of factors should be involved and how much weight each factor should have."*M4

Manifestation of individual value: *"Now cultural confidence is advocated in our country, which means our country cares about teachers in Confucius Institute. But how will the folks consider us and how will people in education industry consider us? I don't care about who is better but maybe he is right. At least we should be paid enough respect!"* (F2)

M4: "Speaking of Confucius Institute, some people take it no more than the tool for propaganda for the diplomacy of China and they don't deem the education here as education. This hurts us because we still find our work here meaningful." F6: "Confucius Institute may as well cooperate with famous media in mainland China to let people in the mainland get to know what the life of teachers in Confucius Institute is like and get them to like and respect us."

Escalation of academic degree: "In fact, much of the education in Confucius Institute is done in collaboration with local universities in Czech. Then is it possible that we Chinese teachers can apply for some degrees in Czech universities so that when we finish our work here, we can get a master's degree or doctor's degree in Czech universities." (F2)

M7: "The job as Chinese teacher requires exporting knowledge. If we are able to learn while teaching, we can import the knowledge. In the end, with a universally recognized degree, we would be a big draw." F8: "Working while learning would be an important direction in which the teachers in Confucius Institute develop."

Memo:

When I was studying the first question, the teachers mostly talked about hesitation of the role of Chinese teacher abroad. Thus from the perspective of "hesitation of the role of Chinese teacher abroad", I asked the teachers *"What solutions do you think that can make you feel more belonged to your job"* and they mentioned original family, current family, insurance and strength the position of teacher. This part is about the suggestions of the teachers in Confucius Institute on how to improve the system for Chinese teachers to steady teacher identity, which is of strategic and directive significance to the future development of Confucius Institute.

5.6 Answer the second question: the result of selective coding

5.6.1 Core category

Based on the process of axial coding mentioned before and the comparison among different categories, subcategories, concepts and data, the writer draws the conclusion that the core category is-----**Chinese teacher development system** for the second question .

Chinese teacher development system means coordinating the steady teacher identity of novice Chinese teacher and help the teachers' consideration of insurance, original family and current family to solve their concern about the "role of the Chinese teacher abroad". Their personal value can be upgraded as a whole so that they can be recognized by educational industry in the homeland and as a result the teachers would be more motivated to work. Besides, the special development pattern of escalation of academic degree to escalate their degree. No matter to the personal development of the teachers or the systematic development of Confucius Institute, it is ground breaking and meaningful.

The reason why author choose Chinese teacher development system as the core category is that factors like information upon first arrival at Czech, life support, educational guidance, mental comfort can be included in the planning and construction of Chinese teacher development system. When the novice Chinese teachers first arrive at Czech, they need a handbook to guide their life and they need Confucius Institute to describe the politics, culture and economic background of Czech. Other than that, they need experienced staffs to make one to one guidance and support in life. These preliminary works are to make a good start for the development of these Chinese teachers. After working for some time, they would encounter difficulties in language, culture, security and accommodation, which requires helps from Confucius Institute. On top of that, Chinese teachers would face difficulties in their work. Confucius Institute can help them with salary and reasonable teaching arrangement. The supports in life and work are indispensable security for their long time work here in Chinese teacher development system. After working for some time, the mental issues of the teachers would be magnified. They would be easily affected by the natural environment, political environment and working environment and are especially easy to be beset with anxiety in winter. When such circumstances arise, Confucius Institute can guide them with means like inviting their parents, collective activities and psychological guidance.

These are also to ensure them to work here longer.

The factors above all serve Chinese teacher development system to secure a systematic development and promising future for the teachers. It is not just development in works but also in their life. Thus they are included in the core category of "Chinese teacher development system". Confucius Institute should adjust the management system from the perspective of vocational development so as to totally improve the induction program for novice Chinese teachers and give them more sense of belonging toward this job.

5.6.2 The substantive theory of second question

The second question is to answer how to build a induction program model through analysis on the data of Chinese teachers to help them more accustomed to the cross culture adaption.

The model of the induction program in the Confucius institute should contain five parts which is The first time information, Life support, Teaching guidance, Psychological appeasement, Chinese teacher development system. The author have explain the relationships of those five categories in the 5.5.1 and build the model according to the analysis of data and categories. Now author should tell a "story line" to build the substantive theory in the selective coding process. Please see it below.

As they were all at a loss for the actual living environment and the their future teaching job upon first arrival at Czech Republic, the Chinese teachers suggest that the induction program of Confucius Institute provide a mentor for them to consult with regularly on the basis of a general vocational direction so that they could become familiar with their work and life faster under the guidance of experienced staffs. the booklet of Confucius Institute can make an online or paper manual of life. Teachers on the pay roll or have left can all write down their experience and what they should care about in it. In doing so the new teachers would receive better and more explicit guidance, which would prevent them from making too many mistakes.

Even with the booklet and the guidance from Confucius Institute, it is inevitable for them to encounter problems in life and work. What's more, mastering their language in Czech is a must. They don't need to go far in it, but they should at least know how to ask about routes, buy stuffs and ask for help in Czech. That should also be arranged by Confucius Institute. Moreover, the induction program of Confucius

Institute should establish a security system to make the Chinese teachers feel safe. As for accommodation, it is better to let the Chinese teachers live close so that they could take care of each other, and it is better to give each Chinese teacher a Chinese roommate. So they could talk with each other about their life and encourage and support one another. This is very important to improving their emotion.

To motivate the Chinese teachers to work harder, it is important to enhance their basic treatment and set different salary standards based on different educational situation in the induction program. It is quite a burden to live in Czech. If the teachers have more money, they would be more assured. Besides, the arrangement of classes should be reasonable, it is better to give them regular courses and work area and it is better to have experienced staffs to guide them about the subjects and help them go through the transition period of explaining the subject and help them to be more familiar with the educational pattern in Czech.

After working for some time in Czech Republic, the Chinese teachers may more uncomfortable about natural environment, and working pattern. By and by, they would encroach their mind and make them easily feel anxious, frustrated and lonely. Then the induction program of Confucius Institute is supposed to give them psychological appeasing. Visiting parents is one important way of comforting. Confucius Institute can give them a leave for them to go home to visit their parents to alleviate their homesickness. Besides, Confucius Institute should organize more collective activities among Chinese teachers. For example gather them to have a meal, or go hiking or riding. Through the collective joy, they would not feel so lonely. In the winter or some special occasion, the psychological intervene is necessary for the teachers

The work of the Chinese teachers in Czech should be helpful to themselves. They need to feel they have improved and are respected when their work here is finished. For instance they can learn while teaching. After two or three years of work, they will not only finish the task of being a Chinese teacher but also get an overseas master's degree or doctor's degree, which is very attractive to them. On the other hand, the Confucius Institute can give them a promotion system of Prospect of personal vocational development which can help them manifested of individual value. Meanwhile, when they are working in Czech, the induction program should care about their families. Confucius Institute should do more to care about their parents, spouses and children. What's more, Confucius Institute should buy the insurances home and abroad for them

to secure their safety, health and endowment insurance. Make the teaching experience in Confucius Institute a fortune in the Chinese teachers' life. Make them respected by the society. Give them the best treatment and security to let them love their job and let them have a better life and show their abilities in other posts after leaving.

CHAPTER 6. DISCUSSION, IMPLICATION AND LIMITATIONS

6.1 Discussion of the Results

In accordance with the axial coding and selective coding of the two questions data in the last chapter, it is found that different categories have different influences on teachers. such as, in the first question, "geographical differences", "language competence", "living on the surface of Czech culture", "working mode", "teaching area" and "hesitating on the role of Chinese teacher abroad" are abundant data .

Geographical differences are the tests that all Chinese teachers will directly face from the Czech natural environment, such as sunlight and climate, which will have the most direct impact on their lives. And language is the resistance that novice Chinese teachers will encounter once they need to communicate with external people or things. Such resistance consists of resistance in expression and resistance in acceptance. Because Chinese teachers have to explain their “Chinese concepts” in English, the information they get is the “Czech concepts” processed in Czech or English, as a result, when they communicate with the Czechs, they tend to fall into the problem of content distortion fundamentally. Moreover, due to the limitation of language ability, Chinese teachers cannot deeply present themselves and understand Czech culture. Because the duration of novice Chinese teachers in Czech Republic is a relatively short-term work pattern, it causes that they need to do more adaptation, learning and self-revision in their working mode, and have to try their best to meet the actual educational needs of the Czech Republic in their teaching area. The discomfort accumulated in the process of cross-cultural adaptation in Czech Republic will subside in the heart of the teachers, which leads to their hesitation and reflection on the role of Chinese teachers abroad, and they may lose the professional sense of belonging and identity, and finally choose to leave. The above categories jointly reflect that Czech Chinese teachers actually live on the surface of Czech culture (in work, life and private emotions), and thus it constitutes the core of the first question, that is, “living on the surface of Czech culture”.

In the second question, the categories that are the most mentioned by the teachers include the "first time information". Although the professional training of teachers focused on Confucius Institutes and the personal guidance of Mentor are very important for novice Chinese teachers, they are still willing to coordinate and adapt in

their own way when they are just in an unfamiliar environment. The vocational training of teachers in Confucius Institute is relatively broad, many details cannot be considered, and the teachers are also not willing to bother the Mentor all the time. Therefore, a lot of teachers put forward a proposal to set up a booklet, for example, it can make an online database on the Internet, they can put the matters needed to pay attention to in it. These fixed text information is very helpful for the induction teachers. In addition, the teachers also talk about a lot of "accommodation" problems. They reflect that the accommodation places for them are too far away from each other to ask for help and it is difficult for them to communicate. Moreover, the roommates of Chinese teachers are all foreigners, whose culture, habits, taboos and work schedules are quite different from ours. Our Chinese teachers are also conservative, they are afraid of being impolite, so they are very cautious in private life. However, even in this situation, there is still no one for them to talk to. So they suggest having two Chinese teachers live together, so that they can share their difficulties and anxieties privately at least and help each other.

In my second question, combined with all the data, the model of induction training is actually far beyond the scope of traditional induction training. The traditional induction training, which is focused on institution, is basically a professional matter to the teachers with professional ideas, professional knowledge and professional abilities as the core content. In fact, what Confucius Institute had done in this aspect is not enough. However, it is still far from enough to meet the actual needs of novice Chinese teachers, they have to adapt to the unique nature of their profession, and some of them need to teach in other countries. As a result, they will encounter many difficulties that are closely connected, more specific and more invisible. This is also one of the purposes that I apply grounded theory to conduct data collection and data analysis. The induction training model I establish is actually only applicable to the Chinese institute in Czech Republic, which is a set of very regional and targeted theories.

Although I set up two problems in my research, which separates cross-cultural adaptation from induction program, factually the difficulties of novice teachers and cross-cultural adaptation are closely related and cannot be completely separated. Because the cultural environment is a very important part of the difficulty in trusting teachers. For example, if the teachers can adapt to the Czech geographical environment, diet and other factors quickly, they can devote more time and energy in the design of the teaching plan and adjustment of teaching mode, so as to take care of their life with ease.

Then, they will not accumulate too much pressure and cause emotional depression. In fact, teaching is an interactive process. Chinese teachers should not only introduce Chinese culture to Czech students, but also understand Czech culture and how they think, so as to carry out teaching discussions in class. However, Chinese teachers currently lack a medium to know Czech Republic. Their abilities in practical English and Czech are limited, and there is no teacher who can explain it them, which causes that they have to navigate by themselves through search engines or translation machines. This will inevitably consume their great efforts, and even make them feel that it is out of reach for them to know and adapt to Czech culture, which will shake their teaching confidence in spreading Chinese culture.

During the sampling process, I collect a special code (that is, family companionship) of F8, a subcategory. Then when I interview the second question, I continue to ask all the teachers about the topic of family companionship, and it is found that many teachers have the need of family companionship. They also put forward very specific strategies, such as "The care taking of parents", "Visiting relatives" and "Taking a break for home in turn". This is a strategy built from the results of special participant tF8 from exceptional circumstances. The special code provides a direction, which helps me to further explore a very important requirement shared by all the teachers, this is typical theoretical sampling so as to improve my grounded theory research.

In the field of cross-cultural research, identity is often mentioned. Identity is a kind of cognition and description of the subject itself, it includes many aspects such as cultural identity and national identity. My research on cross-cultural adaptation does not involve identity, it just refers to the conflict and reconciliation between the two cultures that are reflected on these novice Chinese teachers. This is because the teachers of the Confucius Institute in Czech Republic just essentially work in the Chinese institution abroad and have no intention of emigrating (basically) and on plan to live there in a long run. Therefore, their Chinese identity is deeply rooted, which is also a very important reason for cultural discomfort.

6.2 Discussion of the results with former theory

This the Chapter two of this research , the author have quote two famous model in the field of cross culture adaption, which is Curve Model and Kim's dynamic model.

According to the U-Curve Model, there are four stages of emotional adaptation: honeymoon period, crisis period, recovery period and adaptation period, which means that cross-cultural process has time stage.

In my research, there is one subcategory of 5.3.5, and its residence time (getting bored after working for one or two years, and getting tired after three years) is very close to the mode of U-Curve Model, which highlights the nature of timeliness. However, my research focuses on the influence and results of external and internal factors such as cultural background on Chinese teachers' acculturation, rather than the changes of individuals' acculturation in the sense of time. Grounded theory is the research process, so my research is a summary of the cross-cultural process of 8 individuals. These 8 teachers have different working years, so they stay in different stages of acculturation. However, I focus on them to eliminate the time factor as much as possible, so as to get a more general theory that is more applicable to various individual types. In comparison, U-Curve Model more highlights the cultural adaptation process of an individual, which is a formal theory and my results of first question is a substantive theory .

Kim theory emphasizes the repeated adaptability of individuals in the process of cross-cultural adaptation. Combined with the U-Curve Model, it can be explained that individuals may repeatedly switch between crisis period and recovery period for a while, and the adaptive process of individuals is repeated and elastic. I has found in 5.3.3 that the teachers tend to feel lonely, anxious and cry when the climate is cold. However, when the weather gets better, they will feel happy occasionally, they often suffer from insomnia, have various fantasies, but can be enthusiastic at work, which is actually quite close to Kim theory which explain the dynamics and instability of individuals in the process of cross-cultural adaptation.

In my Chapter Three Literature review, Austin (as cited in Houston, 1990, p78) puts forward five goals including the teachers' induction programs, and analyzes the necessity of achieving those goals. The goals are: (1) improving teaching behavior;(2) enhancing the retention rate of novice teachers in the induction period;(3) promoting novice teachers' personal and professional well-being;(4) satisfying the mandatory requirements about induction and the qualification certificate; (5) enabling novice teachers to inherit the culture of school system and teaching majors.

The substantive theory I developed in the second question basically covers Austin's goals. First of all, through the guidance of old teachers in the early stage, the teaching guidance needs to be subject specific to help teachers gradually get familiar with the Czech teaching model in specific subject explanation, so as to improve teachers' teaching behavior. (2) Through increasing the salary of teachers, improving the promotion mechanism and the strategy of part-time study, it can produce certain attractions for the teachers to continue to work in Czech Republic. Certainly, the substantive theory I establish is more to attract other people's attention to the Confucius Institute in the Czech Republic, and to attract them to sign up as novice teachers because of the relatively good welfare and benefits created. As for the teachers who has left their posts, we should continue to guarantee their treatment after they return to China, so that they can get better development in their next career. (3) The language training for teachers, the training of Czech geography and culture, parental visits and other factors provided by Confucius institutes can help the teachers understand Czech Republic more effectively, so as to enable them to produce a sense of personal and professional comfort; (4) This program only aims to help teachers meet the statutory requirements of the educational profession through systematic training, such as getting the teacher certification and so on. However, this is a very elementary requirement, and the teacher basically can meet the requirements of this project before they come to Czech Republic; (5) To carry forward the culture of Confucius Institute, Mentor and other managers of Chinese language institute can give some targeted explanations to the teachers. In fact, a good working atmosphere itself is a kind of culture. Through activities such as dinner parties on weekends and riding tours, the teachers can also strengthen the cohesion between each other, so as to better serve the Confucius Institute.

6.3 Practical significance of the research

This paper takes Chinese teachers that work in the Confucius Institute of Czech Republic as the research object to establish a substantive theory of cross-cultural adaptation, and makes a qualitative analysis of the factors that cause their discomfort in the process of cross-cultural adaptation. Through the method of interview and observation, it gains a full understanding of the life and work of the teachers, and finally the core category of "living on the surface of Czech culture" is concluded. The

research in this part helps us to fully understand the actual working and living situation of Chinese teachers that work in Czech Republic, and on this basis, the interview research on induction training is further carried out .

In terms of the establishment of the induction program model, the establishment of the substantive theory is entirely from the actual demands of the participant, the establishment of my induction training truly reflects the actual needs of novice Chinese teachers, so the theories I have established are credible and can directly provide inspiration for the construction of Confucius institutes in Czech Republic. This induction model can enable the system of Confucius Institutes to be more accurate in caring for individuals, so as to ease the discomfort of teachers, which is of great practical significance.

This study can also lay a foundation for further research in the future. For example, the data can also be collected by Confucius Institutes in other European countries to create substantive theories in more regions and finally produce a formal theory that can be popularized in Europe.

The timeliness of this study ensures that the substantive theory is of practical value. For example, in the process of cross-cultural adaptation research, the teachers have mentioned such categories as Sino-US trade war, Brexit, European economic downturn and global boycott of Huawei. These categories will be encountered by novice teachers in the coming years. However, the intervening categories does not play a major role in the current substantive theory of cross-cultural adaptation. It is worth pondering whether this category will be enlarged or even have a profound impact on the development of Confucius Institutes in Czech Republic. And the existence of intervening category in substantive theory can provide a thinking direction for the managers of Confucius Institutes, so as to help the future teachers understand European politics, reduce the psychological pressure brought by politics, and provide them with better security, so as to better conduct education work.

6.4 Limitation

Grounded theory realizes the deep and detailed description and analysis of social phenomena at the details to understand the dynamic complexity of process. However, as different people have different histories and cultures, people's understanding of reality is quite different. No matter how fine the reality is constructed by us, it cannot

construct a complete and accurate picture of our pluralistic world.

I collect the data through interviews and observations. Given the time limitation of data collection, the teachers may be reluctant to disclose some private (and perhaps more fundamental) information for reasons, or they may not be aware of. For example, if I don't find the data in the family companionship category of F8, no other teachers will actually emphasize the importance of parental companionship. Maybe it's because they will appear to be more homesick and less independent to mention that they want to be with their parents. Such hidden data like this still needs to be explored.

In addition, all my research objects are basically the teachers, and I haven't collected the data of managers. The teachers have proposed the increasing of salary, hiring foreign language teachers, hiring psychologists, improving their accommodation, allowing parents to come, and buying insurance in China, but all of these requirements require additional costs. Whether the costs currently available to the managers of Confucius Institute can support the needs of teachers, these are the key factors that guarantee the fulfillment of substantive theories. Moreover, some of the teachers' appeals are actually more like a domino, such as the evaluation of the professional titles of teachers in Confucius Institutes, this is related to the connection between all Confucius Institutes in the world and the Chinese education system, which is very ambitious and cannot be done in a single working place of Confucius Institutes in Czech Republic.

Finally, the substantive theories I have come up with can be applicable to the current Confucius Institutes in Czech Republic. Only by collecting more data and creating more substantive theories can it create a relatively objective and comprehensive formal theory.

6.5 Recommendations for Further Research

According to the author's idea, it should continue to collect further data on Chinese teachers in other countries of Europe, and make the substantive theory in other Confucius Institutes and conduct comprehensive comparison which still applies grounded theory to establish the substantive theory that does not belong to different specific areas from the beginning of data .

According to the results of the research, it should be reflected to the dean of Confucius Institute. Then the data from different Confucius Institute deans is collected.

Through integrating the demands of teachers with the actual conditions, and combining the deans' perspective, an "induction training" plan model established from the perspective of managers is analyzed.

Finally, it returns to the Confucius Institute center in Beijing, the headquarter of Hanban, to collect data for core managers, so as to enable the more universal appeals such as the title evaluation of teachers in Confucius Institutes and the salary of Chinese teachers to be realized.

Finally, a formal theory of the induction program that can be popularized in Confucius Institutes in Europe is formed.

6.6 Conclusion

The goal of this study was to generate the process of cross-culture adaption of Chinese Novice teachers in Czech and build the a practical model of induction program be like for supporting cross-culture adaption in Czech from the perspective of novice Chinese teachers. 23 categories were developed in understanding the process , and coding paradigm was to explain the context and details of the cross culture adaption. And then 5 categories for building the model of induction program have emerged for the second question which is The first time information, Life support, Teaching guidance, Psychological appeasement, Chinese teacher development system.

The findings of this study provide extended knowledge to the novice Chinese teacher, Confucius institute and Hanban. The first results of this paper would help the novice Chinese teacher who will come to Czech republic for coping with the cross culture adaption, it also truly reflects their specific details and processes in cross-cultural adaptation. The second question is from the perspective of these Chinese teachers, which truly reflects their true needs for the Confucius Institute's induction program. Although there is a little idealism. but for the Dean of the Confucius Institute at Palacky University and Hanban in China, those results give practical recommendations for the establishing of a truly viable induction training program in the Czech Republic, and even in Europe.

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APPENDIX A Interview Protocol A

Time of interview:

Date

Place:

Interviewer:

Participant:

Purpose: collecting data for the Novice Chinese teachers' cross-culture adaption: a grounded theory approach to induction program of Confucius Institute In Czech Republic

Question:

1. Tell me about what happened when you came to Czech?
2. When, if at all, did you first experience of feeling yourself un/adaption in Czech?
3. [If so,] what was it like? What did you think then? Who, if anyone, influenced your un/adaption? Tell me about how he/she or they influenced you.
4. Could you describe the events that led up to your un/adaption in Czech
5. What is issues contributed to your un/adaption in Czech?
6. What was going on in your life then? How would you describe how you viewed those after un/adaption happened
7. How, if at all, has your view of living in Czech changed?
8. What support does the Confucius Institute offer to you to help you adapt to work as soon as possible?
9. How do you want the Confucius Institute's induction program to help you?

APPENDIX B Interview Protocol B

Time of interview:

Date

Place:

Interviewer:

Participant:

Purpose: collecting data for the Novice Chinese teachers' cross-culture adaption: a grounded theory approach to induction program of Confucius Institute In Czech Republic

- what is your daily communication?
- Do you used to the diet in Czech? What do you do if you are not used to eating?
- Are you living with your roommate? Still a house, is there a roommate? How are the living conditions? How is your relationship? What are your common themes of daily communication?
- How is the price compared with China? Is the price stressful to your?
- Have you ever been sick? or going to see a doctor? Is it convenient? Is it smooth? What is the evaluation of the Czech medical system?
- What do you think the locals are like? (Before/after going to work)Have u Make new friends? What topics do you often talk to together? What do you do together? Will you celebrate local festivals with them? is it internet for you?
- Have you participate in those social activities? Do you feel rewarded?
- Do you often participate in community activities? Do you think you are integrated into the local community culture?
- What do you think of the local people's attitude towards you? How efficient is the various departments (such as the immigration bureau)? When you encounter difficulties, who do you ask for help?
- How is the quality of sleep? Do you feel lonely? Homesickness? How long does it take to contact family and friends (domestic)? Do you feel boring, do things can't lift your spirits? Do you feel anxious often? How are you? Solve these problems?

- How do you feel about the culture around you? How do you spread Chinese culture? (through classroom teaching/friends/home/community culture)? How do you explain Chinese culture? On the day of traditional Chinese festivals, you are How to celebrate?
- Have you encountered anything that makes you feel embarrassed?
- Can you tell when the locals are really enthusiastic, when is it only cold?
- Can you understand the humor of the locals? Is there a situation where they feel funny but you can't laugh?
- What are the differences in values between locals and Chinese? Do you agree with this value?
- do you smoothly communication with students? How is the relationship with school leaders and other teachers? Is communication smooth? Have you encountered any misunderstandings? How do you explain them?
- Do you have more work tasks? What do you usually do? Are you under pressure? What are the pressures? How do you relieve stress?
- Do you think you can manage your students? How did you negotiate with them?
- Do you adapt to the identity of the teacher? What do you think you are a student? How is your relationship with the students? How do you deal with your relationship with the students? What do you think? How is this different from in China?
- Have you ever encountered a situation in which students' problems cannot be solved because of lack of Chinese knowledge? What is the problem? How much do you know about the knowledge of the country you are in, can you communicate effectively with students?
- Do you understand the local education system and educational philosophy? What do you think is different from China?
- What support does the Confucius Institute offer to you to help you adapt to life and work as soon as possible?
- Do you need the help of others to adapt you to life and work as soon as possible? What kind of people do you need to help you if you need it?
- Do you need a induction system to help you adapt to life and work as quickly as possible? What kind of system is needed if needed?
- How do you want the Confucius Institute's induction program to help you?
- How should these induction programs improve according to your needs?
- After you came to the Czech Republic, what is the big change in your opinion or

behavior?

- After you came to the Czech Republic, do you think you have grown up? What are you most satisfied with, what are you most dissatisfied with?
- What do you think are the most important ideas, behaviors, and strategies for cross-cultural adaptation? Can you tell me some details?
- After going through these processes, what advice do you have for the teachers who are going to come here?
- What solutions do you think that can make you feel more belonged to your job
- Do you want to tell me something that you suddenly thought of?
- Do you think there is anything else that will allow me to better understand your life process?
- What questions do you want to ask me?

Remarks

1. Interviews are mainly semi-structured, not necessarily in strict order, with certain flexibility and fluency.
2. The questions are mostly to inspire the respondents to focus on self-opening responses, but to avoid respondents' general responses, such as; "A: How do you feel recently? B: OK." So I prepared some Very detailed question in intermediate stages.
3. the interviews in the early stage of the interview focus on the common problems such as general adaptation problems, but basically do not involve deep problems, such as culture, values,
4. Later interviews will pay more attention to dig the deep problems (such as culture and values).

APPENDIX C Observational Protocol

Length of activity:	
Date:	
Place:	
Observer:	
Participant:	
Purpose: collecting data for the Novice Chinese teachers' cross-culture adaption: a grounded theory approach to induction program of Confucius Institute In Czech Republic	
Descriptive Notes	Reflective Notes