

A Lonely Journey: An Autoethnography of the Fifteen-Year Identity Construction of a Female ESP Teacher in China

HAN Song

China University of Geosciences, Wuhan, China

This autoethnographic study explores from a sociocultural perspective the author's identity construction journey as a female English-for-specific-purposes (ESP) teacher at a university in China for more than 15 years. It delves into the author's evolving exercise between teacher agency and language policy within both institutional and national contexts. The author aims to voice for marginalized ESP teachers and create a space for them to better negotiate with English-for-general-purposes (EGP) colleagues, academic staff, and policy makers. This study highlights the significance of autoethnography in teacher identity research, particularly for niche ESP teachers who direct novel enterprises through bottom-up implementation. Furthermore, the author emphasizes humanism behind ESP instruction, which significantly expands the view that the ESP features instrumental value. She also advocates for comprehensive support to sustain ESP teaching innovation, ESP teachers' identity construction, and their professional development. These insights have implications for all accountable parties in the context of educational reform to enable constructive negotiation, for ESP teachers to develop their sense of empowerment, and for inclusive education to become more accessible.

Keywords: autoethnography, teacher agency, language policy, ESP, teacher identity

Introduction

On a bright April morning in 2019, the author wore a pair of sports glasses and a sports mask to do shopping in her neighborhood. Suddenly, a baby-sitting in a stroller pointed at her and said to his grandmother, "Ta shi ge huai ren", (which is "She is a bad person" in English). At the moment, she was shocked that such a young baby expressed his understanding, which was related to her dress and separated her from the good people.

It reminded the author of the unpleasantness she had experienced at university. Perhaps, because she dressed "improperly", she often felt distant from her colleagues and the academic community who mainly taught English-for-general-purposes (EGP). However, the reality was that her identity as a female English-for-specific-purposes (ESP) instructor, specifically in the field of English-for-outdoor-education (EOE), experienced multiple devaluations far beyond the appearance-related stereotypes.

Over the course of more than a decade, the author had taught EOE at a prestigious university (under the pseudonym JU) in China. Throughout her teacher identity (TI) exploration, she frequently felt isolated and like

Acknowledgements: The author would like to acknowledge Professor Xiaofei Lu, Department of Applied Linguistics, the Pennsylvania State University, for his detailed guidance on the earliest drafts of the paper. Moreover, many thanks to others who have offered cherishable encouragement and help in any stage of her ESP teaching and research, and those whose responses and reactions urged her to question and find answers all these years.

HAN Song, M.A., lecturer, School of Foreign Languages, China University of Geosciences, Wuhan, China.

an outlier. Understanding ESP is not something that comes naturally to anyone. As Hutchinson and Waters (1987) noted, the field of ESP can appear “gloomy, confused, and uncertain” (p. 2). The author’s ESP course and relevant TI construction fell into this category as well.

G. W. Donaldson and L. E. Donaldson (1958) once define Outdoor Education (OE) in this way:

Outdoor Education is education in, about and for the outdoors. Its guiding principle is that famous statement of L. B. Sharp’s: “Those things which can best be taught outdoors should there be taught.” Its *raison d’être* is that 20th century people have removed themselves from the land—and both they and the land are worse off for it! Its methodology is as old as mankind—learning by using the senses out where the subject matter exists. Its motivation is fundamental to practically all youngsters and most grownups. It’s fun to work and play and learn outdoors! (p. 17)

Globally, educators have been attempting to define OE as a discipline since the 1950s to “realize its potential and best serve society” (Dyment & Potter, 2015, p. 193). It has been found to benefit character development, environmental literacy, and social service across different age groups and cultural backgrounds (Dyment & Potter, 2015; Jirasek, Plevova, Jiraskova, & Dvorackova, 2016; Liu, 2017). In Southeast Asia, for example, its “pivotal role” has been identified in developing competitive pupils in this century (Atencio, Tan, Ho, & Ching, 2015). Moreover, experts and researchers intend to facilitate OE through needs analysis, comparative study, and corpus studies in their own language education contexts (e.g., Han & Ge, 2009; Turčová, Martin, & Neuman, 2005; Wozniak, 2010).

However, few people had any idea about OE in China. It was in 2005 when JU offered the first undergraduate degree program that it emerged as an academic field. EOE became a mandatory course after students completed two years of College-English (CE) study. In September 2007, the author was invited by the OE faculty to teach this course, because of her extensive, hands-on OE experience. Despite students’ growing preference for her informative and professional approach in teaching EOE, she heard her colleagues’ labeling her as “*bu wu zheng ye*”, which meant “doing something out of one’s own business” in English. To the author’s surprise, she found herself inferior in the eyes of many who taught mainstream EGP courses and even some who taught well-established ESP courses, such as Business-English (BE) and Engineering-English (EE), possibly without a professional subject-based background (Dudley-Evans & St John, 1998).

Even more regrettably, teachers, researchers, and educators in the English teaching community had little knowledge of the OE domain, let alone of the humanistic value of EOE instruction. Yet, as new fields of study have emerged in recent decades, attentions and scaffolding from leaders and policy makers at institutional and national levels should be given to committed teachers who are capable to construct professional ESP courses and practice innovative instruction.

Methodology

Responding to the influence of postmodernism and diversified research approaches (Wall, 2016, p. 1), scholars in the late 20th century began using the terms “auto-ethnography” and “autoethnography” to incorporate personal experiences, group memberships, and researcher identities into qualitative inquiry (Adams, Jones, & Ellis, 2015, pp. 16-17). Since then, numerous publications have emerged in this field, sparking polarized discussions on methodology (Wall, 2016, pp. 1-3). Despite the criticism of being self-indulgent and individualized (Anderson, 2006; Lu, 2018; Sparkes, 2000; Wall, 2016), autoethnographers argue for the importance of representing silenced voices, exploring imperceptible interactions, and striving for societal improvement (Canagarajah, 2012). As a

result, autoethnography has become an increasingly influential research approach across disciplines and contexts in recent years (Adams et al., 2015; Wall, 2016).

In the OE domain, professional women have reflected on their engagement and contribution at the institutional and national levels, as well as gender bias, through their life stories (Allen-Craig & Carpenter, 2018). Although OE is often celebrated for its inclusivity (Johnson & Chin, 2016), female educators and women academics still face discernible or imperceptible forms of discrimination.

In the field of applied linguistics, such as foreign language education, autoethnographic narratives have been increasingly adopted, where researchers (Ai, 2015; Ha, 2009; Lu, 2018) document their journeys as international students and navigate cultural conflicts. Others (Ai, Wang, & Kostogriz, 2019; Blyth, 2017; Canagarajah, 2012) explore their identity construction within their respective workplaces, at home and/or abroad, engaging readers to reflect on the pervasive but often unexamined experiences of inferiority and marginalization. Through this “emerging and as yet marginal” research approach (Wall, 2016, pp. 5-6), these studies shed light on the complex process of identity construction, making significant contributions to the social sciences and humanities (Jones, Adams, & Ellis, 2016; Wall, 2016).

The current autoethnography focuses on the author’s 15-year exploration of ESP TI at JU, China, primarily based on diversified data concerning the face-to-face EOE instruction, as well as the construction and operation of the EOE Massive-Online-Open-Course (MOOC). Many forms of written and spoken discourse, including literature and documents the author read and wrote, and multilateral feedback on her teaching and research, build up her narration and generate her analysis and reflection. The purpose is to uncover the contextualized conflicts and struggles she experienced between conservation and innovation. Through reflective analysis, this narrative aims to provide an effective means of amplifying the voices of ESP teachers, unveiling their TI construction trajectory, and fostering their sustainable development.

In this autoethnographic exploration, the author critically adopts two decisive factors which (re)direct her TI construction journey: teacher agency (TA) and language policy (LP). First, autoethnography allows her to articulate her agentic choices and actions from her own perspective (Canagarajah, 2012, p. 262), in response to the emergent learning needs of OE students, the obsolete institutional conventions, and the evolving national curriculum. It is highly consistent with the sociocultural approach’s focus on TA’s situational nature (see Tao & Gao, 2017). Besides, Canagarajah (2012) explained that autoethnography is especially crucial for marginalized communities who often lack the resources and opportunities to present their knowledge and interests (p. 262). As a niche ESP teacher, this type of inquiry provides the author with a platform to represent her experiences and expertise which are alien to those mainstream ESP teachers, such as BE instructors who transitioned from EGP teaching upon top-down requests in some recent researches (see for example, Ai et al., 2019; Tao & Gao, 2017).

Second, researchers emphasize the need to recognize diverse articulations of TA in relation to LP at classroom, institutional, and national levels (Ramanathan & Morgan, 2007). TA plays a crucial role in generating bottom-up initiatives, pedagogical innovations, and transformative outcomes; in the meantime, it also highlights the possibilities of realizing LP top-down against traditional constraints (p. 459). Their study sheds light on various attempts made at the classroom level regarding ESP course construction, pedagogy, and evaluation, despite obstacles imposed by higher-level policies within JU’s institutional culture and China’s CE reform.

By examining the interplay between TA and LP, this autoethnography seeks to contribute to the

understanding of ESP practitioners' TI exploration, as well as to broader discussions on educational reform where negotiation and empowerment are essentially significant.

Stage 1: Conventional LP and the Initial Construction of the EOE Course

During the initial preparation for the EOE course in 2007, the author faced a daunting challenge: "How could she effectively teach EOE within a fixed timeframe of 90 minutes, twice a week, totaling 80 class hours over two terms, without any available textbook?" She found support and solace in a particular book—*English for Specific Purposes: A Learning-Centred Approach* (Hutchinson & Waters, 1987). It was her "bible", which served as a beacon of hope and a fallback resource throughout her solitary journey of EOE teaching and exploration.

According to Hutchinson and Waters (1987, p. 55), the foundation of learning-centered ESP teaching lies in identifying the target situation in terms of necessities, lacks, and wants. Furthermore, learning needs should also be taken into account to reach that target, and ESP teaching and learning can become a highly motivating journey when interpreting these elements effectively (pp. 60-62). Then, confidently, the author conducted surveys by sending out questionnaires and giving interviews to navigate her path purposefully. The findings encompassed the following three aspects.

EGP learning experiences: The majority of students came from rural or mountainous areas with limited access to regular learning resources (Hu, 2005). About 80% of the class comprised male students who perceived English learning as their weakness and who consistently underperformed (Zhang & Tsang, 2015). Some of them acquired Mandarin Chinese as their second language and learned English as a third language, primarily for educational and occupational purposes (Feng, 2007). Most students expressed demotivation toward EGP. The textbooks and classroom instruction offered little relevance to their daily training (Chen, 2001).

EOE learning expectations: Students anticipated that EOE would be interesting, motivating, and enabling them to use English in relevant contexts. They believed that their English proficiency was insufficient to achieve this goal, emphasizing the urgent need for abundant practice, particularly in spoken English.

Preferred sub-fields of OE: During their first two years of OE training, students gradually clarified their desired areas of specialization, ranging from rock climbing to mountaineering, for instance. Considering their individualized needs, the author designed reading, discussion, and presentation tasks for the entire class step by step, and later tailored them to individual group presentations specializing in different sub-fields.

The journey of EOE teaching was both demanding and enjoyable, especially during the strenuous months of initial preparation and teaching. Encouragingly, students progressively became more engaged in classroom activities and off-class assignments. This reciprocally motivated the author to maintain high levels of motivation and dedication. Modified surveys were conducted in the following grades during the first week of their EOE course. As more subject courses were added to their curriculum and EOE was assigned fewer class hours, she arranged off-class tutoring to accommodate their learning demands.

The author terminated the course in 2010 when the OE faculty proclaimed that EOE should primarily aim at improving students' passage rates in the national College English Test, Band-4 (CET-4), a universal requirement at JU. The convention of such institutional mechanism began to develop from the late 1980s and settled down unbreakably. Although OE faculty's intention was noble, the author could not help but question the validity of this mechanism. EOE, after all, focused on language use in a specific domain that had little overlap with EGP. How could it be confined by a nationwide general English proficiency test?

The author's disappointment extended far beyond that. Academic endeavours aimed at a comprehensive

analysis of the EOE curriculum were met with setbacks. A prestigious academic journal in China rejected her manuscript after three rounds of review, citing concerns about the relatively small sample size of only 90 participants. In fact, the author adopted an exhaustive sampling method, which she believed would greatly contribute to future EOE teaching and research at JU and other institutions. Furthermore, the author's attempts to secure funding for EOE teaching research and course book compilation faced successive failures over three years. A possible belief was that the number of OE students was too limited to warrant extensive research. It became an arduous task to extricate herself from this disheartening pitfall, consuming her energy and enthusiasm.

Stage 2: Evolving LP and the Development of a New EOE Module

During the years when the author taught EGP only, she still engaged in various OE activities and tasks. The concept of "stewardship" became deeply ingrained in her mind, prompting her to consider the interrelationship between humans and nature on which societies depend (Ford, 1986, p. 4). Her goal was to cultivate a less materialistic and more spiritual worldview, and promote a more balanced development of individuals in relation to others, the natural environment, and the wider world (Mahmoudi, Jafari, Nasrabadi, & Liaghatdar, 2012). These values and principles guided her teaching in EGP. Admittedly, nurturing such qualities requires an ongoing educational experience that goes beyond a single field trip or event; it should be taught at all levels and pursued throughout life (Ford, 1986).

During those years, the national CE reform attracted numerous discussions. There remains disagreement regarding whether CE should be taught for general purposes or for specific domains (Xu & Fan, 2017). Some have argued that English teaching for specific domains is a suitable path for CE reform (Zhang, 2005), while others have emphasized the importance of developing students' communicative competence in professional domains during their undergraduate studies (Cai & Liao, 2010). Different attitudes toward EGP have emerged, with some considering ESP to be supplementary or complementary to EGP (Hu & Xie, 2014; Shi & Zhao, 2011; Yin & Yan, 2011). It was also recognized that a one-fits-all model in which EGP was replaced entirely with ESP was not suitable due to regional diversity in China (S. R. Wang & H. X. Wang, 2011). Moreover, China's Higher Education (ChHE) institutions have their own characteristics, need to foster innovation, and individualized English courses (MOE, 2015).

Even after the Chinese Ministry of Education (MOE) officially recognized ESP's importance in CE teaching in 2015 (MOE, 2015), it remained a dilemma for scholars and educators to effectively implement ESP courses in practice (Xu & Fan, 2017). Institutionally, the conflicting interests between OE students' rights and needs to learn EOE and OE faculty's emphasis on CET-4 also remained.

In 2017, responding to the newly issued CE Guidelines (MOE, 2017), School of Foreign Languages of China University of Geosciences decided to broaden the range of CE courses, introducing ESP courses designed by CE teachers to meet the demands of different groups of JU students. The author was delighted and thought of teaching EOE again. It was granted, allowing her to reintroduce the EOE program under the CE framework this time. Despite concerns about learner assessment and course evaluation, she regained her enthusiasm. The director provided strong support in organizing a special English class for OE students, while other freshmen, totaling more than 3,000 students, were divided into English classes with 60 to 70 members from different schools and departments. In the next two academic years, the author taught only two CE classes to ensure the EOE program and improve learning outcomes: a specialized English class with 33 OE students and an EGP class with more than 60 students.

The author embarked once again on her journey, but in a different way. She maintained close connections with the Community of practice (CoP) of EGP, while embracing the shared values of ecology, sociology, and culture as an OE practitioner (Ford, 1986). Consequently, the author no longer felt like an outsider but rather an accepted member in the broader CE CoP.

The author conducted interviews with former OE students who had left JU and had established their own teaching careers or businesses. They expressed the need to receive systematic English training from scratch. Otherwise, their English was not sufficient to support their professional development and lifelong learning.

Based on the insights gained from those interviews, the author updated the EOE program to fit into a four-term CE framework. The first two terms focused on English literacy and basic training, including pronunciation and vocabulary. To supplement the limited class hours, she organized a “morning reading” session from 7:10 to 7:40 a.m. every working day and provided feedback on their performance. The author also collaborated closely with the OE faculty to coordinate the EOE instruction with the freshmen’s subject course arrangement.

Students’ perceptions of speaking English changed from being upsetting and uncomfortable to being safe and enjoyable. Their negative emotions from past learning experiences gradually faded away, and their presentations and reflections became remarkably impressive.

In the third term, the author introduced innovative approaches that aligned with the sub-fields, in which students had received prior training. These approaches allowed students to make connections between the OE and English study. They discovered that practicing target expressions and engaging in content-based activities enhanced learning motivation and generated amazing results. Based on the understanding that the emphasis on CET-4 remained strong, the author adapted some test-oriented materials to cater to this requirement. Fortunately, by the end of the third term, in December 2018, the students achieved a record-high passage rate, which tripled compared to that of the previous 10 years (although it was still the lowest at JU).

However, the lack of institutional support remained apparent. Even the author’s providing relevant literature to highlight the significance of course evaluation did not yield any response. Administrators and stakeholders who were responsible for this ESP program stayed “invisible” whenever she appealed for multilateral negotiation on course evaluation and sustainability. Replies she heard were either “lingdao tai mang le” (which means “Directors are too busy” in English) or “ni suibian zenmeizuo dou xing” (which means “Whatever you do is okay” in English).

After more than 10 years of dedication to EOE construction and implementation, it was still evident that the core value of this course was always peripheral and irrelevant to JU’s CET-oriented conventions. This reality contradicts the belief that all parties involved are crucial, and that course evaluation plays a pragmatic “social role” (Hutchinson & Waters, 1987, p. 152). This conflict has become prominent as more universities offer OE degree programs (Li, 2018) and demand competent teachers and operational EOE courses. Despite its significance for OE students’ knowledge construction, academic and professional development, and socioeconomic mobility, the author eventually resigned, and the EOE course was removed from our institutional CE framework.

Stage 3: Self-Empowerment and the EOE Online Course

Being passionate about OE education, the author believes that the teaching philosophy of promoting benefits to nature, humans, and society can be better achieved in a different setting. Online platforms offer the opportunity

to reach learners anywhere, providing free EOE MOOC to those who are interested in domain knowledge and interaction in English.

The course construction began in January 2018. Although it involved the participation of more than 90 teachers, students, and outdoorers, the author found herself working alone most of the time, as no CE colleague was willing to or could appear on the camera.

From July 2019, the author operated this MOOC once each term, focusing not on the number of registered students but rather on the dissemination of OE ethics and their relevance to humans and nature. Learners engaged in discussions about their OE experiences, daily observations, life choices, and transformative impacts on their cognition. These heartfelt interactions allowed the author to expand her knowledge about our planet and humanity through vicarious experiences while fostering a sense of belonging and emotional well-being.

Once, the author had hoped the course would attract institutional attention and recognition. However, the number of registered students was rather small, making the course inconspicuous. The sole distinction was its exemption from being evaluated by CET-4. As ChHE increasingly emphasizes MOOC construction, she contemplated conducting research in spring 2020 to inform and enlighten the EOE MOOC. Unfortunately, she has been unable to invite anyone to join her in understanding the missions of OE and experiential learning or to conduct research together. Consequently, the author continued to work in isolation.

In the same year, the updated version of the Guidelines (MOE, 2020) was issued. Advanced CE courses, primarily ESP programs, should be offered to undergraduates in need of English application. Notably, there is a prerequisite that targeted ESP courses are meant for students with a strong English foundation. This policy effectively negates the equal rights and urgent needs of OE students to learn ESP at the national level, simply because their English is generally “poor”.

As a matter of fact, the author makes efforts to ensure her TI in the CE CoP at university, which she did badly years ago. You may recall the pointing-at-me finger from a young baby in the author’s neighborhood and the distance she had been kept from her colleagues. Thus, for one thing, the author tries to maintain a professional appearance as a normal female English teacher at university to meet such intangible expectations. It is the easiest change she can make thus far, and a lot easier than letting people change their stereotypes. She wants to be regarded as appropriate and friendly, and she does. For another, the author learns to read and write academically from scratch again, although it is tough.

Conclusion

In this autoethnography, the author mainly reflects on her TI exploration as an ESP instructor with contextualized intervals against JU’s traditions and China’s CE reform. As she continues with her narrative, despite attributing the vacillation and compromise solely to her agentive efforts and other individualized factors, such as gender-related stereotypes, she gradually realizes the impingement of our institutional conventions and national CE policies, which she had no idea before. The author acknowledges the existence of invisible barriers in negotiations with colleagues, particularly academic leaders and policy makers, and in interplay with macro-policies. The bumpy interactions once hindered the innovation and advancement of ESP course evaluation and sustainability, and later enlightened the accommodation of constructive dialog and educational empowerment.

In the initial stage of the EOE course, the author started from the view that she had practical OE background and that she appreciated the educational philosophy behind OE. She worked agentively, relying solely on her passion and abilities, but without being aware of the significant meso- and macro-constraints at the institutional

and national levels at all. As students' engagement in and preferences for this course emerged and prevailed, the faculty leaders' obsolete conceptions of English teaching and learning and course evaluation could change. At this point, the author was an idealist. She enjoyed performing OE activities and teaching the EOE class, hoping that her individual endeavour could generate bottom-up transformation. Certainly, this was a fantasy.

In the second stage, the author deviated from the comfort zone of teaching EGP only and resumed carrying out the EOE module again. She should do this, because she believed that learning ESP was students' right, no matter what language background they had in English, advanced or poor. Furthermore, OE students needed it compared with EGP. The author again exerted enthusiastic and agentive efforts based on her interpretation of the national CE curriculum of the time. She thought she was pragmatic enough, because giving ESP instruction was in response to the call of national CE reform. However, she made mistakes again. She gave no heed to the policies' identification of what types of students would be eligible for ESP courses, which was touted as CE follow-up programs for advanced students only.

After the first two stages from "I enjoy" to "I should", the author transitions to the third stage, which is "self-empowerment". The latest version of the CE curriculum—the 2020 Guidelines (MOE, 2020) urges her to abandon the fantasies about empowering every student with the equal right of receiving ESP instruction, and about ameliorating the evaluation traditions of English courses in the JU setting through personal, bottom-up agentive actions. The remaining few years of her career development will not be devoted to teaching such a group of OE undergraduates at JU, which is inconsistent with the Guidelines. Meanwhile, the author navigated her TA to empower herself by voicing the marginalized CoP of ESP teachers through academic writing and by promoting humanism and "stewardship" through EOE MOOC interactions.

In conclusion, the author's career trajectory as a niche ESP teacher—a female EOE instructor at JU and in the ChHE contexts—has revealed several important insights. First, at the micro level, the author's TI construction has been influenced by previous experiences, and she is vulnerable to transition due to long-term marginalization (Tao & Gao, 2018) and TA-LP interplay. To address this issue, she recommends that ESP teachers who face identity ambivalence and marginalization begin documenting their educational and working details as early as possible to reflect on daily details and critical incidents. In this way, they "can begin unearthing the various influences that have shaped their identity and sense of agency" (Lasky, 2005, p. 905). Additionally, ESP teachers are responsible for writing in English, aiming for international publication, and writing autoethnography to critically address societal injustice (Yazan, Canagarajah, & Jain, 2021).

Second, at the course level, EOE has both intrinsic and extrinsic values. Intrinsically, EOE, as well as many other ESP courses, lies in the commitment to advocate humanism rather than passing CET-4 or other emerging national assessment tools. Education policies are better able to promote top-down innovations by integrating ESP theories and pedagogies into student teacher education programs, and to increase diversity in English teachers' professional development (Ding, 2013; Gu, Jiang, & Ou, 2022). This could prepare more student teachers, novice teachers, and future faculty leaders with ESP potential, so that they can contribute to English language education in diverse fields. Extrinsically, ESP instruction should nonetheless encompass undergraduates to meet their urgent demands, to build their empowerment, and to support their academic and professional development in globalization (for example, Arnó-Macià, Aguilar-Pérez, & Tatzl, 2020; Han & Ge, 2009; Shi, Cai, Du, & Li, 2020).

Third, at the macro-level, it is substantial for different CoPs within and outside the national CE structure to negotiate with each other strategically. ESP teachers desire more understanding spared from the CoPs of EGP

and others, so that they can take care of their emotional and physical wellbeing (Mercer, 2018). Moreover, they yearn for constructive top-down engagement from policy makers and stakeholders who have responsibilities and possibilities to create fair and sustainable teaching and research environments. Such a working environment may encourage transitional or emerging ESP teachers and their innovative courses with more communicative space and emotional support (Basturkmen, 2017). In this way, ESP courses help nurture self-empowerment for instructors, instead of negativity and pessimism. These practitioners could strive and thrive, as could CE reform.

Throughout this autoethnographic research, the author has faced indelible challenges and loneliness. It is essential for her as a journey of self-cognition (Lee, 2013), examining the interplay between her TA and the evolving LPs. This process helps shed lights on the exploration of ESP TIs, the development of these teachers' self-empowerment, and the evaluation of educational innovation. This narration demonstrates that inclusiveness is "not always been readily accessible" (Gray, 2018, p. 41) for both teachers and students in foreign language education and beyond. It is of continuing value (Canagarajah, 2006) and needs constant attention.

References

- Adams, T. E., Jones, S. H., & Ellis, C. (2015). *Autoethnography*. Oxford: Oxford University Press.
- Ai, B. (2015). Living in-between: A narrative inquiry into the identity work of a Chinese student in Australia. *Life Writing*, 12(3), 353-368. Retrieved from <http://doi.org/10.1080/14484528.2015.1053028>
- Ai, B., Wang, L., & Kostogriz, A. (2019). Becoming a teacher of business English in China: A critical narrative. *Chinese Journal of Applied Linguistics*, 42(2), 182-198. Retrieved from <http://doi.org/10.1515/cjal-2019-0011>
- Allen-Craig, S., & Carpenter, C. (2018). Outdoor education: Threaded pathways to belonging. In T. Gray and D. Mitten (Eds.), *The Palgrave international handbook of women and outdoor learning* (pp. 55-73). New York: Palgrave Macmillan.
- Anderson, L. (2006). Analytic autoethnography. *Journal of Contemporary Ethnography*, 35(4), 373-395. Retrieved from <http://doi.org/10.1177/0891241605280449>
- Arnó-Macià, E., Aguilar-Pérez, M., & Tatzl, D. (2020). Engineering students' perceptions of the role of ESP courses in internationalized universities. *English for Specific Purposes*, 58, 58-74. Retrieved from <http://doi.org/10.1016/j.esp.2019.12.001>
- Atencio, M., Tan, Y. S. M., Ho, S., & Ching, C. T. (2015). The place and approach of outdoor learning within a holistic curricular agenda: Development of Singaporean outdoor education practice. *Journal of Adventure Education and Outdoor Learning*, 15(3), 181-192. Retrieved from <http://doi.org/10.1080/14729679.2014.949807>
- Basturkmen, H. (2017). ESP teacher education needs. *Language Teaching*, 52(3), 318-330. Retrieved from <http://doi.org/10.1017/s0261444817000398>
- Blyth, C. (2017). *International schools, teaching and governance: An autoethnography of a teacher in conflict*. New York: Palgrave Macmillan.
- Canagarajah, A. S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly*, 40(1), 9-34. Retrieved from <https://doi.org/10.2307/40264509>
- Canagarajah, A. S. (2012). Teacher development in a global profession: An autoethnography. *TESOL Quarterly*, 46(2), 258-279. Retrieved from <https://doi.org/10.1002/tesq.18>
- Cai, J. G., & Liao, L. C. (2010). ELE vs. ESP, the reorientation of College English. *Technology Enhanced Foreign Language Education*, 32(5), 20-26.
- Chen, Y. L. (2001). On college English teaching strategies for PE students. *Journal of Guangzhou Sport University*, 21(3), 114-116.
- Ding, R. L. (2013). The transformation and education of College English teacher. *Foreign Languages in China*, 10(3), 15-20.
- Donaldson, G. W., & Donaldson, L. E. (1958). Outdoor education a definition. *Journal of Health, Physical Education, Recreation*, 29(5), 17+63.
- Dudley-Evans, T. D., & St John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Dymont, J. E., & Potter, T. G. (2015). Is outdoor education a discipline? Provocations and possibilities. *Journal of Adventure Education and Outdoor Learning*, 15(3), 193-208. Retrieved from <http://doi.org/10.1080/14729679.2014.949808>
- Feng, A. (Ed.). (2007). *Bilingual education in China: Practices, policies, and concepts*. Bristol: Multilingual Matters.

- Ford, P. (1986). *Outdoor education: Definition and philosophy* (ED267941). *ERIC Digest*. Retrieved from <https://eric.ed.gov/?id=ED267941>
- Gray, T. (2018). Thirty years on, and has the gendered landscape changed in outdoor learning? In T. Gray and D. Mitten (Eds.), *The Palgrave international handbook of women and outdoor learning* (pp. 35-53). New York: Palgrave Macmillan.
- Gu, M. M., Jiang, L. J., & Ou, W. A. (2022). Exploring the professional teacher identity as ethical self-formation of two multilingual native English teachers. *Language Teaching Research*. Open access. Retrieved from <http://doi.org/10.1177/13621688221117061>
- Ha, P. L. (2009). English as an international language: International student and identity formation. *Language and Intercultural Communication*, 9(3), 201-214. Retrieved from <http://doi.org/10.1080/14708470902748855>
- Han, S, & Ge, Y. F. (2009). Reflection on the course construction for English for outdoor education. *Journal of China Three Gorges University (Humanities & Social Sciences)*, 31(S1), 204-205.
- Hu, G. W. (2005). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. *TESOL Quarterly*, 39(4), 635-660. Retrieved from <https://doi.org/10.2307/3588525>
- Hu, K. B., & Xie, L. X. (2014). A study on the future development direction of Colleague English teaching in China. *Foreign Language World*, 35(3), 12-19+36.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Jirasek, I., Plevova, I., Jiraskova, M., & Dvorackova, A. (2016). Experiential and outdoor education: The participant experience shared through mind maps. *Studies in Continuing Education*, 38(3), 334-354. Retrieved from <https://doi.org/10.1080/0158037x.2016.1141762>
- Johnson, J., & Chin, J. W. (2016). Hazing rites/rights: Using outdoor- and adventure education-based orientation to effect positive change for first-year athletes. *Journal of Adventure Education and Outdoor Learning*, 16(1), 16-30. Retrieved from <http://doi.org/10.1080/14729679.2015.1050681>
- Jones, S. H., Adams, T. E., & Ellis, C. (2016). *Handbook of autoethnography*. New York: Routledge.
- Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education*, 21(8), 899-916. Retrieved from <https://doi.org/10.1016/j.tate.2005.06.003>
- Lee, I. (2013). Becoming a writing teacher: Using “identity” as an analytic lens to understand EFL writing teachers’ development. *Journal of Second Language Writing*, 22(3), 330-345. Retrieved from <http://doi.org/10.1016/j.jslw.2012.07.001>
- Li, X. W. (2018). The outdoor education and resource development forum was held. *JYB.CN*. Retrieved from http://m.jyb.cn/rmtzgjyb/201811/t20181130_122264_wap.html
- Liu, H. L. (2017). Planning wetland ecology-based outdoor education courses in Taiwanese junior high schools. *Eurasia Journal of Mathematics Science and Technology Education*, 13(7), 3261-3281. Retrieved from <https://doi.org/10.12973/eurasia.2017.00716a>
- Lu, J. J. (2018). Of roses and jasmine—Auto-ethnographic reflections on my early bilingual life through China’s open-door policy. *Reflective Practice*, 19(5), 690-706. Retrieved from <http://doi.org/10.1080/14623943.2018.1538959>
- Mahmoudi, S., Jafari, E., Nasrabadi, H. A., & Liaghatdar, M. J. (2012). Holistic education: An approach for 21 century. *International Education Studies*, 5(3), 178-186. Retrieved from <http://doi.org/10.5539/ies.v5n3p178>
- Mercer, S. (2018). Psychology for language learning: Spare a thought for the teacher. *Language Teaching*, 51(4), 504-525. Retrieved from <http://doi.org/10.1017/s0261444817000258>
- MOE. (2015). *Guidelines on College English teaching (Draft for comments)*. Beijing: MOE.
- MOE. (2017). *Guidelines on College English teaching*. Beijing: MOE.
- MOE. (2020). *Guidelines on College English teaching*. Beijing: MOE.
- Ramanathan, V., & Morgan, B. (2007). TESOL and policy enactments: Perspectives from practice. *TESOL Quarterly*, 41(3), 447-463. Retrieved from <http://doi.org/10.1002/j.1545-7249.2007.tb00080.x>
- Shi, G. X., & Zhao, D. J. (2011). Content-based College English instruction: Liberal education or ESP education. *Shandong Foreign Language Teaching*, 32(2), 104-108.
- Shi, J., Cai, J. G., Du, J. Y., & Li, L. W. (2020). ESP/EAP in China: Growing amid challenges. In H. Terauchi, J. Noguchi, and A. Tajino (Eds.), *Towards a new paradigm for English language teaching: English for Specific Purposes in Asia and beyond* (pp. 106-114). New York: Routledge.
- Sparkes, A. C. (2000). Autoethnography and narratives of self: Reflections on criteria in action. *Sociology of Sport Journal*, 17(1), 21-43. Retrieved from <http://doi.org/10.1123/ssj.17.1.21>

- Tao, J., & Gao, X. S. (2017). Teacher agency and identity commitment in curricular reform. *Teaching and Teacher Education*, 63, 346-355. Retrieved from <http://doi.org/10.1016/j.tate.2017.01.010>
- Tao, J., & Gao, X. S. (2018). Identity constructions of ESP teachers in a Chinese university. *English for Specific Purposes*, 49, 1-13. Retrieved from <http://doi.org/10.1016/j.esp.2017.09.003>
- Turčová, I., Martin, A., & Neuman, J. (2005). Diversity in language: Outdoor terminology in the Czech Republic and Britain. *Journal of Adventure Education and Outdoor Learning*, 5(2), 101-117. Retrieved from <http://doi.org/10.1080/14729670585200641>
- Wall, S. S. (2016). Toward a moderate autoethnography. *International Journal of Qualitative Methods*, 15(1). Retrieved from <http://doi.org/10.1177/1609406916674966>
- Wang, S. R., & Wang, H. X. (2011). On the state of College English teaching and its future development. *Foreign Languages in China*, 8(5), 4-11 +17.
- Wozniak, S. (2010). Language needs analysis from a perspective of international professional mobility: The case of French mountain guides. *English for Specific Purposes*, 29(4), 243-252. Retrieved from <http://doi.org/10.1016/j.esp.2010.06.001>
- Xu, J. F., & Fan, Y. M. (2017). The evolution of the college English curriculum in China (1985-2015): Changes, trends and conflicts. *Language Policy*, 16(3), 267-289. Retrieved from <http://doi.org/10.1007/s10993-016-9407-1>
- Yazan, B., Canagarajah, S., & Jain, R. (2021). Autoethnography as research in ELT. In B. Yazan and R. Jain (Eds.), *Autoethnographies in ELT* (pp. 1-19). New York: Routledge.
- Yin, H. S., & Yan, Q. G. (2011). On the relationship between English for liberal education and English for special purpose. *Technology Enhanced Foreign Language Education*, 33(1), 9-14.
- Zhang, J. (2005). The specialization of General English teaching and the generalization of Special English teaching—The road must be taken to reform College English teaching. *Foreign Languages and Their Teaching*, 27(11), 28-31.
- Zhang, Y., & Tsang, M. (2015). Gender gap in the National College Entrance Exam performance in China: A case study of a typical Chinese municipality. *Asia Pacific Education Review*, 16(1), 27-36. Retrieved from <https://doi.org/10.1007/s12564-014-9351-8>