

Research Statement  
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My research interests intersect sociocultural approaches to second language acquisition, identity and ideology in language learning and teaching, interculturality in education, and qualitative research methodology. Being an international graduate student in the U.S. has sparked inquiry into foreign students' experiences abroad, both in terms of linguistic and cultural capitals. I am also interested in modes of case study enquiry and cultural representations, more specifically in terms of language teaching approaches. My methods and theories are anchored in qualitative modes of analysis in applied linguistics with influences from education, intercultural communication and linguistic anthropology. My research goals aim to foster interculturally responsive pedagogies, enrich educational policy at various levels, and contribute to language and culture conceptual frameworks.

My dissertation, a collective case-study, explores and analyzes a) the experiences of international students from mainland China who are currently undergraduate students at a midwestern university alongside b) the experiences of their instructors, in three contexts: (1) English language programs, (2) college writing programs, and (3) business school programs. In addition, I investigate interculturality in the teaching-learning encounters and scrutinize how Chinese students and their instructors relate to each other in their teaching-learning contexts. My work depicts challenging experiences that emerge within learning encounters during Chinese students' stay in the United States. As a whole, I emphasize the relationship between the experiences of the students and instructors alike and how those might affect intercultural learning and teaching in the U.S. In particular, I examine the implications of still rising numbers of Chinese undergraduate students in the U.S., such as these students' cultural capital, choices of majors, successes and challenges. I discuss the dichotomy of the West and the East and potential cultural representations that might appear in the process of teaching Chinese students. Additionally, I look into the role of language in teaching-learning encounters between these students and their U.S. instructors, the contributions to the concept of cultures of learning, and instances of othering (the stereotypes and faulty representations when meeting others). Broadly speaking, I also delve into diversification of higher educational institutions in the processes of welcoming and accommodating international students. I holistically analyze the influences of parental and societal expectations on Chinese students in the U.S., these students' preparedness for change, motivations to study abroad, the utilization of social media in creating social networks, and daily life challenges they may face. In terms of the U.S. instructors, I discuss whether there is a need to adjust their teaching approaches to this group of students and if so, how this might be done. This project also looks at any assumptions these instructors might have about Chinese students, alongside their experiences with plagiarism and different understandings of classroom practices (such as the role of silence). I am also interested to see if U.S. instructors display any interest in or similarities with teaching methods of Confucius. Lastly, I link the above-mentioned with transformative internationalization, i.e., the process of making symbiotic changes happen in both groups of this study's participants. A collective case study approach has made this project possible and defines its contribution to the field, providing a fruitful framework for understanding the themes of the study.

As a second research project, with the support of the Michigan State University HUB Innovation in Learning and Technology Graduate Fellowship, I am currently working on understanding any institutional support for faculty and staff who work with international

students. Then, I will be developing practical workshops or training sessions, which highlight cultural synergy in various student transitions as a way to include students from other countries in the U.S. education through interculturally responsive pedagogies. This project focuses on designing practical activities that could prove applicable to current undergraduate courses with large numbers of international students.

I have two other works in progress, forthcoming in *Intercultural Communication Education* and *The Qualitative Report*. The first is an instrumental case study of contemporary Chinese students' intercultural learning in academic adjustment in the U.S. These students' high mobility across borders have recently challenged prevailing stereotypes of the Chinese learners. Still, there has been scant research on how intercultural learning unfolds in these students' adjustment to both academic and social settings. To address this research gap, I center my instrumental case study around six of my former students from China and examine their progress at different U.S. institutions. Data from journals were coded and analyzed qualitatively. In tracing participants' first semester trajectory and their strategies to adapt to the new environments, I draw on critical approaches to the established models of intercultural communicative competence (ICCC). Through investigating participants' previous exposure to Western education, its role in their adjustment, their intercultural encounters in the U.S., and the learning that emerges from such encounters. This project offers insights into how previous linguistic and educational experiences can be mobilized and optimized to enhance intercultural learning and what frictions can occur in the process of adaptation. I also delineate characteristics of contemporary students from China, namely individuals who move fluidly between cultures in hybridized ways.

The second research project investigates a teacher-researcher's identity (re)construction. While recent years have seen a research interest in the concept of teacher identity, still less is known about the interplay between teacher-researcher identity. This issue is noteworthy for the fields of applied linguistics and teacher education because it sheds light on teacher-scholars' identity realizations. In this study, I examine the interrelations of teacher and researcher identity across different contexts and spaces. Namely, I analyze the trajectories of one teacher as he moved through countries and educational experiences. Beginning with the assumption that identity is a complex, dynamic, multidimensional, negotiated, and co-constructed process, I generated and holistically analyzed data, including semi-structure interviews, artifacts, and email correspondence. I find that the participant demonstrated perception of his professional identity as a teacher in terms of duty. I discuss the points of transition, where the participant's identities are re-shaped. My findings contribute to the ongoing conversation about the dichotomous view of teaching and researching.

To summarize, my primary interests revolve around interculturally responsive pedagogies and the role of interculturality in the fields of education and applied linguistics. I have pursued these interests by conducting empirical research projects in three different contexts (delineated above). In the immediate future, I would like to go further with exploring intercultural ways of approaching international students on U.S. campuses by potentially conducting action research, where my colleagues and students would play a role of my co-researchers. In the long term, I see myself working on expanding my expertise in these areas by a mixture of empirical (i.e., qualitative research-oriented) and pedagogical (i.e., classroom practice-oriented) work.