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Appendices

Appendix 1

Questions about teachers' intercultural identity

When talking about cultures in class, teachers might need to take different roles and perspectives. However, underlying these roles and perspectives they may have in mind an overall attitude towards these foreign cultures. The following statements describe some ideas of teachers towards cultures of English-speaking countries. Please read each description and think about how much each person is or is not like you. Please tick the boxes to indicate the likeness. Please note that in the following statements, 'he' means both 'he' and 'she'.

	How much like you is this person?					
	very much like me	like me	somewhat like me	a little like me	not like me	not like me at all
He feels very close to cultures of English-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He is fascinated by the English language and cultures of English-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He finds it difficult to understand or accept the values of native speakers of English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He tries to be as objective as possible when comparing cultures of English-speaking countries with his own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He prefers cultures of English-speaking countries to his own culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He finds that both his own culture and cultures of English-speaking countries have favourable and unfavourable aspects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He thinks a teacher shouldn't impose his likes or dislikes about cultures on his students. He'd like students to form opinions of their own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He highlights only the positive aspects of cultures to students, no matter which culture is concerned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He feels uncomfortable when talking to native speakers of English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	How much like you is this person?					
	very much like me	like me	somewhat like me	a little like me	not like me	not like me at all
He looks at cultures of English-speaking countries from the perspective of his own culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He tries to find out more about cultures of English-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He understands cultural issues from the perspectives of native speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He can fit in both in his own culture and cultures of English-speaking countries very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He questions himself about the ideas and behaviour he's used to when he finds different ones in cultures of English-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He finds himself between his native culture and cultures of English-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultures of English-speaking countries have much influenced his thinking about the world and people around him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He thinks his relationship with students is much like classes of English-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The reason why he became a teacher of English has nothing to do with cultures of English-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He feels his teaching style is the same as his colleagues teaching other subjects in his school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2

Questions about cultural values

Section 1 Schwartz's Portrait Value Questionnaire, or PVQ

The following questions come from an existing questionnaire for international research into views and values related to daily life issues. It appears from international literature that there can be profound differences in this respect, especially between Western and Asian teachers. Your answers are therefore quite important for our comparison of Dutch and Chinese teachers' opinions. Here we briefly describe some people. Please read each description and think about how much each person is or is not like you. Please tick one box in each of the following rows to indicate the likeness. Please note that in the following statements, 'he' means both 'he' and 'she'.

	How much like you is this person?					
	Very much like me	Like me	Somewhat like me	A little like me	Not like me	Not like me at all
(1) Thinking up new ideas and being creative is important to him. He likes to do things in his own original way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) It is important to him to be rich. He wants to have a lot of money and expensive things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) He thinks it is important that every person in the world be treated equally. He believes everyone should have equal opportunities in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) It is very important to him to show his abilities. He wants people to admire what he does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) It is important to him to live in secure surroundings. He avoids anything that might endanger his safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) He thinks it is important to do lots of different things in life. He always looks for new things to try.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) He believes that people should do what they're told. He thinks people should follow rules at all times, even when no-one is watching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) He thinks it's important not to ask for more than what you have. He believes that people should be satisfied with what they have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	How much like you is this person?					
	Very much like me	Like me	Somewhat like me	A little like me	Not like me	Not like me at all
(10) He seeks every chance he can to have fun. It is important to him to do things that give him pleasure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) It is very important to him to help the people around him. He wants to care for their well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(13) Being very successful is important to him. He likes to impress other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(14) It is very important to him that his country be safe. He thinks the state must be on watch against threats from within and without.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(15) He likes to take risks. He is always looking for adventures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(16) It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(17) It is important to him to be in charge and tell others what to do. He wants people to do what he says.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(18) It is important to him to be loyal to his friends. He wants to devote himself to people close to him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(19) He strongly believes that people should care for nature. Looking after the environment is important to him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(20) Religious belief is important to him. He tries hard to do what his religion requires.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(21) It is important to him that things be organized and clean. He really does not like things to be a mess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(22) He thinks it's important to be interested in things. He likes to be curious and to try to understand all sorts of things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(23) He believes people should live in harmony all over the world. Promoting peace among all groups in the world is important to him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(24) He thinks it is important to be ambitious. He wants to show how capable he is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(25) He thinks it is best to do things in traditional ways. It is important to him to keep up the customs he has learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	How much like you is this person?					
	Very much like me	Like me	Somewhat like me	A little like me	Not like me	Not like me at all
(26) Enjoying life's pleasures is important to him. He likes to 'spoil' himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(27) It is important to him to respond to the needs of others. He tries to support those he knows.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(28) He believes he should always show respect to his parents and to older people. It is important to him to be obedient to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(29) He wants everyone to be treated justly, even people he doesn't know. It is important to him to protect the weak in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(30) He likes surprises. It is important to him to have an exciting life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(31) He tries hard to avoid getting sick. Staying healthy is very important to him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(32) Getting ahead in life is important to him. He strives to do better than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(33) Forgiving people who have hurt him is important to him. He tries to see what is good in them and not to hold a grudge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(34) It is important to him to be independent. He likes to rely on himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(35) Having a stable government is important to him. He is concerned that the social order be protected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(36) It is important to him to be polite to other people all the time. He tries never to disturb or irritate others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(37) He really wants to enjoy life. Having a good time is very important to him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(38) It is important to him to be humble and modest. He tries not to draw attention to himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(39) He always wants to be the one who makes the decisions. He likes to be the leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(40) It is important to him to adapt to nature and to fit into it. He believes that people should not change nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2 Values and corresponding PVQ items

Values	PVQ Items*
Conformity	7,16,28,36
Tradition	9,20,25,38
Benevolence	12,18,27,33
Universalism	3,8,19,23,29,40
Self-Direction	1,11,22,34
Stimulation	6,15,30
Hedonism	10,26,37
Achievement	4,13,24,32
Power	2,17,39
Security	5,14,21,31,35

* The item numbers correspond to the item numbers in the above PVQ table (adapted from Schwartz, 2001) .

Appendix 3

T-test results comparing male and female teachers' intercultural identities

T-test results comparing the factor means of all male versus female teachers' intercultural identities and comparing male versus female Dutch teachers' intercultural identities

Item	All teachers		<i>t</i>	NL		<i>t</i>
	Male (<i>n</i> = 80)	Female (<i>n</i> = 168)		Male (<i>n</i> = 48)	Female (<i>n</i> = 106)	
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)		<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	
Openness to ES Cultures	4.63 (.80)	4.36 (.82)	-2.47*	4.75 (.60)	4.51 (.79)	2.05*
Disconnection from ES Cultures	2.92 (.82)	2.78 (.92)	1.17	2.52 (.63)	2.28 (.58)	2.27*
Connection to ES Cultures	4.31 (.82)	3.94 (.86)	3.27**	4.45 (.69)	3.97 (.84)	3.44**
Objectivity in Teaching ES Cultures	4.77 (.85)	4.92 (.71)	-1.40	4.94 (.75)	5.09 (.58)	-1.24

Note. *M* = Mean, *SD* = Standard Deviation. Standard deviations are in parentheses below the means. CN = Chinese EFL teachers; NL = Dutch EFL teachers. Scores for the items range from 1 (not like me at all) to 6 (very much like me).

* $p < .05$, two-tailed. ** $p < .01$, two-tailed. *** $p < .001$, two-tailed.

Curriculum Vitae

Dadi Chen was born on February the 8th, 1976 in Beijing, China. He completed his secondary education in 1994, and was recommended by the school to Henan Normal University. In 1998, he obtained a Bachelor's degree in English education and became a teacher of English at the SA Engineering University in Xi'an, China. He continued with his postgraduate study at Xi'an Jiaotong University (XJTU) in 2002, and obtained a Master's degree in Foreign Linguistics and Applied Linguistics in 2005. Since then, he has worked at the School of Foreign Studies in XJTU as a lecturer and researcher. In 2009, he started his PhD project at ICLON—Leiden University Graduate School of Teaching, the Netherlands. In his doctoral project, he compared Chinese and Dutch secondary school teachers of English with regard to their intercultural identities. He has presented his research to various audiences, including the 3rd International Conference on English for Special Purposes in Asia (ESPA) in 2011, and later in several teacher-training programmes organized by ICLON, EP-Nuffic, and Groningen Confucius Institute, the Netherlands.

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I really appreciate the permission from Professor Shalom H. Schwartz and Professor Lies Sercu to use their questionnaires in this research. I would like to thank my dearest (former) colleagues at ICLON, among whom Ben Smit, who helped me with the statistical analysis, Ms. Alessandra Corda, Professor Jan van Tartwijk, Professor Klaas van Veen, Professor Hans Hulshof and Professor Wilfried Admiraal, who gave me substantial suggestions. The research team of 'ICLONers' offered me inspiring advice in my research and the revision of the dissertation.

I owe much to the participants in the study. I really appreciate the insightful messages left by teachers during the contact and on the questionnaires. I also thank the teams at both ICLON and Xi'an Jiaotong University and the teachers in those secondary schools who helped me by distributing and collecting the questionnaires. I hope this dissertation will be a reward for their kind contributions.

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Dadi Chen, October 2017

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