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**Title:** Intercultural identities of non-native teachers of English: an exploration in China and the Netherlands

**Issue Date:** 2017-12-06

# Propositions

associated with the dissertation

## **Intercultural identities of non-native teachers of English: An exploration in China and the Netherlands**

Dadi Chen, 6 December 2017

1. Knowing how non-native teachers of English (EFL teachers) perceive their intercultural identities is crucial for a good understanding of why, how, and what these teachers teach about the cultures of English-speaking countries. (this dissertation)
2. Chinese EFL teachers generally tend to consider themselves connected with the cultures of English-speaking countries only because they teach the subject, while Dutch EFL teachers often consider themselves connected with those cultures also because they are fond of the English language and/or related cultures. (this dissertation)
3. Sociocultural contexts are more important than personal characteristics, such as gender or years of teaching experience, with respect to the differences between Chinese and Dutch EFL teachers' perceptions of themselves in relation to the cultures of English-speaking countries, i.e., their intercultural identities. (this dissertation)
4. In general, the more non-native EFL teachers want to help their students in learning English, the more likely they are to opt for trying to be impartial in culture teaching. (this dissertation)
5. Being 'Intercultural' does not necessarily mean non-native EFL teachers have to have spent time abroad; when teachers start to teach another culture, they are already 'intercultural'. (this dissertation)
6. It is natural for non-native teachers of English to look at the cultures of English countries from their own perspectives, and bring their attitudes towards those cultures to class.
7. Giving students some space to develop critical views about cultures should have priority over giving them the available information about the cultures.
8. Understanding of non-native EFL teachers' intercultural identities and the sociocultural contexts of their teaching practice should be the starting point for professional development and training with regard to the teaching of intercultural competence.
9. It is sometimes painful to cross the border between cultures; people need to have the courage to doubt and disavow their previous values if they want to embrace a new culture.
10. As the bridge between students' own cultures and the cultures of English-speaking countries, non-native teachers of English may not be able to ensure students' safe landing on the other side, but they can show them how to build their own bridges when they find a gap.
11. To be a good teacher is to be like a mother watching over her infant. As the ancient Chinese Classic book *Great Learning* said, if she really cares about it, though she may not meet exactly the wishes of her infant, she will not be far from doing so.