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An Investigation into English Language Instructors' and Students' Intercultural Awareness

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Abstract

The role of English as a global language has been increasing greatly in importance for the past few decades, giving rise to different varieties of English spoken by native and non-native English speakers all around the world. It has pointed to the need to raise intercultural awareness in English language classes. This study aims to reveal teacher and student perspectives of intercultural awareness regarding ownership of English and cultural integration in English language classes in Turkey. A mixed method research investigation was used in this descriptive case study. Questionnaires were employed to collect data from 45 English language instructors and 92 English language students. Semi-structured interviews were conducted with eight English language instructors, and focus group interviews were conducted with 24 English language students. The quantitative data was analyzed via SPSS 20 and the qualitative data was analyzed via NVivo 10.0 qualitative data software. The findings revealed that while both instructors and students seemed to be aware of the importance of intercultural awareness in English language teaching, their perspectives didn't indicate a thorough intercultural point of view. The findings yielded several significant implications including the need to develop an intercultural curriculum, textbook, and teacher training programs to enhance intercultural awareness in English language teaching and learning process.

Keywords

Mixed Method Research, Case Study, Native English Speakers (NESs), Non-native English Speakers (NNESs), Cultural Integration, Intercultural Awareness, World English, Global English, International English

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Acknowledgements

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The role of English as a global language has been increasing greatly in importance for the past few decades, giving rise to different varieties of English spoken by native and non-native English speakers all around the world. It has pointed to the need to raise intercultural awareness in English language classes. This study aims to reveal teacher and student perspectives of intercultural awareness regarding ownership of English and cultural integration in English language classes in Turkey. A mixed method research investigation was used in this descriptive case study. Questionnaires were employed to collect data from 45 English language instructors and 92 English language students. Semi-structured interviews were conducted with eight English language instructors, and focus group interviews were conducted with 24 English language students. The quantitative data was analyzed via SPSS 20 and the qualitative data was analyzed via NVivo 10.0 qualitative data software. The findings revealed that while both instructors and students seemed to be aware of the importance of intercultural awareness in English language teaching, their perspectives didn't indicate a thorough intercultural point of view. The findings yielded several significant implications including the need to develop an intercultural curriculum, textbook, and teacher training programs to enhance intercultural awareness in English language teaching and learning process. Keywords: Mixed Method Research, Case Study, Native English Speakers (NESs), Non-native English Speakers (NNESs), Cultural Integration, Intercultural Awareness, World English, Global English, International English

The global spread of English has led the language to gain a new status as an international language. As Kachru and Nelson (2001) point it out, English language has come to the point that it is no longer recognized only as the native language of certain nationalities, rather it is the most widely used and spoken language all around the world. Thus, it gave rise to the emergence of new varieties of English. The idea that native speakers of English should no longer be considered as the owner of English has become quite popular in the past few decades (Alptekin, 2002; Crystal, 2003; Jenkins, 2000; Kramsch, 1997; Phillipson, 1992; Widdowson, 1994). This idea has also challenged the "ideal native speaker" notion by taking the native speaker out of the center and rejecting the aim of "being like a native speaker" in English language teaching. Since it doesn't belong to the native speaker only, we can't regard them as the utmost right models for students who are most likely to interact in English with more non-native speakers around the world than native speakers. Therefore, it is considered necessary for English language teaching to embrace these diversities in order to enable students to engage successfully in international communications by promoting intercultural awareness. In this regard, this study aimed to reveal whether English language instructors and students at a university prep-school have intercultural awareness. The study addresses the issue regarding two main aspects- ownership of English and cultural integration in English language classes. The results of this study can contribute to English language teaching by introducing the teacher and student perspectives on intercultural awareness and help us grasp the reasons underlying their beliefs and provide an insight into current situations in language classes in Turkey.

Literature Review

English as an International Language

Global status of English has been discussed largely in the literature and its international role has been emphasized under different titles: "World English," "Global English," "International English," and "English as a lingua franca." These terms have been mostly intertwined or their main focus is more or less on the same idea that English is spoken by both native and non-native speakers, and it should not be associated with only its native speakers. Kachru's (1985) three-circle World Englishes model consists of three concentric circles: Inner Circle, Outer Circle, and Expanding Circle. Inner circle includes 'norm-providing' varieties of English that is spoken as a mother tongue in countries such as America, England or Australia. Outer Circle includes "norm-developing" varieties of English spoken in countries like Malaysia, and India as a second language by non-native speakers. Expanding Circle involves norm-dependent' varieties of English being spoken by non-native speakers as a foreign language in countries such as Japan, China, and Korea. While this model helped providing awareness toward the emergence of diverse varieties of English, some researchers such as Jenkins (2003) and Seidlhofer (2004) criticized its focus on native speakers as the central model among other circles. Another model underlining the role of English as an international language is English as a Lingua Franca (ELF) model that was paid attention by researchers such as Jenkins (2002, 2007) and Seidlhofer (2006, 2011). It is defined by Jenkins (2007) as "an emerging English that exists in its *own right* and which is being described in its *own terms* rather than by comparison with ENL" (p. 2). It is a language used among people with different mother tongues in order to communicate each other (Seidlhofer, 2011). The focus in this model is more on non-native English speakers than native-English speakers and it clearly rejects the goal of becoming like a native speaker. Jenkins (2009) suggested the Lingua Franca Core (LFC) which identifies phonological units that are vital for mutual intelligibility among non-native speakers of English. Therefore, ELF is a language that is shaped by its speakers so as to assure successful communication. ELF is also not without criticisms. Researchers such as Fiedler (2011) and Wang (2014) criticized this model for centering too much on linguistic forms and phonological features. Notwithstanding the shortcomings of these models, they undoubtedly stand as fundamental to the few studies conducted in this field. In view of these models, the current study seeks to bring student and teacher perspectives toward English language in terms of the acknowledgement of its status as an international and multicultural language.

Intercultural Awareness

In English language education, gaining intercultural awareness has become a necessary goal in order to have successful intercultural communication. The term is defined comprehensively by Korzilius, van Hoft, and Planken (2007):

> Intercultural awareness is the ability to empathize and to decentre. More specifically, in a communication situation, it is the ability to take on the perspective(s) of (a) conversational partner(s) from another culture or with another nationality, and of their cultural background(s), and thus, to be able understand and take into consideration interlocutors' different perspective(s) simultaneously. (p. 2)

The terms "intercultural awareness" and "cultural awareness" has been used

interchangeably by a lot of researchers. There are some researchers who provided certain characterizations of the concept of intercultural awareness. To start with, Byram (1997) mentions the concept of cultural awareness in his international communicative competence (ICC) theory. In his theory, learning a language and learning its culture has a strong connection and cultural awareness is placed in the center of the ICC theory. It enables students not only to gain a critical understanding toward their own culture, but also to involve in other cultures and compare the values and beliefs in two different communities with a critical point of view. Like Byram's (1997) theory, Risager (2004) also considers cultural awareness as a crucial part of language learning. Being able to understand one's own culture and the target culture by making comparisons is called "reflexivity" in her approach. In a more recent study, Baker (2011) provides a three level of awareness and states learners don't necessarily have to follow the three levels in order. In the first level, basic cultural awareness, learners have a general awareness of their own culture, and very basic awareness of other cultures. In the second level, advanced cultural awareness, they are aware of the complexity of cultures and they can mediate between cultures at a specific level. In the third level, intercultural awareness, learners "move beyond viewing cultures as bounded entities, however complex they may be, and recognizes that cultural references and communicative practices in intercultural communication may or may not be related to specific cultures" (Baker, 2011, p. 205). Considering all these three models, having a critical point of view toward both one's own culture and other cultures, and to be able to mediate between different cultures seem to be the underlying goal in all of them. In our study, the participants' point of views in this respect will also be indicated.

Studies on Intercultural Awareness

There are some researches aiming to explore intercultural awareness of English language teachers and learners in different parts of the world. With respect to ownership of English, Margić and Širola (2009) explored the attitudes of students toward different varieties of English. The participants were from English MA programs in which students completed English as a global language course and BA programs which didn't provide such a course. The findings showed that MA students indicated more positive attitudes toward English as an international language than BA students, yet the tendency to follow native speaker model was still highly widespread in both groups. Sung (2014) was concerned with attitudes toward accent variety in English language classes. Though the learners seemed to be aware that being exposed to different accents is important, they were reluctant to be exposed to those accents stating their wishes to follow "standard English" pronunciation.

Regarding cultural integration, some significant studies were conducted to reveal teacher and student views in various parts of the world. Byram and Risager (1999) investigated teacher views about integrating culture in their English language classes. Conducting questionnaires and interviews with teachers in Denmark and the UK, they found out that teaching culture was believed to be important in language teaching, but almost all of the attention was paid to the linguistic aspect of the language because they wanted to make sure students got high grades on their exams. Also, when culture was included in the lesson, the focus was mostly on the cultures of native speakers and teachers didn't do any extra cultural activities beyond the textbook. Similar findings were reached in Zhou's (2011) study that explored Chinese University EFL teachers' perceptions of intercultural competence teaching. While a great majority of teachers agreed on the importance of teaching as many different cultures as possible in class, their actual classroom practices didn't reflect their beliefs. The participants indicated that it was due to their limited knowledge about other cultures, syllabus and textbook that lacked inclusion of intercultural aspects, and the testing system that was mainly based on linguistic aspect. Another study focusing on teacher perspectives on the same

issue was conducted by Almawoda (2011) who used questionnaires and semi-structured interviews with English language teachers in Kingdom of Bahrain. According to the findings, the teachers were mostly dependent on the textbooks that provided surface information about target cultures, and they didn't feel comfortable about teaching cultures since they weren't sure about the right way to teach them and there wasn't enough time to out enough emphasis on different cultures in the class. Thus, the students weren't provided with enough intercultural awareness. Likewise, Olaya and Gómez (2013) reached similar results in their study that investigates pre-service English teachers' attitudes toward culture and intercultural competence concepts. Questionnaire and interview findings showed that these concepts were not studied in detail, so the participants had only very general information about them. Furthermore, most of them were not open-minded towards non-native cultures and accents. With a focus on both teacher and student perspectives of intercultural awareness, Wang (2014) conducted questionnaires and interviews with university teachers and students in Australia and found out that both parties had positive attitudes toward intercultural awareness, but there was still a need to increase intercultural awareness with the help of more intercultural encounters, exchange programs, and the technology. More recently, Czura (2016) aimed to investigate student teachers' perceptions of intercultural communicative competence (ICC) in a language classroom. The participants were chosen from three different departments and they were asked to define the concept of ICC. The results pointed out that participants mostly focused on the "knowledge" dimension of the culture and it rarely went beyond that. However, there were more participants from the philological department referring to communicative aspect of ICC than the ones in other departments.

There are also a few studies about intercultural awareness in Turkish ELT context. Referring to the issue of ownership of English, Öztürk, Çeçen, and Altınmakas (2009) analysed pre-service teachers' beliefs and concluded that most of the participants tended to give great importance to be like native speakers, and believed English belonged to its native speakers. The study showed that the multicultural role of English was not recognized by most of the participants. In the same way, Coşkun (2011) provided similar findings in his study investigating the attitudes of pre-service teachers in Turkey. It was discovered that the participants desired to follow native speaker norms and disregarded other varieties of English. Similarly, the findings of Deniz Biricik, Özkan, and Bayyurt's study (2016) revealed that a great majority of the teacher candidates supported the integration of target language culture into language teaching to provide appropriate and complete learning. The participants resisted adopting ELF approach in their language teaching context and favored applying the norms of Standard English instead of World Englishes based on the notion of ELF.

In relation to cultural integration in English language classes, Atay (2005) aimed to reveal the beliefs and practices of pre-service teachers with a focus on cultural awareness. Surveys and observations were conducted within the scope of the study. Although survey findings showed that the participants were aware of significance of intercultural awareness, their classroom practices didn't reflect adequate inclusion of cultural content. In parallel to these findings, Yılmaz and Özkan's (2015) study indicated that English language teachers were seemed to embrace the idea of teaching culture in their classes; but most of the focus was on target cultures due to reasons related to syllabus, time constraint, textbook, and monolingual environment. The study concluded that more attempts were needed in order to increase intercultural awareness in English language classrooms. Addressing the inclusion of intercultural aspect in textbooks, Demirbaş (2013) analyzed teachers' points of view conducting semi-structured interviews. The results revealed that cultural parts in textbooks were not covered in detail and not given adequate importance. Even when the cultural content was focused, it was mostly about native speaker cultures.

Taking into account all these studies, we can conclude that there is a need for teacher-training programs, updated syllabus and textbooks, cultural activities, and international projects with a specific focus on intercultural aspect of the language in order to increase intercultural awareness of both teachers and students in English language classrooms. These studies offer an insight into how participants approach the issue of ownership of English and cultural integration in English language education; however, there are very limited number of studies in the literature that addresses both these topics together. Moreover, only a few studies focus on the perspectives of both teachers and students in this respect. This mixed method case study aims to fill the gap in the literature by providing both teacher and student perspectives in through the combination of both quantitative and qualitative measurement.

Role of the Researchers

The first author, Burcu Yılmaz, is an English language teacher in İstanbul, Turkey. She is a Middle East Technical University graduate with a BA in English Language Teaching and has completed her MA in English language teaching at Çukurova University. Her primary focus is on culture and language and intercultural awareness. This descriptive case study is a part of her master's thesis.

The second author, Yonca Özkan, is an associate professor in the Department of English Language Teaching at Cukurova University, Adana, Turkey. She teaches undergraduate and graduate course in teacher education and second/foreign language teaching methodology. Her research focuses on pre-service language teacher education and technology integration into language teacher education. She is currently conducting a research study on ELF and teacher education. She is the supervisor of this master's thesis. The researchers took the consent of participants and the institution where the research was conducted. The teachers and students participated voluntarily and no incentive was provided for the participation. The researchers made sure that the participants were provided with the purposes of the study, and assurance of confidentiality before they took part in the questionnaires, semi-structured interviews, and focus group interviews.

Method

Research Questions

1. What are English language instructors' and students' perceptions of intercultural awareness with regard to ownership of English?

2. What are English language instructors' and students' perceptions of intercultural awareness with regard to cultural integration into English language education?

Setting and Participants

The researchers conducted the study at a university prep school in Turkey. Although most of the students and instructors at the institution are Turkish, there are also international students and staff members. There are four academic terms at this prep school. Beginner level students are placed in A level, elementary level students are placed in B level, pre-intermediate level students are placed in C level, and upper intermediate level students are placed in D level classes. Each term lasts for 7 weeks, and they pass to the next level at the end of each term if their total grade is 70 or over.

Participants were selected on voluntary basis and approval was received from the

university's ethics committee to conduct the study at the research site. In the data collection phase, the consent forms in which participants' rights were clearly explained were distributed to the volunteer participants. The researchers assured that their identity would be kept confidential and provided a comfortable atmosphere in all process of the research. The researchers did their best to build trust and create a safe and stress-free atmosphere for the participants so that they could make their points freely. The data gathered during the research was kept securely and used only for the study purposes.

In quantitative part of the study, convenience sampling was employed to select instructor participants. Convenience sampling is a type of non-probability sampling design in which data is collected from members of the population who are conveniently available in the research setting (Sekaran & Bougie, 2010). Due to the limited number of instructors working at the research site, the researchers used convenience sampling due to time and availability constraints. A questionnaire was conducted with 37 non-native English speaking and eight native English-speaking instructors. Student participants, with a number of 92, on the other hand, were selected from pre-intermediate level classes since they had the experience of being taught by native and non-native speaker teachers for at least two terms. In the qualitative part of the study, eight instructor participants (four native and four non-native English speaking instructors) were involved in a semi-structured interview. Twenty-four students took part in the qualitative part of the study.

Data Collection and Analysis

The researchers employed mixed-method research in order to obtain more detailed data and provide better insight of perspectives about participants' intercultural awareness. Three types of data collection tools were used: (1) questionnaires, (2) semi-structured interviews, and (3) focus group interviews. Questionnaires included some open-ended questions as well. The questionnaires were conducted with both instructors and students in the quantitative data collection part. Semi-structured interviews with instructors, and focus group interviews with students were conducted in the qualitative data collection part.

The questionnaires were adapted from Sercu et al.'s (2005) international questionnaire, and the questionnaires used in Almawoda's (2011), and Wang's (2014) studies. Before the main data collection procedure, the researchers carried out a pilot study. The questionnaire was redesigned to provide a more reliable and valid data with a Cronbach's alpha score of 0.659 in the instructors' questionnaire and 0.683 in the students' questionnaire. The questions in the semi-structured interviews were prepared taking into account of instructors' questionnaire responses. Likewise, the questions in focus group interviews were based on student responses to the questionnaire and they were in line with the questions in instructor interviews.

The data gathered from the questionnaires was analyzed via Statistical Package for Social Sciences (SPSS) 20.0. Descriptive statistics were used to organize, summaries, and present participants' response in a convenient way, using mean, mode, and median values to analyze the demographic and frequency data. The data obtained from instructor and learner questionnaires were analyzed through frequency analysis and tables in SPSS. The frequency of the items was indicated in the tables with the count, percentages and chi square values. There were some negative statements in the questionnaire, and they were grouped under the same category and "strongly agree" and "agree" values were interpreted as negative responses and "strongly disagree" and "disagree" values were interpreted as positive responses.

Regarding qualitative analysis, NVivo 10.0 qualitative data software version was used to analyze the open-ended parts of the questionnaires and semi-structured and focus group interviews. Qualitative data analysis was conducted through thematic analysis, which allows the researcher to analyze several of types of information in a systematic manner. First of all,

the researchers transcribed recordings of the interviews and focus group interviews and wrote the participants' answers to the open-ended questions in the questionnaire on Word document. Following that, all the transcripts and documents were imported to NVivo. Among the three types of thematic analysis (theory driven, prior research driven, and data driven), the researchers employed data driven coding to analyze the data because "it forces you to pay close attention to what the respondent is actually saying and to construct codes that reflect their experience of the world, not yours or that of any theoretical presupposition you might have" (Gibbs, 2007, p. 52). The researchers read along the responses of the participants line by line and emerging themes through the data were categorized under the main headings that reflected the topics of the interviews, focus group interviews and open-ended part of the questionnaire. In order to ensure that the analyses accurately reflected participants' experiences, the researchers conducted member check, which is a commonly used tool for assuring the trustworthiness of a qualitative research study (Lincoln & Guba, 1985). The participants provided feedback on the transcripts and interpretations we made, and necessary changes were made to enhance the credibility of the study considering the comment of the subjects. After the initial coding process was completed, the researchers carried out focused coding to identify sub-themes and main themes and the relevant meaning units were put into the same coding groups. As the number of categories was increasing, the researchers constantly compared the data, "leading to more abstract categories until a central or core category is conceptualised" (Glaser & Strauss, 1967, p. 40). It is also important to note that intercoder reliability check was performed to maintain reliability throughout the analysis. Finally, the data was analyzed to explore participants' perceptions of intercultural awareness.

Results

The results of the study will be displayed with reference to the research questions.

Research Question #1: What are English language instructors' and students' perceptions of intercultural awareness with regard to ownership of English?

Instructors' Perspective

The instructors indicated their views towards the ownership of English by responding to the three questionnaire items about their attitudes towards native English speakers (NESs) and non-native English speakers (NNESs) in English language teaching. Their preferences were asked related to their aims to teach English, the culture, and the accents they introduce students to. Table 1 table reports the frequencies for related items in the questionnaire.

Table 1. Instructors' views towards NESs and NNESs in aspects of ELT objective, culture, and accent.

		NESs		NESs and/or NNESs		Other		Chi – Square Sig.
		f	%	f	%	f	%	
Q1	Instructors' English language teaching aim is to motivate learners to communicate	5	11.1	33	73.3	7	15.6	.000

Q2	Instructors' preference for culture to expose learners in class is of	18	40	24	53.3	3	6.7	.000
Q3	Instructors' preference for accent to expose learners in class is of	25	55.6	17	37.8	3	6.7	.000

73.3 % the instructors reported that they motivated learners to communicate native and/or non-native English speakers. However, this number decreased to 53.3% with regard to their preferences for culture to expose learners in class. In relation to their preference for accent to teach learners, the cumber continued to decrease to 37.8 %. It was clearly seen that native speaker accents were favored by most of the instructors.

The instructors were also asked to indicate reasons for these choices in the open-ended part of the questionnaire. It is significant note here that some of the participants didn't indicate any reasons for their choices. Among the three options provided for Q1, Q2, and Q3 (NESs, NESs and/or NNESs, and other), the participants were asked to indicate their reasons to choose that option. The reasons they specified were categorized under themes, which are shown in Table 2.

Table 2. Instructors' reasons for their ELT objectives, and cultures and accents to teach.

Q1. What are your objectives of teaching English?	Code Frequencies
A. To motivate my students to communicate with NESs	**2**
Idealized status of native speakers	2
B. To motivate my students to communicate with NESs and NNESs	**15**
World language status of English	8
Practical reasons	3
Overcoming biases	2
Motivation	2
C. Other	**4**
Academic life	4
Q2. Which cultures do you expose students to in English language classrooms?	
A. The cultures of NESs	**11**
Syllabus and textbook	5
Ownership of English	4
Familiarity with the culture	2
B. The cultures of NESs NNESs	**14**
World language status of English	5
Broadening students' horizons	3
Overcoming biases	3
Motivation	2
Practical reasons	1
C. Other	**3**
No exposition to any culture	3
Q3. Which accents do you expose students to in English language classrooms?	
A. The accents of NESs	**11**
Ownership of English	7
Intelligibility	3

Syllabus	1
B. The accents of NESs and NNESs	**13**
World language status of English	4
Practical reasons	4
Textbook	3
Instructors' accent	2
C. Other	**2**
Turkish accent	2

In regard to instructors' reasons for their ELT objectives, there was one theme under the category of motivating students to communicate with NESs, and four themes emerged under the category of motivating students to communicate with NESs and NNESs. While idealized status of native speakers was stated two times as the only reason for the former category, the most frequently given reason for the latter one was world language status of English. Following excerpt from an instructor's response refers to the theme of idealized status of native speakers, "If students can talk with a native speaker, they will be able to communicate anyone who speaks English." The excerpt referring to the world language status of English is given as, "English does not belong to only one or two nations. It is a way to communicate people from all over the world." In the "other" category, the theme of "academic life" emerged as the only theme for participants' objectives of teaching English. "I teach English to motivate them use English in their departments for general comprehension."

With reference to instructors' reasons for their culture preference to teach students, three themes were found for teaching cultures of NESs, and five themes were found for teaching cultures of NESs and NNESs. Syllabus and textbook related reasons was the most frequent theme emerging under the first category. "Because we are using course books, and it is the native cultures that are exposed in them." World language status of English emerged once again as the most frequently referred reason under the category of teaching cultures of NESs and NNESs. "English language is not only restricted to native speaker countries. Students should at least learn about some basic things about other cultures." In the "other" category, no exposition to the cultures was the only theme for the cultures participants expose students to. "Not certain cultures! I don't ever expose culture. That's unethical."

With regard to instructors' reasons for their accent preference to teach students, three themes were found for teaching accents of NESs, and four themes were found for teaching cultures of NESs and NNESs. Ownership of English theme was the most frequent one emerging under the former category. These participants believed that native speaker accents were the right accents since they were the original ones. "They must hear native English speaking accent to learn it from the original."

Similar to the previous categories, world language status of English was given as one of the most frequent reasons by the participants who preferred to teach the accents of both NESs and NNESs. "There is no such a thing as standard English accent anymore." In the "other" category, Turkish accent was the only for the accents participants expose students to. "Turkish accent of English. Why should people learn to sound native?"

The instructors that participated in the semi-structured interviews were also asked about their views towards ownership of English. The responses of the participants pointed to two main themes: standard English and accent, and intercultural view of English. Table 3 presents participants' views indicated in semi-structured interviews about the topic.

Table 3. Themes based on instructors' responses for ownership of English category.

Categories/ Themes	Coding Frequency
1. Ownership of English	**16**
Standard English and accent	**8**
-Strict definition of standard English	4
-Idealization of native speaker accents	4
Intercultural view of English	**8**
-Intercultural perceptions toward English	4
-Intercultural perceptions toward different accents	4

As it is seen in Table 3, while half of the participants indicated strict views about ownership of English, the other half displayed more intercultural point of view towards the issue. The following excerpt is taken from a participant who believed there is a standard English and accent, "It is the language style spoken basically in England and America as two powerful nations of the world and having the big population, so when standard English is set, what comes to my mind is American and British English." The response provided under the theme of intercultural view of English is shown as follows: "Definitely no! I don't believe that there is a standard English because people all over the world, all of them speak a different English. The way they speak English, their accent like completely different." In the following part, students' perspective towards the ownership of English will be indicated.

Students' Perspective

The students also indicated their views towards the ownership of English by responding to the three questionnaire items about their attitudes towards native English speakers (NESs) and non-native English speakers (NNESs) in English language teaching. Their preferences were asked related to their aims to learn English, the culture, and the accents they prefer to be exposed to. Table 4 reports the frequencies for related items in the questionnaire.

Table 4. Learners' views towards NESs and NNESs in aspects of ELT objective, culture, and accent.

		NESs		NESs and/or NNESs		Other		Chi–Square Sig.
		f	%	f	%	f	%	
Q1	Learners' English language learning aim is to communicate	6	6.5	61	66.3	25	27.2	.000
Q2	Learners' preference for culture to be learned in class is of	33	35.9	57	62	2	2.2	.000
Q3	Learners' preference for accent to be exposed in class is of	75	81.5	15	16.3	2	2.2	.000

As seen in Table 4, there was a decrease in the rankings for NESs and NNESs as the aspects of culture and accent were included. While 66.3 % of the learners specified their aims

as to communicate NESs and NNESs, this number decreases to 62 % in culture they want to be exposed to. With regard to accent preference, it decreases to 15 %. Parallel to the findings in instructors' responses, a great majority of the students pointed out that they wanted to learn about the accents of native English speakers in their English language classrooms.

The students were also asked to indicate reasons for these choices in the open-ended part of the questionnaire. We should note it here that some of the participants didn't indicate any reasons for their choices. The themes emerged from their responses are shown in Table 5.

Table 5. Students' reasons for English language learning objectives, and culture and accent preferences.

Q1. What are your objectives of learning English?	Code Frequencies
A. To communicate with NESs	**1**
Personal interest	1
B. To communicate with NESs and NNESs	**43**
Personal interest	17
World language status of English	9
Broadening one's horizon	9
Practical reasons	6
Career	2
C. Other	**23**
Career	12
Obligation	9
Practical reasons	2
Q2. Which cultures do you want to be exposed in English language classroom?	
A. The cultures of NESs	**21**
Ownership of English	11
Personal interest	6
Practical reasons	4
B. The cultures of NESs NNESs	**34**
Personal interest	16
Broadening one's horizon	9
World language status of English	4
Motivation	3
Overcoming biases	2
Q3. Which accents do you want to be exposed in English language classroom?	
A. The accents of NESs	**52**
Ownership of English	34
Intelligibility	9
Practical reasons	5
Aesthetical reasons	2
Familiarity with the accent	1
B. The accents of NESs and NNESs	**12**
Practical reasons	6
World language status of English	4
Intelligibility	2

In regard to students' reasons for their English language learning objectives, there was one main theme under the category of communicating with NESs, and five main themes emerged under the category of communicating with NESs and NNESs. Personal interest theme was the only theme as the reason for the former category, and it was also the most frequently given reason for the latter one. Following excerpt from a student's response refers to the theme of personal interest for the aim of communicating with NESs: "Because I am interested in English culture." An example excerpt referring to the same theme but under the category of communicating NESs and NNESs is indicated as follows: "I feel good when I communicate people from different cultures." In the "other" category, career was the most frequent theme emerging from the response, "I will need it for my academic career.

With reference to students' reasons for their culture preference to be exposed to, three themes were found for learning cultures of NESs, and five themes were found for learning cultures of NESs and NNESs. Ownership of English was the most frequent theme emerging under the first category. "We are learning English, so it is important to learn about the culture of the language you learn." Personal interest emerged once again as the most frequently referred reason under the category of learning cultures of NESs and NNESs. "I am curious about different cultures in the world."

With regard to students' reasons for their accent preference be exposed to, five themes were found for learning accents of NESs, and three themes were found for learning cultures of NESs and NNESs. Similar to the findings in instructors' responses in related part, ownership of English theme was the most frequent one emerging under the category of the accents of NESs. These students believed that native speaker accents were the right model to enable them to speak with "correct English." "If I'm learning English, I need to learn it in the best way."

"Practical reasons" was the most frequently mentioned theme under the category of the accents of NESs and NNESs. "If we learn about all accents, we can easily communicate with different people." In the following part, findings related to the second research question will be displayed.

Research Question #2: What are English language instructors' and students' perceptions of intercultural awareness with regard to cultural integration into English language education?

Instructors' Perspective

The instructors indicated their views towards cultural integration in English language teaching by responding to positive and negative statements in the questionnaire. Table 6 displays participants' responses to positive statements about cultural integration.

Table 6. Instructors' responses to positive statements about cultural integration in ELT.

		Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Chi – Square Sig.
		f	%	f	%	f	%	f	%	f	%	
Q13	In the language classroom, teaching culture is important.	18	40	18	40	6	13.3	3	6.7	0	0	.001

		f	%	f	%	f	%	f	%	f	%	
Q14	The more students know about other cultures the more tolerant they are.	25	55.6	12	26.7	7	15.6	1	2.2	0	0	.000
Q15	All teachers and students should acquire intercultural competence.	21	46.7	16	35.6	4	8.9	3	6.7	1	2.2	.000
Q16	Providing cultural information enhances motivation towards learning English	19	42.2	14	31.1	10	22.2	2	4.4	0	0	.003
Q21	Culture teaching should be integrated into English language teaching.	14	31.1	22	48.9	6	13.3	3	6.7	0	0	.072

As it is demonstrated above, instructors' responses revealed a high level of agreement to all these statements. The most agreed statements were Q14 and Q15 which suggest students' tolerance increases as they get to know other cultures and both teachers and students need to have intercultural competence.

Responses to negative statements are shown in Table 7 below. For these statements, strongly agree and agree choices were regarded as reflecting negative opinions and disagree and strongly disagree choices were considered as positive opinions.

Table 7. Instructors' responses to negative statements about cultural integration in ELT.

		Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Chi – Square Sig.
		f	%	f	%	f %		f	%	f	%	
Q17	Intercultural skills cannot be acquired at school.	0	0	6	13.3	9	20	18	40	12	26.7	.004
Q18	Teaching intercultural competence is important only if it is necessary for the students	0	0	4	8.9	9	20	21	46.7	11	24.4	.000
Q19	Only when there are international students in classes do you have to teach intercultural competence.	1	2.2	2	4.4	6	13.3	19	42.2	17	37.8	.000

| Q20 | Language and culture cannot be taught in an integrated way. You have to separate the two. | 1 | 2.2 | 5 | 11.1 | 2 | 4.4 | 19 | 42.2 | 18 | 40 | .000 |

The responses to negative statements are in line with the findings in Table 6. There was a high level of disagreement to these statements, which showed participants' positive views toward cultural integration. The most disagreed statement was the one claiming language and culture cannot be taught in an integrated way.

In order to gain a more detailed account of instructors' views reflecting intercultural awareness, during the interviews, the participants were asked about which culture they taught in class. This allowed us to see whether they focused mostly on native English speakers' cultures or not. Table 8 presents instructor views about which culture to teach in English language classes.

Table 8. Themes based on instructors' responses for their culture teaching experience.

Categories/ Themes	Coding frequency
Which culture to teach?	**13**
The culture addressed in the textbook	1
The cultures of NESs	4
The cultures of NESs and NNESs	8

Three main themes emerged under this question: the cultures of NESs, the cultures of NESs and NNESs, and the cultures addressed in the textbook. Only one participant referred to the theme of the culture addressed in the textbook.

> For example, I'm teaching reading and covering a reading passage about Thanksgiving. If the students do not know anything about that tradition, it is hard for them to cover that fast. That's why, first I have to prepare them about that tradition.

"The cultures of NESs" was a theme that emerged four times in participants' responses. Most of the native speakers pointed to this theme since they were born in those cultures, and some non-native speakers believed English belonged to native speakers, so they taught their culture: "I teach American culture because I'm American and also I think that because of the presence of America in business world, it is good that they know it and they learn it." "The cultures of NESs" and "the cultures of NNESs" was the most frequently mentioned theme by the instructors. These participants stated that they put effort to teach about different cultures as long as they could. "I try to teach other cultures as well, not only British culture."

In order to shed light on instructors' classroom practices, they were asked to respond to the statements about classroom activities to enhance intercultural awareness listed in the questionnaire. Table 9 illustrates instructors' responses in this respect.

Table 9. Instructors' classroom practices to raise intercultural awareness.

		Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Chi – Squa re Sig.
		f	%	f	%	f	%	f	%	f	%	
Q26	I ask my students to compare an aspect of their own culture with that aspect in the English speaking cultures.	22	48.9	18	40	5	11.1	0	0	0	0	.000
Q27	I use pictures, videos, etc. to introduce my students other cultures.	19	42.2	17	37.8	7	15.6	2	4.4	0	0	.001
Q28	I decorate my classroom with posters illustrating particular aspects of different cultures	4	8.9	5	11.1	14	31.1	11	24.4	11	24.4	.084

The responses showed he majority of the instructors employed most of these activities in their classes. Asking students to compare different cultures was the highest rated activity that instructors responded to as being done in their classes. However, decorating the classroom with posters illustrating different cultural aspects around the world was the highest disagreed questionnaire item, which suggests that most of the instructors didn't pay enough attention to physical learning environment in the classes.

The participating instructors in semi-structured interviews were also asked to explain what kind of classroom activities they did to raise students' intercultural awareness. Table 10 indicates the themes that emerged in this question.

Table 10. Themes based on instructors' responses for classroom activities.

Categories/ Themes	Code Frequencies
Classroom activities to enhance intercultural awareness	**15**
Use of visual images, audios and videos	5
Comparing and contrasting cultures	4
Assigning students to prepare presentations about different cultures	2
Asking students to share their experiences	2
Reading news or stories	1
Sharing their cultural knowledge and experience with the students	1

The activities mentioned in the interviews were similar to the ones listed in the questionnaire. The most frequently referred one was using visual images, videos, and audios. "I show videos from all around the world, so we watch them and talk about and discuss about them." Second most frequently referred theme was comparing and contrasting cultures. "We compare the idea in the video with other cultures, like how would it be in Turkish culture?" In the following part, students' perspectives towards cultural integration in English language classes will be indicated.

Students' Perspective

The students pointed out their views towards cultural integration in English language teaching by responding to positive and negative statements in the questionnaire. Table 11 displays their responses to positive statements about cultural integration.

Table 11. Students' responses to positive statements about cultural integration in ELT.

		Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Chi – Square Sig.
		f	%	f	%	f	%	f	%	f	%	
Q5	In the language classroom, learning about cultures is important	58	63	26	28.3	5	5.4	1	1.1	2	2.2	.000
Q6	The more I know about other cultures, the more tolerant I'm	62	67.4	16	17.4	8	8.7	5	5.4	1	1.1	.000
Q7	All students should acquire intercultural competence	49	53.3	24	26.1	15	16.3	4	4.3	0	0	.000
Q8	Teaching English should focus on helping students to develop an open mind towards unfamiliar cultures	41	44.6	31	33.7	12	13	7	7.6	1	1.1	.000
Q9	Learning about other cultures enhances my motivation to learn English	40	43.5	30	32.6	16	17.4	3	3.3	3	3.3	.000
Q13	Culture teaching should be integrated into English language teaching	39	42.4	24	26.1	24	26.1	5	5.4	0	0	.000

Similar to the instructors' responses in the related part of the questionnaire, most of the learners agreed with all of these statements. The highest rates item was that learning about cultures is important, and following that the item saying student's tolerance increases as they get to know other cultures was the second highest rated one. This item was also one of the mot agreed statement in instructors' questionnaire, as well.

Responses to negative statements are shown in Table 12 below. For these statements, strongly agree and agree choices were regarded as reflecting negative opinions and disagree and strongly disagree choices were considered as positive opinions.

Table 12. Students' responses to negative statements about cultural integration in ELT.

		Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Chi – Square Sig.
		f	%	f	%	f	%	f	%	f	%	
Q10	Learning intercultural competence is important only if it is necessary (e.g., travelling)	2	2.2	5	5.4	22	23.9	26	28.3	37	40.2	.000
Q11	Students should learn about intercultural competence only when there are international students in the classes	2	2.2	3	3.3	21	22.8	22	23.9	44	47.8	.000
Q12	Language and culture cannot be taught in an integrated way. You have to separate the two	7	7.6	6	6.5	16	17.4	25	27.2	38	41.3	.000

Similar to the instructors, students also mostly disagreed with these negative statements about cultural integration. The most disagreed statement was the one saying students should learn about intercultural competence only when there are international students in the classes.

Students were also asked about whether their teachers were teaching them the cultures of NESs or both NESs and NNESs in their classes. Table 13 presents their responses in this respect.

Table 13. Students' views towards instructors' cultural teaching.

		NESs		NESs and/or NNESs		Other		Chi – Square Sig.
		f	%	f	%	f	%	
Q21	Teachers usually teach the culture of	62	69.7	22	24.7	5	5.6	.000

Table 13 shows that most of the learners (69.7 %) reported their teachers usually taught them the culture of native English speakers. Considering instructors' responses in questionnaires and interviews about their preference to teach cultures, these findings conflicted with instructors' beliefs. With reference to the questionnaire and interview findings of the instructors in this topic, there were more instructors who stated that they taught cultures of both NESs and NNESs; however, students' responses pointed out vice versa. In this regard, it was noticed that what instructors stated about what they do in relation to culture teaching was different from what students perceive as they do.

In order to reveal student views about instructors' classroom practices in detail, they were asked to respond to the statements about classroom activities their teachers do in classes. Table 14 indicates students' responses in this respect.

Table 14. Students' views towards instructors' classroom practices.

		Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Chi – Square Sig.
		f	%	f	%	f	%	f	%	f	%	
Q16	My teachers talk about their own experiences in the English speaking countries	34	37	36	39.1	14	15.2	7	7.6	1	1.1	.000
Q17	My teachers ask us about our experiences in English speaking countries.	23	25	20	21.7	21	22.8	22	23.9	6	6.5	.030
Q18	My teachers ask us to compare an aspect of our own culture with the one in English speaking cultures	26	28.3	28	30.4	19	20.7	17	18.5	2	2.2	.000
Q19	My teachers use pictures, videos,	34	37	33	35.9	12	13	9	9.8	4	4.3	.000

	etc. to introduce us other cultures											
Q20	My teachers decorate my classroom with posters showing particular aspects of different cultures around the world	19	20.7	18	19.6	19	20.7	17	18.5	19	20.7	.996

The findings in Table 14 demonstrate that students mostly agreed that their teachers did most of the activities listed in the questionnaire, yet the number of students choosing "not sure" and expressing their disagreement was much higher than the number of instructors responding in the same category of their questionnaire. The highest rated statements were about teachers' telling students about their experiences in other cultures, which wasn't rated as high by the instructors. However, similar to the responses of instructors, the lowest rated statement was the same. Students also didn't think teachers decorated the classroom with adequate materials to expose them to different cultures.

Since all the students participating in the focus group interviews had the experience of being taught by native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs), they were also asked to indicate their preference for NESTs or NNESTs considering their success in culture teaching. Students' preferences in this respect are presented in Table 15.

Table 15. Students' preferences for teachers in terms of culture teaching.

Categories/ Themes	Code Frequencies
Students' preferences for teachers in terms of culture teaching	**29**
NESTs	10
-Familiarity with the culture	10
No difference between them	10
-sharing their experience in other cultures	3
-mentioning culture when necessary or not paying attention to it	7
NNESTs	9
- researching about other cultures for the class	2
- sharing their experiences	7

It was interesting to see that there was not a consensus among them because there was almost the same number of responses for NESTs as NNESTs and no difference between them themes. The theme that emerged under preference for NESTs was about their familiarity with the culture. The following excerpt from a student indicates this aspect: "NESTs can give us more knowledge about their culture since they have lived there for years and it is their own culture."

The themes that emerged under preference for NNESTs was their effort to research about other cultures for the class and share their experiences in other cultures. Most of the responses in this category referred to the latter theme.

NNESTs give us information about the things that have had an effect on them when they go abroad. I can understand what they tell me more easily since how they are affected by the culture s more or less the same as how I will be affected.

In the third category, two themes emerged. Students responding to this category mostly stated that there was no difference between them since both NESTs and NNESTs focused on cultures only when necessary or never mentioned it at all.

I think both NESTs and NNESTs do the same things in terms of culture teaching. They touch upon cultural points when necessary. They do not try to attract our attention to culture side very often.

The next section will discuss the findings from the quantitative and qualitative analysis.

Discussion

This study aimed to explore perceptions of English language instructors and students toward intercultural awareness and it mainly focused on the aspects of ownership of English and cultural integration in English language teaching. The results of the study revealed that while both instructors and students seemed to acknowledge the importance of intercultural awareness in English language teaching, their perspectives didn't indicate a thorough intercultural point of view.

With reference to the findings related to the first research question, it was discovered that although both instructors and students mostly seemed to have positive attitudes toward other varieties of English and their cultures, when it came to accent, they didn't want to deviate from the native speaker norms which were considered as the right model. These findings were in line with the findings obtained from Margić and Širola (2009), Öztürk, Çeçen, and Altınmakas (2009), Coşkun (2011), and Olaya and Gómez's (2013) studies where participants also desired to sound like a native speaker. Therefore, it could be concluded that the ownership of English by its native speakers was still a popular concept in most of the participants' responses.

With reference to the findings related to the second research question, participants indicated a common view that teaching and learning about other cultures is significant in English language education as in the findings of Byram and Risager (1999) and Zhou's (2011) studies. Also, there was higher number of instructor and student participants stating their preferences to teach and learn about both native and non-native English cultures than only native English cultures. Syllabus and textbook related reasons were the most frequently mentioned reasons for teaching cultures of NESs while the world language status of English theme emerged as the most frequent reason for teaching the cultures of NNESs. When it comes to the classroom activities employed by instructors, both instructors and students agreed that some intercultural activities were applied in the classrooms, yet both parties pointed to the lack of decorations of the classrooms with posters illustrating different cultural aspects all around the world, and the teachers were found inadequate in this respect. It was also worth noting that instructors' responses about the cultures taught in the classes conflicted with students' responses. While most of the instructors stated that they taught cultures of both NESs and NNESs, students indicated that their teachers mostly taught them about the cultures of NESs only. Thus, in order to reach more comprehensive and reliable data, it seems necessary to conduct observations in English language classes. In relation to students' preference for NESTs and NNESTs in terms of their success in culture teaching, the learners didn't hold a common belief. Their responses indicated almost the same amount of supporting views toward both

NESTs and NNESTs. Furthermore, there were as many responses for "no difference/both of them" theme as for NESTs and NNESTs. Familiarity with the culture was discovered as the most frequently mentioned theme for the preference for NESTs while sharing experiences in different cultures was mostly why NNESTs were preferred by the participants. On the other hand, some participants didn't see a difference between NESTs and NNESTs since most of them pointed out that both NESTs and NNESTs mentioned culture only when necessary. These conflicting views are very likely to result from learners' different experiences with different instructors during the two terms.

The study faced a number of limitations and future research needs to take these into consideration. First, the sample size of the study was not enough to make an adequate generalization of findings. Second, the study lacked visualizations of the themes because NVivo 10 for MacBook didn't include visualization features. Third, classroom observations were not a part of the research design. The study could have provided more detailed insights if classroom observations were included in it.

This study carries pedagogical implications for English language teaching. The need to develop an intercultural curriculum, syllabus and textbook is highlighted in the study in order to enhance intercultural awareness in English language classes. Not only the cultures and accents of native speakers, but also the cultures and accents of non-native speakers need to be included in teaching materials. Moreover, the findings yielded that there is a need for teacher training programs that aim to increase teachers' intercultural awareness so that they could reflect their intercultural ideas in the classroom to the students. Students also need to be involved in intercultural seminars organizations and workshops that will broaden their point of view. Future studies with a broader scope need to be conducted in order to offer a deeper insight into the issue of intercultural awareness, and it would definitely be beneficial to enrich the data collection process via classroom observations.

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Appendices

Appendix 1. English Language Instructors' Questionnaire

Thank you for participating in this questionnaire. Some of you will be asked to participate in an interview and classroom observation.

We would like to use these results for publication, but can assure you that your responses will be kept absolutely confidential. Information identifying you will not be disclosed under any circumstances. We would also like to point out that participation is voluntary and you may withdraw and refuse to participate at any time. If you have any questions about the study and/or your participation, then please don't hesitate to contact us anytime (burcu.yilmaz89@gmail.com/ yoncaca@cu.edu.tr.)

You may also contact us to require a copy of the results.

Signing below indicates that you are 18 years of age or older and indicates your consent to participate in the research.

Thank you very much for your help.

Participant's signature: _____

Date:

Part 1- Background information:

1. Gender   a. Maleb. Female
2. Age a. 20-30   b.31-40   c. 41-50   d. over 50
3. Your mother tongue: _____
4. Years of teaching English
a. 2 years and below   b. 3-4 years   c. 5-7 years   d. 8 and more

Part 2- Please choose one answer below.

a) **What are your objectives of teaching English?**
    a.   To motivate my students to communicate native speakers of English

      b. To motivate my students to communicate with people from different cultures (native and non-native)

      c. other _____

Please explain your reasons with a few sentences:

_____

      _____

2. Which cultures do you expose your students to in English language classrooms?
    a. the cultures of native English speakers (British, American, Australian)
    b. different native and non-native cultures around the world
    c. other   _____

Please explain your reasons with a few sentences:

_____

      _____

3. Which accents do you expose your students to in English language classrooms?
    a. native speakers' accent
    b. as many as native and non-native speakers' accent around the world
c. other _____

Please explain your reasons with a few sentences:

_____

      _____

Part 2- Views towards intercultural awareness

Directions: Please indicate your response by using the following criteria:

5= Strongly Agree   **4**= Agree   **3**= Not Sure   **2**= Disagree   **1**= Strongly Disagree

	Intercultural awareness and English language teaching	**Weighted Scores**				
13	In the language classroom, teaching culture is important.	5	4	3	2	1
14	The more students know about other cultures the more tolerant they are.	5	4	3	2	1
15	All teachers and students should acquire intercultural competence.	5	4	3	2	1
16	Providing cultural information enhances motivation towards learning English.	5	4	3	2	1
17	Intercultural skills cannot be acquired at school.	5	4	3	2	1
18	Teaching intercultural competence is important only if it is necessary for the students (e.g. travelling)	5	4	3	2	1
19	Only when there are international students in your classes do you have to teach intercultural competence.	5	4	3	2	1

20	Language and culture cannot be taught in an integrated way. You have to separate the two.	5	4	3	2	1
21	Culture teaching should be integrated into English language teaching.	5	4	3	2	1
	Classroom activities to enhance intercultural awareness					
22	I tell my students what I heard (or read) about the English speaking countries or their cultures.	5	4	3	2	1
23	I ask my students to think about what it would be like to live in the English speaking countries.	5	4	3	2	1
24	I talk to my students about my own experiences in the English speaking countries.	5	4	3	2	1
25	I ask my students about their experiences in English speaking countries.	5	4	3	2	1
26	I ask my students to compare an aspect of their own culture with that aspect in the English speaking cultures.	5	4	3	2	1
27	I use pictures, videos, etc. to introduce my students other cultures.	5	4	3	2	1
28	I decorate my classroom with posters illustrating particular aspects of different cultures around the world.	5	4	3	2	1

Appendix 2. English Language Learners' Questionnaire

Thank you for participating in this questionnaire. Some of you will be asked to participate in an interview and classroom observation.

We would like to use these results for publication, but can assure you that your responses will be kept absolutely confidential. Information identifying you will not be disclosed under any circumstances. We would also like to point out that participation is voluntary and you may withdraw and refuse to participate at any time. If you have any questions about the study and/or your participation, then please don't hesitate to contact us anytime (burcu.yilmaz89@gmail.com / yoncaca@cu.edu.tr)

You may also contact us to require a copy of the results.

Signing below indicates that you are 18 years of age or older and indicates your consent to participate in the research.

Thank you very much for your help.

Part 1: Background information

1. Gender   a. Male   b. Female
2. Age a. 20-30   b.31-40   c. 41-50   d. over 50
3. Your mother tongue: _____
4. Mother tongue: _____
5. Have you ever been abroad?   _____
   Where did you go?   _____
   How long have you been there? _____

Part 2- Please choose one answer below.

1. What are your objectives of learning English?
a. to communicate with native speakers of English
b. to communicate with people from different cultures (native and non-native)
c. other _____

Please explain your reasons with a few sentences:
_____
_____

2. Which culture do you want to be exposed to in English language classrooms?
   a. the cultures of native English speakers (British, American, Australian)
   b. different native and non-native cultures around the world
   c. other _____

Please explain your reasons with a few sentences:
_____
_____

3. Which accent do you want to be exposed to in English language classroom?
   c. native speakers' accent
   d. as many as native and non-native speakers' accent around the world
c. other _____

Please explain your reasons with a few sentences:
_____
_____

Part 3- Views towards intercultural awareness

Directions: Please indicate your response by using the following criteria:

5= Strongly Agree   **4**= Agree   **3**= Not Sure   **2**= Disagree   **1**= Strongly Disagree

Intercultural competence: the ability to communicate effectively and appropriately with people of other cultures. In interactions with people from foreign cultures, a person who is interculturally competent understands the culture-specific concepts of perception, thinking, feeling, and acting.

	Intercultural awareness and learning English	**Weighted Scores**				
5	In the language classroom, learning about cultures is important	5	4	3	2	1
6	The more I know about other cultures, the more tolerant I am	5	4	3	2	1
7	All students should acquire intercultural competence	5	4	3	2	1

8	Teaching English should focus on helping students to develop an open mind towards unfamiliar cultures	5	4	3	2	1
9	Learning about other cultures enhances my motivation to learn English	5	4	3	2	1
10	Learning intercultural competence is important **only if it is necessary (e.g. travelling)**	5	4	3	2	1
11	Students should learn about intercultural competence **only when there are international students in the classes**	5	4	3	2	1
12	Language and culture cannot be taught in an integrated way. You have to separate the two	5	4	3	2	1
13	Culture teaching should be integrated into English language teaching	5	4	3	2	1
	Classroom activities to enhance intercultural awareness	**Weighted Scores**				
14	My teachers tell us about what they heard (or read) about the English speaking countries or their cultures	5	4	3	2	1
15	My teachers ask us to think about what it would be like to live in the English speaking countries	5	4	3	2	1
16	My teachers talk to us about their own experiences in the English speaking countries	5	4	3	2	1
17	My teachers ask us about our experiences in English speaking countries.	5	4	3	2	1
18	My teachers ask us to compare an aspect of our own culture with that aspect in the English speaking cultures	5	4	3	2	1
19	My teachers use pictures, videos, etc. to introduce us other cultures	5	4	3	2	1
20	My teachers decorate my classroom with posters illustrating particular aspects of different cultures around the world	5	4	3	2	1
21	My teachers usually teach us the cultures of_____ a. native English speakers (British, American, Australian) b. different countries (native and non-native) c. other _____					

Appendix 3. English Language Instructors' Interview Questions

1. Do you believe that there exists a standard English and accent? Why?

2. Do you focus on teaching culture in your classrooms? If yes, which cultures do you tend to teach?

3. How often do you introduce the cultures of non-native speakers of English to your students?

4. How do you incorporate "intercultural awareness" into your language teaching?

Appendix 4. English Language Learners' Focus Group Interview Questions

1. The importance of learning English is beyond argument. People have different purposes for learning English. What is your purpose of learning English, and what do you plan to do with this language in the future?

2. There are many people speaking English and many varieties of English. Many people consider some certain types of English as more attractive than others. What is your preference in this aspect?

3. When we refer to culture, which culture do you think should students learn about in our classes?

4. How do your native and non-native English speaking teachers teach culture? How are they different or same in this aspect?

Author Note

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