

## The effect of speaking tasks on intercultural awareness: A case study in Turkey

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### Abstract

In the globalization era, intercultural awareness has become increasingly important alongside English language proficiency. This study investigates how an 8-week intervention, featuring online interaction-based speaking tasks, influenced students' intercultural awareness levels. The study conducted at a prep school within a state university in Turkey utilized the Intercultural Awareness Questionnaire, focus-group interviews, and observations with 11 students. Quantitative data analysis was done with paired samples t-test, while qualitative data underwent thematic analysis. The pretest revealed a lack of fully developed practice-oriented intercultural awareness levels among participants, whereas post-test findings indicated development of more complex elements throughout the intervention. Moreover, the outcomes of the paired samples t-test showed notable enhancement in Intercultural Knowledge, Skills, Sensitivity, and Interaction dimensions in the post-intervention. However, no significant change was noted in Intercultural Interest. Overall, the study underscores the efficacy of interaction-based speaking tasks in enriching intercultural awareness through exposure to diverse cultures.

### Keywords

English language teaching;  
interaction-based speakingtasks;  
intercultural awareness;  
tertiary level  
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### Introduction

Within the increase in mobility and ever-growing technology, the English language has existed in different contexts around the globe. Based on this variety in context, the English language is understood within its own setting (Byram & Zarate, 1996). In this regard, linking it to only a particular culture is not healthy in such a variety of cultural settings (Baker, 2011a). Therefore, merely being knowledgeable about cultures becomes insufficient to establish effective communication in different cultural contexts. To do so, Intercultural Awareness (ICA) highlights the “fluid, fragmented, hybrid, and emergent” feature of the cultures (Baker, 2011a, p. 66). Drawing on the studies on ICA,

this concept was extended with the model by Baker (2011b). The model presents three levels: Level 1 indicating the awareness of different cultures on a general and basic level, Level 2 entailing detailed awareness of cultures besides being able to cope with possible miscommunication and go beyond stereotyping in different cultural contexts, and Level 3 including the emergent aspect of cultures, and the skills and capabilities to mediate and negotiate across diverse cultural settings. Besides these three categories, Baker also divides ICA into two parts: *conceptual ICA* which covers the knowledge, attitudes, and skills to intercommunicate with the different cultures, and *practice-oriented ICA*, centering on how the learners apply knowledge and skills in real intercultural encounters (2011b).

### Literature Review

In intercultural contexts, interaction significantly contributes to fostering intercultural awareness. Mainly two distinct families of theories serve as its basis: *cognitive* and *sociocultural theories*. The *cognitive theory* regards interaction as an information source (Liddicoat & Scarino, 2013); put it differently, as an input. While input holds significance, output is also similarly important when interacting. As for the output encompassing speaking and writing, learners recognize the gaps, try to solve the language mechanism, and expand their learning with feedback from their schoolmates or instructors (Liddicoat & Scarino, 2013), which points out the sociocultural theory. Second, *sociocultural theory* by Vygotsky (1978) emphasizes the close link between learning and social interactions. While individuals interact with others in their learning process, they want to interact with the more knowledgeable ones (Liddicoat & Scarino, 2013).

The synthesis of these two theories brings us to the point where Baker (2011b) highlighted the significance of cultural understanding and capabilities to prevent potential conflicts in communication. While finding common ground, the context is inevitably crucial during the interaction process. The expansion of English into different contexts makes the English language dynamic (Baker, 2011b). With this dynamic context, making sense out of the interaction gains greater significance than the interaction simply being an information source (Liddicoat & Scarino, 2013). As students engage in

mediating and negotiating within social interactions, they continuously cultivate their own intercultural understandings. These interactions are likely to affect students cognitively and emotionally, as well. This leads to reflection which gives students opportunities to have an understanding of the attitudes of their own and others from an intercultural aspect. In order to follow all these principles, students need to demonstrate *respect* towards others and acknowledge their responsibility to foster their own intercultural sensitivity and understanding (Liddicoat & Scarino, 2013).

Although these principles hold significance in language teaching and learning, certain challenges may be faced in terms of ICA implementation in the classrooms. In the previous studies, it was revealed that while teachers recognize the significance of incorporating culture into teaching English, they often express uncertainty regarding the implementation of intercultural tasks and activities; in addition, they are less inclined to cover cultural topics in the classroom because of the loaded schedule and lack of time (Ay, 2018; Özışık et al., 2019; Yılmaz, 2016; Zorba & Çakır, 2019). There is another issue in terms of reflecting ICA in the English language teaching materials. The existence of false and invented cultural points which are distributed disproportionately in the textbooks for English language teaching (Zorba, 2019; Zorba & Çakır, 2019) and the superficial intercultural content (Sobkowiak, 2021) put students at a disadvantage hindering them from thinking critically about cultural differences.

### **Aim of the Study**

Addressing the aforementioned gaps, this study aims to assess the development of students' ICA levels through conducting activities during online English lessons. Furthermore, it seeks to explore if there is an enhancement in the students' ICA levels following the intervention. This study also aims to collect the students' perspectives on the intervention process.

Given the stated objectives, this study aims to address the following research questions:

- What are the participants' intercultural awareness levels before the implementation of the interaction-based speaking tasks designed to enhance intercultural awareness (intervention)?

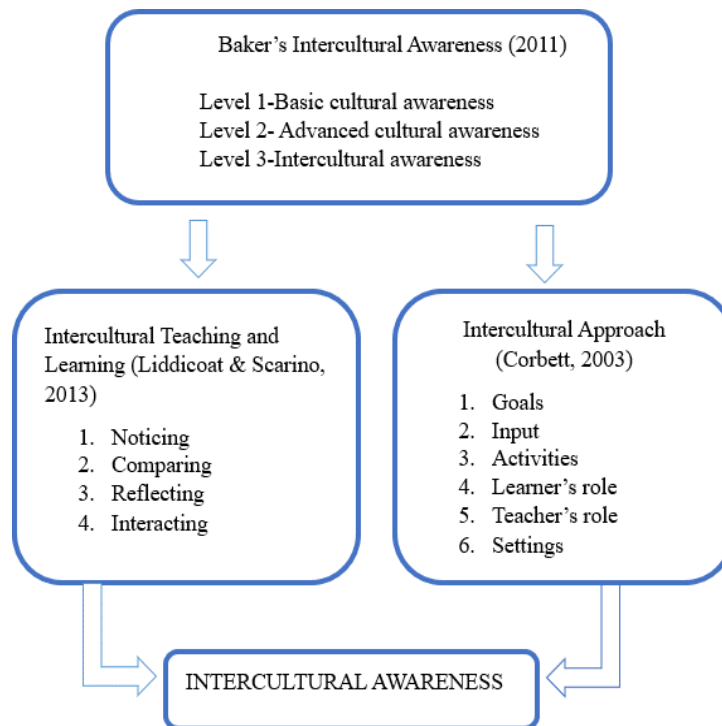
- What are the participants' intercultural awareness levels following the intervention?
- Is there a significant difference between participants' level of intercultural awareness before and after the intervention?
- What are the participants' perceptions about the intervention?

### Theoretical Framework and Activity Design

Figure 1 illustrates the framework which the researcher applied to design the activities.

**Figure 1**

*Theoretical Framework*



Built upon the existing knowledge, this framework encompasses three perspectives. As for the first one, the intercultural aspect of Baker (2011b) was used to design the activities in the English lessons. Secondly, the intercultural approach proposed by Corbett (2003) was followed to create the speaking tasks. Lastly, the perspective on teaching and learning interculturality by Liddicoat and Scarino (2013) forms the third part to follow the instructional procedure. Guided by this framework, the themes were identified after gathering the topics highlighted in the literature to facilitate students' intercultural awareness. Second, the themes were ordered and allocated to

specific weeks as illustrated in Table 1. Next, lesson plans were created with expert guidance.

**Table 1**

*Weekly themes and the types of activities*

Week	Themes	Activities
1	food around the globe	information gap
2	English language around the world	interview
3	festivals	information gap
4	communication through the Internet	tell an anecdote
5	adverts	second storying
6	politeness and culture	discuss “Think-Pair-Share”
7	towns and cities	interview
8	stereotyping	discuss “Think-Pair-Share”

## Participants

The study was administered at a preparatory school in the academic term 2022- 2023. The reason for choosing this context is twofold. First, in Türkiye, while some individuals are familiar with cultures where English is dominant, many have limited or no exposure to the English language and its associated cultures outside of school. Similarly, Coşkun (2016) revealed the insufficient opportunities for students to use English beyond school and limited knowledge of English culture. Furthermore, the reason for selecting a preparatory school is the students’ immersion into the English language and their concurrent exposure to various cultures associated with English. 11 participants studying English (B1 level) took part in this investigation. The researcher used *convenience sampling* through which the participants are selected from the ones who are convenient and readily accessible (Creswell, 2014; Dörnyei, 2007). Since the participants seem to participate in the study more eagerly, this sampling method enables to get rich data (Dörnyei, 2007).

## Data Collection Tools

This study includes three types of data collection: the questionnaires (pretest and post-test), focus-group interviews, and observations. First, *the Intercultural Awareness Questionnaire* developed by Zorba (2019) was utilized for the pre- and post-intervention

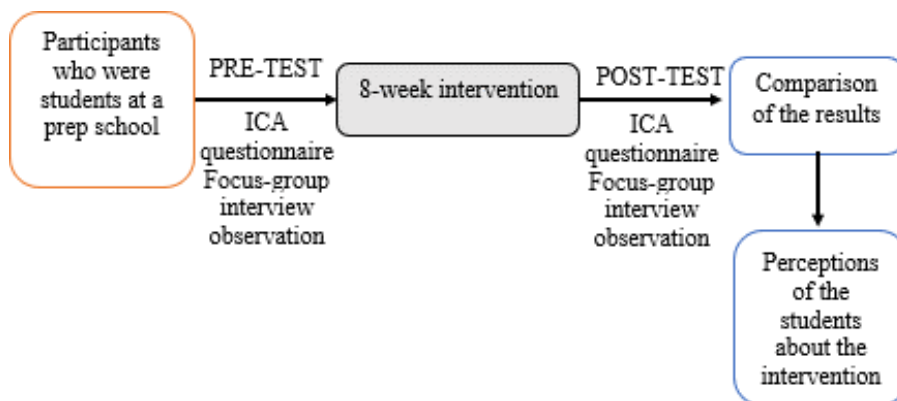
as the dimensions in the questionnaire compatible with the interaction-based speaking tasks embody the intercultural perspective of Baker (2011b) included in the aforementioned theoretical framework. Second, focus-group interviews were utilized to obtain a deep meaning from the data. The interview questions, which were semi-structured, were related to the aforementioned dimensions as well as the ones about the intervention process. Third, observations were aimed to uncover the practices that were possibly hard to put into words. Since structured observations entail a scheme, which makes the process more reliable (Dörnyei, 2007), the observation framework created by Yıldız (2016) was utilized with slight modifications for similar purposes. In this scheme, there were eight criteria derived from Byram, Gribkova and Starkey’s intercultural viewpoint (2002). In addition, the criteria were structured according to Merriam and Tisdell’s (2016) list of observable items. The rubric was modified getting professional assistance.

### Data Collection Procedure

The study followed three data collection stages, as shown in Figure 2, were followed in this study. First, in pretest stage, the ICA questionnaire was administered following the selection of the participants. Next, the participants in groups were interviewed to acquire a more profound understanding. Second, the researcher implemented an 8-week intervention. In the beginning and the final week of the intervention, observations were made by using the aforementioned rubric. As for the last stage, the same questionnaire was administered preceding the focus group interviews.

**Figure 2**

*Data collection procedure*



## Data Analysis

The quantitative data underwent analysis using the IBM SPSS Statistics Program. The reliability test showed a Cronbach's Alpha of .913 for the questionnaire and between .703 and .815 for its dimensions, indicating high reliability. These values show the reliability of the questionnaire. Following the reliability, a normality test was applied to ascertain the compliance of the data of pretest and post-test with the normal distribution hypothesis. Table 2 presents the test results.

**Table 2**

*Values of Skewness and Kurtosis*

<b>Groups</b>	<b>N</b>	<b>Skewness</b>	<b>Kurtosis</b>
Pretest (Overall)	11	-.180	-.282
Posttest (Overall)	11	-.149	-.407

After normal distribution was detected, parametric tests were administered. The paired samples t-test was utilized to determine if a statistically significant difference existed between the pretest and posttest, along with the descriptive analysis.

Qualitative data involved focus-group interviews and observations applied before and after the intervention. After transcribing and translating the data into English with the guidance of professionals, a thematic analysis was performed. During the implementation of the analysis, the coding steps of the qualitative data recommended by Merriam and Tisdell (2016) were considered. A software program MAXQDA was used for the analysis. Expert opinions were taken during the coding process for the intercoder reliability as the mutual agreement between the coders on the codes makes this process more consistent (Creswell, 2014).

## Findings

The evidence concerning the initial research question, which focused on uncovering the participants' levels of intercultural awareness before the intervention, included the results of the questionnaire (pretest), the interview results (pretest), and the findings from the observation made in the initial day of the intervention.

Based on the mean score across all dimensions, the levels of awareness were found 4.06 for Intercultural Knowledge, 4.15 for Intercultural Interaction, 4.19 for Intercultural Sensitivity, 4.20 for Intercultural Skills and 4.35 for Intercultural Interest. All the scores above 4 shows agreement. Similarly, the overall mean score indicates that intercultural awareness is high, which is 4.19.

**Table 3**

*Themes and coding frequencies in interview (pretest)*

Theme	Subtheme	Frequency
skills	negotiating and mediating	9
	overcoming stereotyping	
	making inferences	
interest	interest in different cultures	12
	interest in cultural practices	
	interest in comparing cultures	
sensitivity	empathy	14
	tolerance	
	openness	
interaction	mismatch in communication	14
	lack of experience	
	security	
	emotional state	
knowledge	for good communication	16
	for respect	
	for education	
	cultural relativity	
language	learning a language with cultures	19
	Learning a language without cultures	
	English as a global language	

Table 3 shows the interview (pretest) results. Accordingly, it was obvious that the leading theme was language accompanied with three subthemes.



**Table 4**

*The findings from observation notes (1<sup>st</sup> day of the intervention)*

Theme	Subtheme
Knowledge	knowledge of different cultures
	previous knowledge
	lack of knowledge
Interest	interest in different cultures
Sensitivity	embracing cultural diversity
Skills	negotiating and mediating

Despite the high mean score of knowledge in the pretest of the questionnaire (M= 4.06) and knowledge standing out among the other themes in the interview results, observation notes in Table 4 indicate that the participants could not demonstrate their knowledge of various cultures during the speaking task. For example, they merely attempted to describe certain Turkish dishes or common foods such as fries and hamburgers.

Another conflicting finding is the discrepancy between the high mean score of intercultural skills in the questionnaire results (M= 4.20) and the existence of the subtheme mismatch in communication under the theme interaction. Despite the high mean score in intercultural skill, one of the respondents (P9) shared her experience of having a mismatch by stating, *“I have experience in this matter. One of my friends was a foreigner. Actually, we didn’t have any problems at first. You know, because our common language was English, but then we clashed at some points because our lifestyles and cultures were different”*.

The findings were gathered around three parts for the second research question: the questionnaire (posttest), the interview (posttest) and the observation (8th week) results. The overall mean score obtained from the questionnaire (M= 4.64) indicates that the participants reached a high intercultural awareness level. Regarding the dimensions, intercultural interest and intercultural sensitivity had the peak (M= 4.71 and M= 4.70).

**Table 5**

*Themes and frequencies in focus-group interview (posttest)*

<b>Theme</b>	<b>Subtheme</b>	<b>Frequency</b>
Interest	interest in different cultures	5
	interest in comparing cultures	
Skills	ability to negotiate and mediate	7
	ability to have fun	
Language	learning language with cultures	7
	English as a global language	
Interaction	personality traits	16
	excitement	
	miscommunication	
Intervention	positive sides of the intervention	17
	the things that need to be improved	
	timing	
Knowledge	knowledge of languages	18
	knowledge of lifestyle	
	knowledge for experience abroad	
	cultural relativity	
	Having stereotypes	
	No need to learn all the cultures	
Sensitivity	respect	19
	tolerance	
	empathy	

In Table 5, illustrating the results of the interview, the parallel results were provided with the questionnaire. The participants expressed an inclination towards diverse cultures and also mentioned their tendency to examine how other cultures vary from their own. Sensitivity emerged as the most repetitive theme in the interview. Also, respect was the most repeated subtheme of sensitivity.

**Table 6**

*The findings from the observation notes (8<sup>th</sup> week)*

Themes	Subthemes
Stereotyping	Having stereotypes
	Overcoming stereotyping
Cultural diversity	Respect for diversity
Interest	Interest in the materials

Table 6 illustrates the outcomes of observation (eighth week of the intervention), revealing the emergence of three themes and four subthemes. While two participants exhibited statements indicating having stereotypes, there were also discussions on strategies to address stereotyping. In addition, participants often addressed cultural diversity with an emphasis on respect. A participant (P5) said, “*Differences make all people perfect. What makes a rainbow is that it has different colors. I think it is important that we should accept people of different cultures and backgrounds.*”.

As for the third research question, overall finding and findings of the dimensions were presented in the following part.

**Table.7**

*Paired samples t-test results*

Groups		N	$\bar{X}$	SS	t	p
intercultural awareness (overall)	Pre-test	11	4.19	.40	-3.324	.008
	Post-test	11	4.64	.15		
intercultural knowledge	Pre-test	11	4.06	.58	-3.086	.012
	Post-test	11	4.65	.19		
intercultural skills	Pre-test	11	4.20	.41	-2.568	.028
	Post-test	11	4.58	.23		
intercultural sensitivity	Pre-test	11	4.19	.48	-3.180	0.10
	Post-test	11	4.70	.20		
intercultural interaction	Pre-test	11	4.15	.35	-4.079	.002
	Post-test	11	4.56	.20		
intercultural interest	Pre-test	11	4.35	.54	-1.910	.085
	Post-test	11	4.71	.26		

As Table 7 indicated, a statistically significant difference was evident ( $t = -3.324$ ,  $p < 0.05$ ) when the overall results of the participants were compared. Besides the overall results, all the dimensions except for *Intercultural Interest* showed a significant difference between the pre-test and post-test results. Despite no notable change in this dimension, an increase in the mean values is clear ( $M_{pretest} = 4.35$  and  $M_{posttest} = 4.71$ ).

**Table 8**

*The Results Related to the Perceptions of the Participants about the Intervention*

The instrument	Themes	Subthemes	Excerpts
Focus-group interviews	Intervention	positive sides of the intervention	P7: <i>“First of all, I was satisfied with the training. Yes, I had the opportunity to see what perspective everyone here has on communication and check whether my perspective is correct.”</i>  P6: <i>“Honestly, I was satisfied because I normally lack self-confidence and I can’t talk in any way, but I don’t know. You were so sweet. That’s why my speaking improved. I think I’ve gained some self-confidence. I mean, it’s good for me in terms of speaking, frankly.”</i>
		The things that need to be improved	P4: <i>“Just a more intensive version of the same topic could be better.”</i>  P7: <i>“Now, since we are learning things about cultures, I think we could learn different things if everyone did general research on a different culture at least once or twice and took notes and told it to each other in class. It’s like a little homework.”</i>
		timing	P4: <i>“I also think that it was enough, but it would still be nice if there was even more.”</i>  P1: <i>“I can’t say inadequate, but it is something that can be improved after all. It would be better if it was longer.”</i>
Observation (8 <sup>th</sup> week of the intervention)	Interest	interest in the materials	P7 said <i>“Very different story.”</i> (for the reading text) The participants showed interest in the activity to guess the occupations of the people shown in the pictures.

Concerning the fourth question, two different data groups were analyzed: the focus-group interviews (post-test) and the observation (8<sup>th</sup> week). As for the results shown in Table 8, the participants gave feedback on the material and stated the beneficial effects of lessons on their personal development.

## Discussion

In relation to the first research question aiming to explore the participants' levels of intercultural awareness before the intervention, the pretest questionnaire results revealed a significant level of intercultural awareness, as indicated by the overall mean score. This may result from students' high level of intercultural awareness prior to this study. Likewise, it is apparent from the investigation performed by Güneş (2016) to investigate the undergraduate students' ICA levels that the students had already exhibited intercultural awareness in a high level prior to the treatment. The pre-test interview findings also showed the participants' willingness to understand diverse cultures to support their language learning. Similarly, in Wang's study (2014), it was highlighted that participants greatly recognized the importance of integrating ICA into foreign language education. However, the results indicate inconsistency in the application aspect in the present study. Pointing out this gap, the evidence from the observation showed that the participants uttered the names of some local food or more general food such as cake, fries, and hamburger without using their knowledge about different countries in the speaking task. That may reflect the participants' lack of practice-oriented intercultural awareness, which involves applying cultural knowledge in intercultural contexts (Baker, 2011b). Supporting this, despite the high mean score of *intercultural skills* in the questionnaire results ( $M= 4.20$ ), one of the participants (P9) said, "*I have an experience in this matter. One of my friends was a foreigner. Actually, we didn't have any problems at first. You know, because our common language was English, but then we clashed at some points because our lifestyles and cultures were different.*". This gap between the high mean score of intercultural skill and what was stated in terms of mismatch may indicate the lack of opportunities of the participants to practice their intercultural skills. Similarly, the study of Coşkun (2016) highlighted that the students lacked opportunities to practice their language beyond the classroom. Also, Zorba's (2019) study pointed to the students' lack of experience in genuine intercultural communication resulting from their lack of courage to interact with foreigners. Practice-oriented ICA focuses on skills and behaviors mostly (Baker, 2011b). From this standpoint, the participants may have difficulty using those skills despite accepting its importance and necessity.

Addressing the second research question aimed to assess the participants' post-test intercultural awareness, observation notes from the 8th week indicated a trend towards more complex elements of intercultural awareness, such as addressing stereotypes and respecting cultural diversity. Although Baker's study (2009) found that participants demonstrated more basic knowledge and skills related to ICA, rather than more complex aspects of intercultural awareness, Abdzadeh and Baker (2020) revealed that students reached to a more complex understanding of culture moving from static to emergent at the end of the systematic course taken by students. It was also noted in the study of Baker (2012) that the participants developed a greater awareness towards stereotyping and skills to compare their own cultures and other cultures in a less stereotypical manner. Additionally, Liddicoat and Scarino (2013) particularly emphasized the ability to compare, as it facilitates the creation of meaning by considering multiple perspectives. Furthermore, Özşen (2022) emphasized diversity and positive attitudes towards it. That appears to be an indicator of advanced intercultural awareness level according to Baker (2011b) pointing out that going beyond stereotyping and oversimplifications and acknowledging different perspectives in different groups entail the point that cultures are complex. With this perspective, the participants seemed to be in progress towards a deeper understanding of intercultural awareness all through the intervention.

The third research question explored differences between pre- and post-test intervention results, revealing a significant difference in participants' scores. Similar findings can be detected in the studies of Abdzadeh and Baker (2020), Choeichaiyapoom (2013), and Zorba (2019). Pertaining to the dimensions, statistically significant differences were detected among *Intercultural Knowledge, Skills, Sensitivity, and Interaction*, while no notable difference was detected in the *Intercultural Interest*. This might suggest that the material made use of in the intervention enabled participants to facilitate their intercultural knowledge, skills, interaction and sensitivity. In a similar vein, the study of Civelekoğlu (2015) indicated that incorporating poetry into EFL classrooms positively impacts students, particularly by enhancing their intercultural knowledge. Unlike these results, Tural's study (2020) indicated the lack of significant change in participants' intercultural awareness levels after a six-week implementation of short stories to the students' possible lack of interest in reading literary texts. Unlike

the lack of interest, participants' high level of intercultural awareness before the implementation seems to result in the finding of no significant difference in Intercultural Interest. Supporting this, the study conducted by Kafa (2016) on the ICA levels of Turkish undergraduate students revealed through the survey results that the students already possessed a high level of intercultural awareness before the treatment. Thus, this may be associated with the point in this study that the participants had already showed an interest in various cultures prior to the intervention.

Regarding the fourth question intending to explore the participants' perceptions about the intervention process, the interview results of the posttest and observation made in the 8<sup>th</sup> week revealed how positive the participants were about the intervention. The first point was about how the implementation process facilitated their self-improvement such as fostering speaking skills and having self-confidence and empathy. These personal improvements may be attributed to the speaking tasks that were interaction-based and encouraged participants to speak English to succeed in tasks. A similar result was observed in Civelekoğlu's (2015) study, which demonstrated that students enhanced their critical and analytical thinking skills. Additionally, they gained greater confidence in their communication within intercultural settings before and after the implementation of poetry in EFL classrooms. Furthermore, the positive impact of the themes seemed to be evident, too. The participants had no idea of the topics to discuss beforehand. In relation to this, one of them (P5) said *"Since we talk about different subjects and we don't know about them beforehand, yes, when we need to talk about when we see it, it is necessary to think quickly and put it into that language. For example, we will say something, but we don't know how to say it. Let me say it is like we are translating English into English. I think it is useful in producing different expressions."* The need for exposure and practice was also emphasized in the findings of Yılmaz' study (2016) revealing that the learners stated that they lacked opportunities for being exposed to a wide range of cultures and practicing English outside their university. Liddicoat and Scarino (2013) highlight the crucial role of social interaction in intercultural learning, suggesting that it involves actively engaging with cultural diversity, where learners create, communicate, negotiate, and reshape meanings. In relation to this, the intervention seems to give some opportunities for the participants to

put both language and cultural aspects into practice, which may fill the gap of lack of opportunity to practice the language and culture.

### **Conclusion**

This study intends to determine if there is an enhancement in the intercultural levels and whether a notable difference existed before and after the intervention. Additionally, the study sought to explore the participants' viewpoints regarding the intervention. To achieve this, an 8-week online English lessons with interaction-based speaking tasks were developed with expert help. Next, the quantitative and qualitative data were collected throughout the implementation. Findings from the pretest indicated that the participants had already reached a certain intercultural awareness level before the intervention.

Even though knowledge and skills factors demonstrate high mean scores, it seems the participants' practice-oriented ICA needs to be developed. Pertaining to the post-test results, findings from the observation notes showed some points demonstrating the stronger intercultural awareness. The analysis of both pretest and posttest demonstrated a statistically significant difference in the overall outcome. It was also revealed that while a significant difference was detected in *Intercultural Knowledge, Skills, Sensitivity, and Interaction*, no notable change was found in *Intercultural Interest*. The significant changes may be attributed to the benefit of the content designed for the intervention. Also, the lack of significant difference observed for the dimension of *Intercultural Interest* may be linked to the influence of participants' prior interest. Finally, the findings from the observations and interviews showed that the participants held favorable views about the intervention.

### ***Ethics Committee Permission Information***

This research study was administered with the approval of Research Ethics Committee, Gazi University, dated 18.10.2022 and numbered 17.

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## Appendix

### Interview questions (pre-intervention)

1. İngilizce öğrenirken Amerikan ve İngiliz kültürü dışındaki kültürleri öğrenmek ister misiniz? Nedenini belirtiniz.
2. Sizece farklı kültürel geçmişlerden gelen insanlarla iletişim kurmak için ne öğrenmek önemlidir?
3. Farklı kültürden gelen birisi ile iletişim kurarken nasıl hissedersiniz?

4. Alışılmadık kültürden gelen birisi ile iletişim kurduğunuzda nasıl tepki verirsiniz?
5. Farklı kültürlere sahip insanlarla iletişim kurmak için ne tür becerilere sahip olmak gerekir?
6. Farklı kültürlere yönelik bilgi ve becerilere sahip olmanın İngilizce öğrenmenize katkı sağladığını düşünüyor musunuz?
7. Farklı kültüre sahip birisi ile kolaylıkla iletişim kurabilir misiniz? Evet ise, bunu nasıl gerçekleştirirsiniz? Hayır ise, iletişimi zorlaştıran şeyler nelerdir?
8. Farklı kültürden birisi ile konuşurken hangi konu veya konular üzerinde konuşmak istersiniz?
9. Farklı kültürlerin yabancı dil sınıflarında öğretilmesi gerektiğini düşünüyor musunuz? Nedenini belirtiniz.
10. Interview questions (post-intervention)
11. İngilizce öğrenirken Amerikan ve İngiliz kültürü dışındaki kültürleri öğrenmek ister misiniz? Nedenini belirtiniz.
12. Sizce farklı kültürel geçmişlerden gelen insanlarla iletişim kurmak için ne öğrenmek önemlidir?
13. Farklı kültürden gelen birisi ile iletişim kurarken nasıl hissedersiniz?
14. Alışılmadık kültürden gelen birisi ile iletişim kurduğunuzda nasıl tepki verirsiniz?
15. Farklı kültürlere sahip insanlarla iletişim kurmak için ne tür becerilere sahip olmak gerekir?
16. Farklı kültürlere yönelik bilgi ve becerilere sahip olmanın İngilizce öğrenmenize katkı sağladığını düşünüyor musunuz?
17. Farklı kültüre sahip birisi ile kolaylıkla iletişim kurabilir misiniz? Evet ise, bunu nasıl gerçekleştirirsiniz? Hayır ise, iletişimi zorlaştıran şeyler nelerdir?
18. Farklı kültürden birisi ile konuşurken hangi konu veya konular üzerinde konuşmak istersiniz?

19. Farklı kültürlerin yabancı dil sınıflarında öğretilmesi gerektiğini düşünüyor musunuz? Nedenini belirtiniz.
20. Sekiz hafta süren bu eğitimden memnun kaldınız mı? Evet ise size ne gibi katkısı oldu? Hayır ise ne gibi zorluklar yaşadınız?
21. Bu eğitimde bu kadar saat ders sizce yeterli miydi?
22. Bu eğitimde başka nelerin dahil edilmesini isterdiniz