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**AN INTERCULTURAL COMMUNICATIVE LANGUAGE
TEACHING MODEL FOR EFL LEARNERS**



**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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TEACHING MODEL FOR EFL LEARNERS**

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การศึกษาวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อสร้างรูปแบบการสอนภาษาเพื่อการสื่อสารระหว่างวัฒนธรรมในการส่งเสริมความสามารถด้านการสื่อสารระหว่างวัฒนธรรมของผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ โดยแบ่งออกเป็น 2 ระยะ คือ ระยะที่ 1 การพัฒนารูปแบบการสอนภาษาอังกฤษเพื่อการสื่อสารระหว่างวัฒนธรรม ระยะที่ 2 การจัดการเรียนการสอนและการวัดผลรูปแบบการสอนภาษาเพื่อการสื่อสารระหว่างวัฒนธรรม ซึ่งได้ดำเนินตามวัตถุประสงค์เพื่อตอบคำถามการวิจัยประกอบไปด้วย 1) การรับรู้ของผู้เรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศต่อรูปแบบการสอนภาษาเพื่อการสื่อสารระหว่างวัฒนธรรมมีอะไรบ้าง 2) ความสามารถด้านการสื่อสารระหว่างวัฒนธรรมของผู้เรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศได้รับการส่งเสริมอย่างไรภายใต้รูปแบบการสอนภาษาเพื่อการสื่อสารระหว่างวัฒนธรรม และ 3) ปัจจัยสนับสนุนและข้อบกพร่องอะไรที่ส่งผลต่อผู้เรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศด้านความสามารถการสื่อสารระหว่างวัฒนธรรมภายใต้รูปแบบการสอนนี้ ส่วนในระยะที่ 2 ผู้เรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศจำนวน 47 คนจากห้องเรียน จำนวน 3 ห้องที่ลงทะเบียนเรียนรายวิชาภาษาอังกฤษระดับพื้นฐาน ณ ศูนย์ฝึกอบรมส่วนภูมิภาคภายใต้องค์การรัฐมนตรีกระทรวงศึกษาธิการแห่งภูมิภาคตะวันออกเฉียงใต้ เมืองโห้จิมิน ประเทศสาธารณรัฐสังคมนิยมเวียดนาม ซึ่งมีรูปแบบการวิจัยเชิงทดลองผสมผสานกับรูปแบบการวิจัยเชิงคุณภาพและเชิงปริมาณ โดยใช้ระยะเวลาดำเนินการทดลองในการจัดการเรียนการสอนจำนวน 13 สัปดาห์ เพื่อรวบรวมข้อมูล เครื่องมือในการศึกษาวิจัยครั้งนี้ ประกอบไปด้วย แบบสอบถาม แบบทดสอบทางภาษา แบบทดสอบความสามารถทางการสื่อสารระหว่างวัฒนธรรมสมุดบันทึกประจำวัน และแบบสัมภาษณ์กึ่งโครงสร้างวิเคราะห์ข้อมูลโดยใช้สถิติพื้นฐาน คือ ค่าความถี่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และค่าที่เพื่อทดสอบกลุ่มตัวอย่างในการวิเคราะห์ข้อมูลเชิงคุณภาพ

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THAO QUOC TRAN : AN INTERCULTURAL COMMUNICATIVE

LANGUAGE TEACHING MODEL FOR EFL LEARNERS.

THESIS ADVISOR : SIRINTHORN SEEPHO, Ph.D., 402 PP.

INTERCULTURAL COMMUNICATIVE COMPETENCE/INTERCULTURAL
COMMUNICATIVE LANGUAGE TEACHING MODEL/EFL LEARNERS

The present research study was conducted in two phases which aim to construct an intercultural communicative language teaching (ICLT) model to enhance learners' intercultural communicative competence (ICC). Phase One is aimed at developing an ICLT model. Phase Two, the main part of the study, is aimed at implementing and evaluating the developed ICLT model. In order to achieve these aims, three research questions were addressed: (1) To what extent is EFL learners' ICC enhanced using the ICLT model? (2) What are the supportive factors and constraints that affect the development of EFL learners' ICC using the ICLT model? and (3) What are EFL learners' perceptions of the ICLT model?

Phase two of this study involved forty-seven EFL learners from three classes, who were learning General English at elementary level at The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Training Center (RETRAC), Ho Chi Minh City, Vietnam. It employed a mixed methods approach with a quasi-experimental design in a thirteen-week course to collect data by using five instruments, namely, questionnaire, language test, intercultural competence test,

learners' diary, and semi-structured group interview. Regarding the data analysis, the statistical methods used were descriptive statistics (frequency, means, and standard deviation) and inferential statistics (paired sample *t*-test) to analyze the quantitative data, while the content analysis involved scrutinizing the qualitative data.

The findings showed that under this ICLT model which was developed in phase One, EFL learners' ICC gradually improved over a thirteen-week course; however, learners' intercultural competence (IC) improved more than their language competence (LC). Regarding the components of intercultural competence, intercultural knowledge was the most developed component, whilst intercultural awareness improved the least. It was further found that there were more supportive factors (*active learners, inspirational teacher, interactive learning materials and tasks, and the dynamic context*) than constraints (*learner differences and task administration*) that affected the development process of learners' ICC. With respect to EFL learners' perceptions of the ICLT model, the findings revealed that they had positive perceptions of the integration of intercultural content into English language classes, and they also had positive attitudes toward the teaching steps (*Input – Notice – Practice – Output*) in the ICLT model; yet, the teaching step *Output* was the learners' favorite step, while the teaching step *Notice* was their least favorite.

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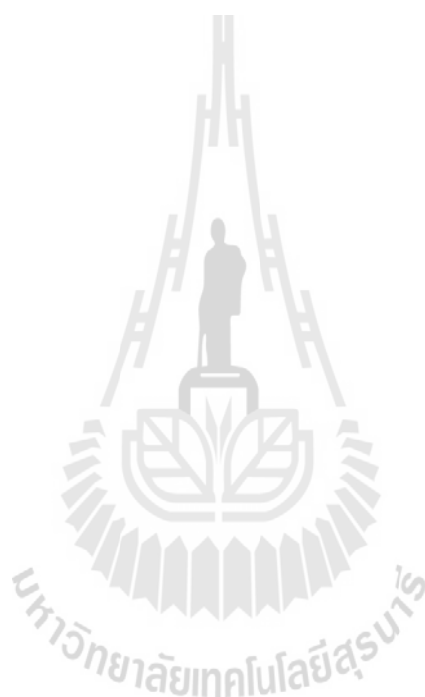
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LIST OF ABBREVIATIONS

CC: Communicative Competence

GE: General English

IC: Intercultural Competence

ICC: Intercultural Communicative Competence

IcLL: Intercultural Language Learning

ICLT: Intercultural Communicative Language Teaching

ILT: Intercultural Language Teaching

ISD: Instructional Design Model

SPSS: Statistical Package for Social Sciences

SEAMEO RETRAC: Southeast Asian Ministers of Education Organization

Regional Training Center



CHAPTER 1

INTRODUCTION

This chapter establishes a niche for the study by introducing the background to the study, followed by a brief description of English language education in Vietnam, the statement of the problem, and the rationale of the study. It then focuses on the objectives and research questions of the study. Next, the significance of the study is taken into account in order to point out some of the contributions that have been made to English language teaching and intercultural language teaching and learning. Finally, definitions of terms and a summary of the chapter are presented.

1.1 Background to the Study

With its new roles as an international language, a lingua franca, a world language, and a global language in the process of globalization, English has been used as a communication tool for many different purposes, such as business, travel, politics, in multicultural situations. Apart from that, English has become one of the most studied languages around the world, and there are more non-native speakers using English than native speakers. Accordingly, English as a foreign language has been widely adopted by many countries throughout the world as the main foreign language in their educational systems (e.g., Brumfit, 2004; Byram, 2008). In such a situation, the teaching of English has long been required to go beyond the teaching of the culture of the target language, i.e. the teaching of culture should focus on not only

its target language culture but also other cultures around the world where English is commonly used as a communication tool, in order to meet an increasing need of raising awareness of intercultural competence (IC).

On the roadmap to the integration of the Association of Southeast Asian Nations (ASEAN) community, the ASEAN heads of States/Governments from Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam have agreed to establish the ASEAN community by 2020, which consists of three pillars, namely the ASEAN Political-Security Community (APSC), the ASEAN Economic Community (AEC) and the ASEAN Socio-Cultural Community (ASCC), and they have also agreed to use English as the language for business (ASEAN, 2009, 2011). A new era will be open for every person in the ASEAN community as they will be equally eligible to travel, work, and study at any country in the ASEAN community. This will present a serious challenge to English language education for every member of the ASEAN community since the ultimate aim of English language education will no longer be limited to train English learners to become native-like English speakers, but it will extend its goal to helping learners become intercultural speakers who can communicate and interact appropriately and effectively with people from different cultures.

Moreover, due to the globalization of the world economy and regional integration, Vietnam has realized that “the foreign language is an efficient and effective tool in the process of global integration and development” (Vietnam National Assembly, 1998, 2005, 2009). Hence, the English language has been officially adopted as a compulsory foreign language to be taught at schools throughout the country, and its position has changed as an important part of

Vietnam's history and economic growth. The number of English learners has been increasing yearly as English is the first choice among other foreign languages, e.g., French, Chinese, Korean, Japanese, etc.. Consequently, a great need of effective training programs for the teaching of English has been identified in order to meet the new roles of English in intercultural contexts.

The English language has become of great importance because it has, on the one hand, been globally used in multicultural contexts since it functions as a bridge between peoples, countries, and cultures, and on the other hand, its learners also need to be equipped with a preliminary knowledge of different cultures in order to avoid communication breakdowns, cultural shock or cultural clashes.

1.2 English Language Education in Vietnam

This section briefly discusses the history of English language education in Vietnam, which can be divided into three phases: before the August Revolution in 1945, after the August Revolution from 1945 to 1975, and after 1975 to date. These three phrases are important periods in the history of Vietnam as well as in the history of English language education in Vietnam.

Before the August Revolution in 1945

Before the August Revolution in 1945, the Vietnamese people had undergone major changes in government. From 111 B.C. to 938 A.D., the period of Chinese feudal domination, the classical Chinese was the official language used across the country as a result of the Chinese invaders' plans to assimilate the Vietnamese nation with theirs. However, not many Vietnamese people could write and read the classical Chinese because the teaching of the classical Chinese was only aimed at those who

worked in the ruling administration. In 938, Vietnam gained its independence after nearly 1,000 years of Chinese domination. Despite being independent, Vietnam still used the classical Chinese in all formal writing until the early twentieth century. In the fifteenth century, Vietnamese scholars invented a new language called *Chu Nom* (a logographic script based on the standard set of classical Chinese characters) to record the Vietnamese language. However, *Chu Nom* was not officially used in schools and in examinations, but for social interaction and popular literature (Nguyen, 2006). In 1858, Vietnam was again invaded by the French. During the period of French domination (1858-1945), French was used as the official language instead of the classical Chinese, and *Chu Quoc Ngu* (Vietnamese using a Roman script) was used as a medium of instruction in schools. Simultaneously, English was, for the first time, adopted as a compulsory subject at high school level in Vietnam as the French government needed speakers of English who could work for commercial and trading services and diplomatic affairs in Vietnam.

After the August Revolution 1945 to 1975

Vietnam gained its independence in 1954, but the country was partitioned into North and South. North Vietnam was known as the Democratic Republic of Vietnam and it was influenced by the Soviet Bloc, and South Vietnam became the Republic of Vietnam with the support of the United States. The two nations had two different language policies: Russian and Chinese were adopted as the main foreign languages to be taught in schools and tertiary institutions in the North while French and English were the main foreign languages to be taught at secondary, post-secondary levels and tertiary institutions in the South.

After 1975 to Date

After the North and South nations were reunited as one country named the Socialist Republic of Vietnam in 1975, Vietnam had a new language policy which promoted Russian, Chinese and French as the main foreign languages to be taught in schools nationwide. However, language education policies began to change when Vietnam launched the *Doi Moi* (renovation) policy in 1986, which aimed at transforming the Vietnamese economy from a planned economy to a market economy. The change in language policies has resulted in a dramatic change in the place of English in language education since then. It has become the first foreign language among other languages, namely French, Russian, and Chinese to be taught in the national education system. In addition, the important position of English has been continually confirmed through Vietnam's renovation, transition, and integration, such as its entry into the regional market economy in ASEAN in 1995 and Asia-Pacific Economic Cooperation (APEC) in 1998, cooperation with US-Vietnam Bilateral Trade in 2001, and entrance to the World Trade Organization (WTO) in 2007. With these new opportunities and challenges to develop the economy, the Vietnamese government has issued a series of documents, decisions, and decrees regarding English language education in order to foster the use of English among the Vietnamese people. Significantly, new English textbooks for secondary and high school students, which were written by Vietnamese scholars in cooperation with native English speaking experts, came into use nationwide from 2000. Recently, an important project entitled "Teaching and learning of foreign languages in the national education system, 2008-2020" (Decision No. 1400/QĐ-TTg, 2008) has been passed in order to make a complete change in English language education in the national

education system. This project mainly aims at making English a compulsory subject to be taught from the third grade in the primary level instead of from the sixth grade in the secondary level to the tertiary level, and at constructing and implementing other teaching and learning programs in English for high schools and universities, and generally raising the standards of teachers of English.

1.3 Statement of the Problem

Given the situation regarding the history of English language education in Vietnam as described in the previous section, English language education in Vietnam is currently divided into two main streams: English inside the formal education system and English outside the formal education system. The former refers to English as a compulsory subject in the education system from primary level to tertiary level. The latter refers to English being taught as extra courses by English language centers in order to meet the various demands of different types of learners.

As far as English inside the formal education system is concerned, English language teaching (ELT) in many Vietnamese classrooms is found to focus mainly on the development of reading comprehension, vocabulary, and grammar for the purposes of passing the final exams. Hence, the focus of the development of communication skills and intercultural competence is usually ignored. However, many English language teaching programs at tertiary level have been set up to prepare learners in terms of the cultural differences between Vietnamese and English. Such cultural courses, namely American studies and British studies, are included in the curricula in order to introduce the target language culture mainly to English majors, but they are taught separately from English language skills. These courses are

designed to provide learners only with knowledge of the target language culture (e.g., history, geography, political systems, festivals, etc.). What is more, achievement tests for those cultural courses are designed to assess only learners' knowledge of culture. Therefore, English language learners are not well aware of the importance of the role of culture in cross-cultural communication.

Regarding English outside the formal educational system, many English language centers have been established across Vietnam; however, only language centers such as the British Council, the International Investment Group (IIG), the International Development Program (IDP), the Cambridge International examinations, are present in the large cities in Vietnam. It seems that English language centers focus heavily on the development of the four macro English language skills for their learners while cultural content is not received enough attention. This is due to the fact that most of the English language centers offer English language courses to help learners cope with standard tests (e.g., TOEFL, IELTS, TOEIC, etc.) and endeavor to train learners to speak like natives.

Given the fact that intercultural communicative competence (ICC) is one of the key competences in the 21st century (e.g., Delors, 1996; Sudhoff, 2010; UNESCO, 2006), it is generally agreed that one of the ultimate goals in language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations (e.g., Deardorff, 2009; Jæger, 2001). Nevertheless, in reality, English language education in the Vietnam context lacks the integration of cultural content into their curricula, and English language users here are, to some extent, incapable of using English appropriately and effectively when communicating with others from different

linguistic and cultural backgrounds due to a lack of awareness of cultural differences. It is, hence, imperative that developing ICC for English learners in Vietnam should be taken into serious consideration in English language training programs so as to help learners of English become intercultural speakers who can function effectively and appropriately in the 21st century.

1.4 Rationale of the Study

The intertwined relationship between language and culture has been long confirmed by many scholars (e.g., Brown, 2007; Kramersch, 2013; Peck, 1998; Roberts et al., 2001). This is evident from the fact that many words have been coined to reflect this strong relationship, e.g., linguaculture (e.g., Kramersch, 1989; Fantini, 1995), language-culture (Galisson, 1991), language-and-culture (Byram & Morgan, 1993), languaculture (Agar, 1994), etc. According to Jiang (2000), language and culture cannot be separated since language is a part of culture and plays a very important role in it. He further argues that language is a mirror of culture, i.e., culture can be seen through its language, and culture influences and shapes the way in which language is used. In a similar vein, Brown (2007) states that “[a] language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 189). In other words, language and culture are interdependent, and they simultaneously reflect each other; thus, knowing a language entails knowing the culture that the language expresses. In another aspect, it is argued that language is never culturally neutral because language and culture are naturally bound up with each other, so if language is separated from culture, it is no longer natural.

In the current context of English language education, it cannot be denied that the focus on communicative competence and native-like proficiency is no longer suitable (e.g., Council of Europe, 2001; Seidlhofer, 2004), but the development of ICC for learners also needs to be clearly defined. Furthermore, the English language has become an international language or *lingua franca*, so English language education should emphasize the role of intercultural communication in order to present learners with cultural differences which will help them to be interculturally aware of their own culture and the presence of otherness as well as to appreciate and respect the differences between languages and their cultures. Moreover, learners who are equipped with knowledge of intercultural communication and the ability to use it effectively can bridge cultural differences and achieve more harmonious, productive relations (Samovar, Porter, & McDaniel, 2012). Therefore, the ultimate goal of English language education should be to educate English language learners to be competent in both English language and IC so as to be able to interact effectively and appropriately with people from different cultures in multicultural situations.

However, the role of culture as well as intercultural communication in English language education is not always fully acknowledged, resulting in the negligence of the integration of culture and intercultural communication in English language education. Gonen and Saglam (2012) point out that “teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of language study” (p. 26). Thus, teachers endeavor to promote only their learners’ language proficiency instead of endowing them with ICC in order to function effectively and appropriately in multicultural situations. A further point is that many English language teaching programs do not offer courses in culture. This could lead to

failure in English language learners' interaction with others from different cultural backgrounds since their lack of sociolinguistic competence causes misunderstandings in cross-cultural communication (Le, 2007). The reasons behind teachers' failure to include culture and intercultural communication in English language education are that teachers are "more interested in the practical aspects of communication" (Onalan, 2005, p. 217); teachers feel they do not have enough time to talk about cultural elements in their teaching practice due to the demanding curriculum (e.g., Gonen & Saglam, 2012; Hong, 2008); teachers do not know how to incorporate culture and intercultural communication in the language classroom since they lack adequate training on how to incorporate culture in their teaching practice as well as how to measure learners' IC and changes in their attitudes as a result of teaching culture (Gonen & Saglam, 2012); and most teachers have limited knowledge about intercultural communication (Sercu, 2005).

Another aspect of the problem is that many studies have so far been carried out in an attempt to enhance foreign language learners' ICC in different contexts, and those studies try to expose learners to real language and even in the target context by creating computer-assisted language learning (CALL) environments such as email and exchanging messages with native speakers, virtual classrooms, films, inviting guest-speakers to give lectures in class, reading authentic literary texts, and sending learners to the target context. Nevertheless, it is reported that few studies on the incorporation of intercultural teaching into foreign language teaching have been, to the best knowledge of the researcher, conducted in the context of ASEAN countries in general and in the Vietnam context in particular. Therefore, there appears to be a gap which needs to be filled in the field of English language education, and this present

study will endeavor to develop an ICLT model to enhance English as a foreign language (EFL) learners' ICC in the context of Vietnam in order to help to raise learners' awareness of cultural differences and develop their ICC simultaneously.

For the aforementioned reasons, based on a theoretical instructional design (ISD) model, an ICLT model was constructed and it was composed of three parts: Language-Culture (foundation for the ICLT model), the main teaching procedure (ICC teaching steps), and the ICC (ultimate goal of the ICLT process). This ICLT model is aimed at the integration of intercultural teaching into ELT in order to help to facilitate the development process of learners' ICC. With this ICLT model, EFL learners are exposed to both the target language use and different cultures through watching a variety of video clips and graphics of intercultural themes/topics. It is, therefore, hoped that this ICLT model may solve the problems of EFL learners' lack of awareness of cultural differences as well as their lack of competence in appropriate and effective interaction in the context of Vietnam and other similar contexts.

1.5 Research Objectives of the Study

This study aims at developing an ICLT model to enhance EFL learners' ICC (language competence and intercultural competence) in the context of Vietnam. The following are the specific objectives of the research:

1. To explore the extent to which EFL learners' ICC is enhanced through implementation of the ICLT model;
2. To find out supportive factors and constraints that affect EFL learners' ICC development; and
3. To investigate EFL learners' perceptions of the ICLT model.

1.6 Research Questions of the Study

In order to achieve the objectives mentioned above, the following research questions must be addressed:

1. To what extent is EFL learners' ICC enhanced using the ICLT model?
2. What are the supportive factors and constraints that affect the development of EFL learners' ICC using the ICLT model? and
3. What are EFL learners' perceptions of the ICLT model?

1.7 Significance of the Study

As mentioned above, this study focuses on the development of an ICLT model to enhance EFL learners' ICC in the context of Vietnam. It is, therefore, hoped that the findings of this study will make contributions to the teaching and learning of EFL/ESL in general and intercultural language education in particular.

Firstly, as this current research has been conducted to fill a gap in the field of foreign language teaching so as to promote learners' ICC in the context of Vietnam, it is hoped to contribute to the body of literature on ICC, which is a rare research area in the context of Vietnam. An ICLT model of ICC development has been designed in the specific context of English language education in Vietnam, and it provides language teachers with guidelines to develop and assess learners' ICC within the framework of an ICLT model to enhance learners' ICC. Moreover, this ICLT model also points out potential supportive factors and constraints that could influence the development process of learners' ICC.

Secondly, an ISD model describes the process for designing, developing, and evaluating instruction (Briggs, Gustafson & Tillman, 1991), and it features guidelines

on how to use each stage within itself. It is also demonstrated that the ISD model can play an important role in improving the delivery of instruction, creating effective and meaningful lessons, helping learners to make sense of knowledge, and assessing learners' learning process. Therefore, a theoretical ISD model which is designed for constructing the ICLT model, may provide English language teachers with a framework on how to integrate intercultural teaching and learning into ELT as well as other foreign languages in order to design, develop, and deploy instructional content that is appropriate within the context of its use. It is also hoped that this ICLT model may contribute to some extent to the improvement of the quality of EFL teaching and learning in Vietnam and in other similar contexts.

Thirdly, the findings from the study will be significant for educational policy makers, leaders, administrators, and material and curriculum designers. Based on the research findings, some recommendations are made to assist educational policy makers, leaders, and administrators in implementing and designing appropriate teacher training programs in the future, and evaluating the existing programs as well. The findings may help material and curriculum designers to take into account intercultural perspectives, and other factors and constraints for the improvement of learners' ICC.

Finally, by means of this research the researcher hopes that he himself will have a chance to reflect on his personal beliefs about the importance of incorporating intercultural teaching into ELT. Furthermore, the researcher would like to share his views of the importance of being interculturally communicatively competent in the current context of globalization. He also wishes to raise awareness of intercultural teaching in ELT in order to enable learners to become intercultural speakers.

1.8 Definitions of the Key Terms

For the purpose of this study, many terms must be defined to provide a specific perspective on the issues discussed.

Constraint refers to all the effects that limit or restrict learners' ICC development in the process of ICC learning.

Culture refers to not only the target language cultures but also cultures around the world where the English language is commonly used as a communication tool. Culture is understood as a learned set of shared interpretations about beliefs values, norms, and social practices, which affect the behaviors of a relatively large group of people (Lugstig & Koester, 2000, p. 25).

EFL learners in this study refer to Vietnamese learners who are studying general English at the elementary level at the SEAMEO RETRAC, Vietnam.

Intercultural competence (IC) refers to the ability that enables one to communicate effectively and appropriately in one's native language with others from different linguistic and cultural backgrounds. It includes four elements: attitudes, knowledge, skills, and awareness. *Appropriately* means the behaviors are regarded as proper and suitable to "a given culture, the constraints of the specific situation, and the nature of the relationship" (Kiss, 2008, p. 438). *Effectively* means behaviors "lead to the achievement of desired outcomes" (ibid.).

Intercultural communicative competence (ICC) refers to EFL learners' ability to interact effectively and appropriately in English language with others from different linguistic and cultural backgrounds. It consists of language competence and intercultural communicative competence (attitudes, knowledge, skills, and awareness).

Intercultural communicative language teaching (ICLT) refers to the process of integrating the teaching of cultures of different countries into ELT in order to develop or enhance learners' ICC in the current research context.

Language competence refers to EFL learners' ability to use English language skills (listening, speaking, reading and writing) effectively and appropriately for different purposes of communication.

Supportive factor refers to all the effects that foster or facilitate learners' ICC development in the process of ICC learning.

1.9 Summary

This chapter reviewed the status and importance of the English language and the increasing need of IC/ICC, and it located a gap in the field of ELT in the context of Vietnam, which explains why this study needs to be carried out. The objectives and research questions were then established as the guidelines for the whole study in order to integrate intercultural teaching in ELT in the context of Vietnam in to enhance EFL learners' ICC. This chapter also highlighted the significance of the study in an attempt to show the contributions of the study to the field of ELT in the context of Vietnam. Finally, the key terms used in the study were defined. The next chapter examines and reviews the relevant literature.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter first reviews world Englishes in the ASEAN context, followed by a definition and the characteristics of culture. It then discusses the definition and components of ICC and models of ICC development. Next, intercultural language teaching and learning addresses the issues of principles of and approaches to intercultural language teaching and learning. The input for as well as of assessment of ICLT are also discussed. Finally, ISD models and previous research on ICC are reviewed. All of these serve as a theoretical framework for this study.

2.2 World Englishes in the ASEAN Context

This section briefly discusses the notion and levels of World Englishes, and the status of English in the ASEAN context.

In the process of globalization, the English language has been used across different continents, and it has become the world's leading language, which is referred to as world English; however, as there are different varieties of Englishes in the world, English is called world Englishes (e.g., Bolton, 2003; Brown, 2004; Kachru & Nelson, 2006). Hence, the notion of world Englishes refers to different varieties of Englishes worldwide. Since world Englishes are differently used in terms of levels such as English as a first language, English as a second language (ESL), and English

as a foreign language (EFL), Kachru (1985; cited in Kachru & Nelson, 2006) proposes a theory of *The Three Circles* (Figure. 2.1) to describe the different levels of world Englishes.

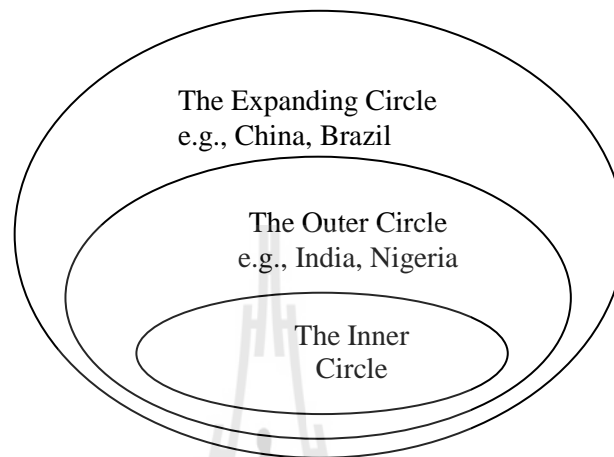


Figure 2.1 Kachru's Theory of The Three Circles (1985)

According to Kachru's theory, countries such as the UK and Australia are in the Inner Circle, where English is regarded as the first language or mother tongue; the Outer Circle which refers to English used as a second language or additional language includes countries such as India and Nigeria; the Expanding Circle indicates countries such as China and Brazil where English is used as a foreign language, international language or lingua franca.

In the context of ASEAN, the English language plays a major role in different spheres of life including academic, diplomatic, and economic pursuits (e.g., Kachru & Nelson, 2006; Kirkpatrick, 2010; Pinyonattagarn, 2015), and it is used as an international language or lingua franca. However, countries such as Singapore and the Philippines have institutionalized Englishes (the Outer Circle), while others (e.g., Indonesia, Thailand, Vietnam) are categorized in the Expanding Circle. English has,

moreover, become a dominant foreign language which is introduced as a compulsory subject in schools in most ASEAN countries. Therefore, English language education should go beyond the boundaries of target cultures and focus on an equal emphasis on cultural diversity around the world and the target cultures.

To conclude, as the English language has varieties of Englishes, and it is used beyond the borders of the mother tongue, there are now more non-native speakers using English than native speakers. It is, hence, advisable that English language education should involve the teaching of culture of different parts of the world where English is used as a means of communication. However, in this study, intercultural teaching focuses more on ASEAN cultures in order to prepare learners with ICC in the new context of the ASEAN community by 2020.

2.3 Definition of Culture

This section briefly discusses a working definition of culture used in the context of this study, followed by an explanation of the characteristics of culture.

There has been so far a myriad of definitions of culture, and it is widely admitted that culture is one of the most sophisticated words to be properly defined since different fields address the notion of culture in different perspectives. However, the definition of culture given by Lugstig and Koester (2000) which shows the crucial connection between culture and communication in relation to the improvement of one's ICC is used for the purpose of this dissertation.

Culture is a learned set of shared interpretations about beliefs, values, norms, and social practices, which affect the behaviors of a relatively large group of people (ibid., p.25).

From this definition, Lugstig and Koester (2000) explain that culture is understood in terms of the following five characteristics:

1. *Culture is learned;*
2. *Culture is a set of shared interpretations;*
3. *Culture involves beliefs, values, norms, and social practices;*
4. *Culture affects behavior;* and
5. *Culture involves a large group of people.*

(ibid., pp. 25-29)

Culture is learned. Many scholars (e.g., Lugstig & Koester, 2000; Martin & Nakayama, 2013; Samovar, Porter & McDaniel, 2012; Stephan & Stephan, 1996) mention that culture can be acquired, learned and relearned through not only various interactions with others, observation, imitation, but also explicit and implicit instruction in the course of one's life, and people from the same cultural group can have different experiences from one other in the acquisition or learning process of culture.

Culture is a set of shared interpretations. People share culture on the basis of symbols as a means of communication with one other (e.g, Hua, 2104; Lugstig & Koester, 2000; Martin & Nakayama, 2013); therefore, the meanings of symbols which exist in the minds of people whose symbols are shared with others form the basis for culture. Hence, one who belongs to a specific culture is supposed to share more or less interpretations with others in the same culture.

Culture involves beliefs, values, norms, and social practices. According to Lugstig and Koester (2000), *beliefs* refer to a group of people's basic understanding about what the world is like or what is true or false; *values* are about what a group of people defines as good and bad, or what it considers important; *norms* can be defined as the rules

for appropriate behavior that provide the expectations people have of one another and of themselves; *social practices* are the predictable behavior patterns that members of a culture typically follow. People from different cultures, they argue, vary in the ways in understanding those symbols as shared beliefs, values, norms, and social practices which are taken together provide a typical way of life for members of a culture.

Culture affects behavior. The invisible shared interpretations about beliefs, values, and norms are supposed to directly affect the behaviors of large groups of people (e.g., Gudykunst & Kim, 1997; Lugstig & Koester, 2000; Martin & Nakayama, 2013). In other words, social practices are the guidelines for how people conduct themselves or behave in a socially accepted way. Thus, culture can help to predict behaviors in human interactions.

Culture involves a large group of people. Lugstig and Koester (2000) differentiate between smaller groups of individuals and larger groups of people: the former refers to those who may participate in interpersonal communication, and the latter refers to those who are more traditionally associated with cultures. They go further in distinguishing between the unique expectations and experiences that arise from particular interpersonal relationships and the society-based, culturally shared beliefs, values, norms, and practices that are brought to people's interactions. Therefore, the use of the term 'culture' involves larger, societal levels of organization instead of referring to the relationships that develop among individuals in a small group.

In brief, the definition of culture given by Lugstig and Koester (2000) which implies that culture can be explicitly and implicitly taught serves as the basis for understanding the notion of ICC, which is discussed in the following section.

2.4 Definition of Intercultural Communicative Competence

In the literature, a variety of terms has been used in intercultural communication such as ICC (e.g., Byram, 1997; Deardorff, 2009), intercultural competence (IC) (e.g., Fantini, 2001; Kim, 2009; Rathje, 2007; Sercu et al., 2005; Spitzberg & Changnon, 2009; Valentine & Ynxia, 2001), intercultural communication competence (e.g., Chen & Starosta, 1999; Wiseman, 2002; Zaharna, 2009), multicultural competence (e.g., Pope & Reynolds, 1997), cross-cultural competence (e.g., Magala, 2005; Norhayati, 2000; Ruben, 1987, 1989; Williams et al., 2009), and many of these terms have been used interchangeably. However, for the focus of this study, the notion of ICC is mainly used in this dissertation. This term is widely used in the intercultural communication literature which results from the combination of IC and communicative competence (CC) (e.g., Aguilar, 2007; Arévalo-Guerrero, 2009; Byram, 1997; Sercu, 2005; Wen, 2004) which are discussed as follows:

2.4.1 Intercultural Competence

The concept of IC has been widely discussed and defined in a myriad of ways by many scholars (e.g., Bennett & Bennett, 2004; Byram, 1997; Byram, Nichols, & Stevens, 2001; Fantini, 2001; Lustig & Koester, 2003; Sinicrope, Norris & Watanabe, 2007). Byram (1997) refers to IC as the ability to interact effectively and appropriately with other people from different cultures, which includes five elements, namely attitudes (*savoir être*), knowledge (*savoirs*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*), and critical cultural awareness/political education (*savoir s'engager*). He further distinguishes the difference between IC and ICC. The former is a competence which enables one to interact in one's native language with people from other cultures. The

latter is a competence that enables one to interact in a foreign language with people from other cultures. Likewise, according to Bennett and Bennett (2004), IC is “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts” (p. 149). They argue that the ability to communicate effectively stems from a combination of concepts, attitudes, and skills that can be learned and acquired through training and contact with others from different cultures. However, the quality and quantity of the acquisition and learning of other cultural concepts, attitudes, and skills depend on one’s experience and readiness.

Unlike Byram’s (1997) use of these terms, Fantini (2001) uses IC and ICC interchangeably to refer to the same thing, and defines IC as “the abilities to perform *effectively* and *appropriately* with members of another language-culture background on their terms” (p. 2). His definition emphasizes that performance is an integral component of IC as “competence and performance are interrelated” (ibid.). There are four dimensions in the construct of his framework of IC: awareness, attitudes, skills, and knowledge, but he insists on proficiency in the first/target language in order to make the IC complete. In addition, Fantini (2000) points out that the characteristics of IC are found in three principal domains: the abilities (1) “to develop and maintain relationships,” (2) “to communicate effectively and appropriately with minimal loss or distortion,” and (3) “to attain compliance and obtain cooperation with others” (p. 27).

Sinicrope et al. (2007), unlike previous scholars, argue that IC can be simply defined as the “ability to step beyond one’s own culture and function with other individuals from linguistically and culturally diverse backgrounds” (p. 1). This general definition focuses only on some vague ability and does not mention specific

attitudes or knowledge as in many definitions of IC, but it seems to summarize what most definitions of IC have in common.

In another aspect, Lustig and Koester (2003) state that IC is composed of three elements: interpersonal and situational context, the degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions. They argue that IC is not context-free but depends on “the relationships and situations within which the communication occurs,” and its judgments also “depend on cultural expectations about the permitted behaviors that characterize the settings or situations within which people communicate” (ibid., p. 65). What is more, they point out that IC is not about individual characteristics or traits, but characteristics of the association between individuals.

2.4.2 Communicative Competence

The notion of CC was first introduced in 1970s by Hymes (1972) who developed and defined CC as not only grammatical competence but also sociolinguistic competence, which is the ability to apply grammatical competence appropriately in social interactions. Later, Canale and Swain (1980) and Van Ek (1986) furthered this idea and developed it into a fundamental concept in the development of communicative language teaching. Canale and Swain (1980) defined CC in the context of foreign language education, which is composed of grammatical, sociolinguistic, and strategic competence. Canale (1984) added one more component, discourse competence, some elements of which were transferred from sociolinguistic competence. As a result of adding discourse competence, his proposed framework of CC consisted of four main components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence:

1. *Grammatical competence*: mastery of lexical items and rules of morphology, syntax, sentence grammar, semantics, and phonology.
2. *Sociolinguistic competence*: mastery of appropriate language use in different sociolinguistic contexts. This depends on various contextual factors such as the status of the participants and the purpose of the interaction. Sociolinguistic competence includes both knowledge of what is appropriate in meaning and what is appropriate in form.
3. *Discourse competence*: mastery of the rules involved in the understanding and production of continuous text, spoken and written. This type of competence is achieved through mastery of the devices required for cohesion (e.g. pronouns, transition words, and parallel structures) and coherence (e.g. repetition, progression, consistency, and relevance of ideas).
4. *Strategic competence*: mastery of verbal and nonverbal communication strategies that are used for two reasons: (a) to compensate for breakdowns in communication due to insufficient competence or to performance limitations (e.g. strategies such as the use of dictionaries, paraphrase, and gestures) and (b) to enhance the effectiveness of communication (e.g. deliberately slow and soft speech for rhetorical effect).

(Canale, 1984, p. 112)

Based on Canale and Swain's (1980) framework of CC, Canale (1984) proposed that CLT should help learners to become highly competent speakers of the language so that they are able to deal with different realistic second language situations. What is more, he also suggested that learners should be taught about the sociocultural knowledge of the target language so that they can use the language appropriately.

Van Ek (1986) proposed a framework for comprehensive foreign language learning objectives, which included social competence, the promotion of autonomy, and the development of social responsibility. He argued that foreign language teaching aimed at training not only in communication skills but also with the personal and social development of the learner as an individual. This model was adopted into a

part of Byram's (1997) model of ICC, which is discussed in section 2.3.2. The six components or sub-competencies that constitute communicative ability are explained as follows:

1. *Linguistic competence*: knowledge of vocabulary items and the mastery of certain structural rules through which they are processed into meaningful utterances.
2. *Sociolinguistic competence*: ability to produce well-formed meaningful utterances and to determine the conventional meaning of similar utterances produced by others, and the ability to use and interpret language forms with situational appropriateness for successful communication.
3. *Discourse competence*: ability to perceive and to achieve coherence of separate utterances in meaningful communication patterns.
4. *Strategic competence*: use of verbal and non-verbal communication strategies to compensate for gaps in the language user's knowledge of the code or for breakdown of communication for other reasons.
5. *Sociocultural competence*: use of a particular language implies the use of a reference frame which is at least partly determined by the socio-cultural context in which that language is used by native speakers.
6. *Social competence*: the will to interact involves motivation, attitude and self-confidence, and the skill to interact involves such qualities as empathy and the ability to handle social situations.

(Van Ek, 1986, pp. 39-40)

As seen from Van Ek's (1986) framework, he implicitly used the native *speaker as a model in foreign language teaching because his model included all the linguistic and social competence that an educated native speaker should possess. However, the use of the native speaker as a model is not appropriate in language education anymore because "the requirement that learners have the same mastery over a language as an (educated) native speaker ignores the conditions under which learners and native speakers learn and acquire a language"* (Byram, 1997, p. 11). Furthermore, it would lead to the wrong kind of competence inasmuch as learners

implicitly need to develop their competence in order to be accepted as a native speaker by other native speakers. This kind of competence implies the separation from one's own culture and the acquisition of a native sociocultural competence (ibid.).

2.4.3 Intercultural Communicative Competence

Although the concept of ICC is coined from the combination of IC and CC, many elements in the definition of IC and ICC overlap with each other, resulting in the interchangeability of use for the two terms. Furthermore, the unclear difference between IC and ICC sometimes causes confusion in addressing the right phenomenon. Among some scholars who have tried to differentiate the two terms, Byram (1997) points out that ICC is an umbrella term that covers many components including linguistic competence, sociolinguistic competence, discourse competence, and IC. By proposing a model of ICC (see section 2.4.2), he further explains the term ICC is the ability which enables one to interact effectively and appropriately with people from different cultures in a foreign language.

Similarly, Chen and Starosta (1999) define intercultural communication (or communicative) competence as “the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment” (p. 28). Intercultural competence, they argue, consists of three key components of intercultural communication competence: intercultural sensitivity (affective process), intercultural awareness (cognitive process), and intercultural adroitness (behavioral process), all of which are defined as verbal and nonverbal skills needed to act effectively and appropriately in intercultural interactions. Wiseman (2002), in another aspect, includes motivation as an additional

element in his definition of ICC apart from knowledge and skills. This unique element, which is not commonly found in other definitions of ICC, is defined as “the set of feelings, intentions, needs and drives associated with the anticipation of or actual engagement in intercultural communication” (p. 4). He suggests these three elements are essential for effective and appropriate interaction in intercultural situations.

Based on different definitions, Lázár et al. (2007), an international team of experts involved in carrying out projects within the framework of the European Centre for Modern Languages, define ICC as “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts” (p. 9), which is used as a guideline for language teachers and teacher educators. This definition emphasizes two main components: skills and attitudes. The former involves development “in the areas of observation, interpreting and relating, mediation and discovery” (ibid., p. 9); the latter is “to increase respect, empathy and tolerance for ambiguity, to raise interest in, curiosity about, and openness towards people from other cultures, and to encourage a willingness to suspend judgment” (ibid., pp. 9-10).

In short, from this brief review of ICC constructs and its definitions, it can be seen that due to the existence of various definitions and constructs of ICC, scholars have not yet reached a consensus on how ICC should be defined and what constructs it should be composed of. However, in this dissertation, ICC can be understood in the following terms:

ICC is the ability which enables one to effectively and appropriately interact in a language other than one’s native language with others from different linguistic and cultural backgrounds. It consists of language competence (linguistic, sociolinguistic, and discourse competence) and

intercultural competence (attitudes, knowledge, skills, and awareness) that help one to be able to successfully integrate in a multicultural society.

(adapted from Bennett & Bennett, 2004; Byram, 1997; Fantini, 2001; Sinicrope et al., 2007)

This working definition serves as a guideline for enhancing EFL learners' ICC in the context of English language education in Vietnam, and the ultimate goal of intercultural language teaching and learning is aimed at helping language learners to become intercultural speakers.

2.5 Models of Intercultural Communicative Competence Development

From the brief review of definitions of ICC in the previous section, it is seen that various models of ICC/IC have been proposed to address the complexity of ICC. This section reviews three models, namely the ICC model (Byram, 1997), the IC Model (Fantini, 2000), and the pyramid model of IC (Deardorff, 2006), which are models of ICC/IC development. Moreover, these models have been widely used as guidelines and frameworks to assess and foster learners' ICC.

2.5.1 Byram's Intercultural Communicative Competence Model (1997)

Byram's (1997) ICC model is well known among many scholars and researchers of applied linguistics as it is designed with the explicit purpose to be used as a framework for foreign language teaching.

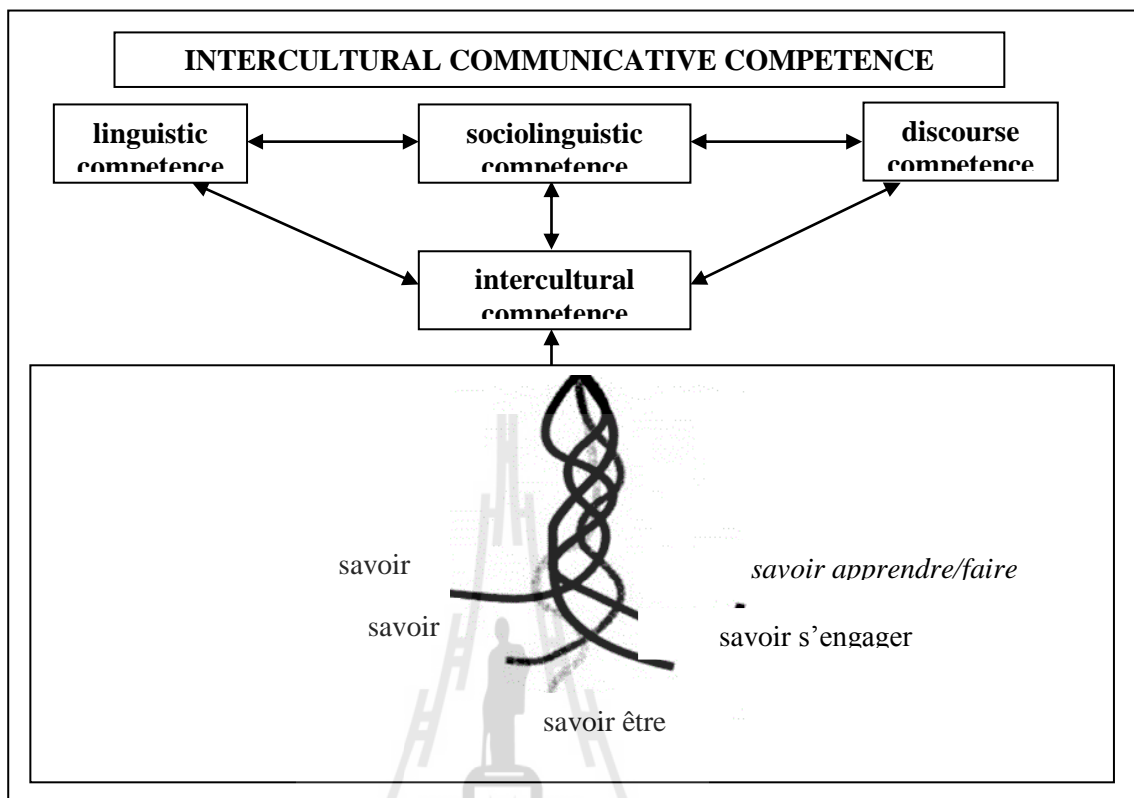


Figure 2.2 Byram's Intercultural Communicative Competence Model (1997)

This model consists of three main features: the ideal of the intercultural speaker who is aware of cultural differences and similarities, can function as a mediator between distinct cultures and diverse sets of beliefs, values and behaviors (Byram, 2008, p. 78), educational objectives for acquiring IC in an education setting, and specific places of learning and roles of instructors and students. The top part of the model (Figure 2.2) illustrates how IC relates to other competences, namely linguistic competence, sociolinguistic competence and discourse competence, which are identified in Van Ek's (1986) language-based model and refined:

1. *linguistic competence*: the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language;

2. *sociolinguistic competence*: the ability to give to the language produced by an interlocutor – whether native speaker or not – meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor;
3. *discourse competence*: the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes.

(Byram, 1997, p. 48)

The lower part of the model includes five elements such as attitudes (*savoir être*), knowledge (*savoirs*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*), and critical cultural awareness/political education (*savoir s'engager*). The first four elements (attitudes, knowledge, skills of interpreting and relating, and skills of discovery and interaction) should support learners to enhance the fifth objective of intercultural competence, which is critical cultural awareness (ibid.).

Based on this model, Byram (1997) formulates specific educational objectives which are designed for language and culture learning and serve as guiding criteria to develop and assess learners' IC in the foreign language class. Those educational objectives are specific and detailed, but do not specify the different levels of IC to be obtained at different stages through the process of education since Byram (1997) supposes that establishing levels is quite problematic for the attitude factor. The discussion of these educational objectives are as follows:

Learning objectives to develop intercultural attitudes

Byram (1997) introduces a reduced list of intercultural attitudes (*savoir être*) which includes curiosity and openness, readiness to suspend disbelief about other cultures and beliefs about one's own. This dimension - intercultural attitudes - helps

the development of intercultural knowledge and skills necessary to appropriately and effectively interact with people of other cultures. Learning objectives to promote intercultural attitudes which are integrated in a foreign language class to develop learners' ICC are presented in Table 2.1.

Table 2.1 Learning objectives to develop intercultural attitudes (Byram, 1997, pp. 57-58)

Objectives	Explanations
(a) willingness to seek out or take up opportunities to engage with otherness in a relationship of equality, distinct from seeking out the exotic or to profit from others;	The intercultural speaker (IS) is interested in others' experience of daily life in contexts not usually presented to outsiders through the media nor used to develop a commercial relationship with outsiders; is interested in the daily experiences of a range of social groups within a society and not only those represented in the dominant culture.
(b) interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices;	The IS does not assume that familiar phenomena-cultural practices or products common to themselves and others –are understood in the same way, or that unfamiliar phenomena can only be understood by assimilating them to their own cultural phenomena; and is aware that they need to discover the other person's understanding of these, and of phenomena in their own culture which are not familiar to the other person.
(c) willingness to question the values and presuppositions in cultural practices and products in one's own environment;	The IS actively seeks the other's perspective and evaluations of phenomena in the intercultural speakers' environment which are taken for granted, and takes up the other's perspective in order to contrast and compare with the dominant evaluations in their own society.
(e) readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction.	The IS notes and adopts the behaviors specific to a social group in a way in which they and the members of that group consider to be appropriate for an outsider; the intercultural speaker takes into consideration the expectations that others may have about appropriate behavior from foreigners.

Learning objectives to develop intercultural knowledge

Intercultural knowledge (*savoirs*), according to Byram (1997), which is the information about social groups and their products and practices in one's own and in one's interlocutor's country, and that of the general processes of societal and individual interaction is learned and acquired in formal and informal education through the process of socialization. He categorizes two types of this knowledge: conscious and unconscious. The former is "knowledge which may be more or less refined, but always present in some degree, whereas the [latter], involving knowledge about concepts and processes interaction, is fundamental to successful interaction but not acquired automatically" (ibid., p. 35). Table 2.2 presents Byram's (1997) learning objectives to develop intercultural knowledge.

Table 2.2 Learning objectives to develop intercultural knowledge (Byram, 1997, pp. 58-61)

Objectives about/of)	(knowledge	Explanations
(a) historical and contemporary relationships between one's own and one's interlocutor's countries;		The IS knows about events, significant individuals and diverse interpretations of events which have involved both countries and the traces left in the national memory; and about political and economic factors in the contemporary alliances of each country.
(b) the means of achieving contact with interlocutors from another country (at distance or in proximity), of travel to and from, and the institutions which facilitate contact to help resolve problems;		The IS knows about (and how to use) telecommunications, consular and similar services, modes and means of travel, and public and private organizations which facilitate commercial, cultural /leisure and individual partnerships across frontiers.
(c) the types of cause and process of misunderstanding between interlocutors of		The IS knows about conventions of communication and interaction in their own and the foreign cultures, about the unconscious effect of paralinguistic and nonverbal

different cultural origins;	phenomena, about the alternative interpretations of shared concepts, gestures, customs and rituals.
(d) the national memory of one's own country and how its events are related to and seen from the perspective of one's interlocutor's country;	The IS knows the events and their emblems (myths, cultural products, sites of significance to the collective memory) which are markers of national identity in one's own country as they are portrayed in public institutions and transmitted through processes of socialization, particularly those experienced in schools; and is aware of other perspectives on those events.
(e) the national memory of one's interlocutor's country and the perspective on it from one's own country	The IS knows about the national memory of the other in the same way as his/her own (see above).
(f) the national definitions of geographical space in one's own country and how these are perceived from the perspective of other countries;	The IS knows about perceptions of regions and regional identities, of language varieties (particularly regional dialects and languages), of landmarks of significance, of markers of internal and external borders and frontiers and how these are perceived by others.
(g) the national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own;	The IS speaker knows about perceptions of space in the other country and their own (see above).
(h) the processes and institutions of socialization in one's own and the interlocutor's country;	The IS knows about education systems, religious institutions, and similar locations where individuals acquire a national identity; are introduced to the dominant culture in their society; pass through specific rites marking stages in the life-cycle, in both their own and the other country.
(i) social distinctions and their principal markers, in one's own country and in the interlocutor's;	The IS knows about the social distinction dominant in the two countries - e.g. those of social class, ethnicity, gender, profession, religion - and how these are marked by visible phenomena such as clothing or food, and invisible phenomena such as language variety – e.g. minority

	languages, and socially determined accent - or nonverbal behavior, or modes of socialization and rites of passage.
(j) institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them;	The IS knows about public or private institutions which affect the living conditions of the individual in the two countries - e.g. with respect to health, recreation, financial situation, access to information in the media, access to education.
(k) the processes of social interaction in one's interlocutor's country.	The IS knows about levels of formality in the language and non-verbal behavior of interaction, about conventions of behavior and beliefs and taboos in routine situations such as meals, different forms of public and private meetings, public behavior.

Learning objectives to develop intercultural skills

Two kinds of skills introduced by Byram (1997) are skills of interpreting and relating (*savoir comprendre*) and skills of discovery and interaction (*savoir apprendre/faire*). The former is the ability to interpret documents in the target culture and relate them to one's own. Learners use "knowledge about the ways in which ethnocentric perspectives are acquired in socialization as the basis for developing skills of reading such documents, and [identify] the sometimes insidious and unconscious effects of ethnocentrism" (ibid., p. 52). The latter refers to the ability to acquire new knowledge of a culture and cultural practices, and the ability to apply the knowledge, attitudes, and skills within the constraints of real-time communication and interaction, which are skills enabling people to quickly establish an understanding of a new cultural environment and the ability to interact with people from different cultures. In the context of a foreign language class, these skills are not easy to assess in their totality; however, foreign language teachers can integrate activities that

enhance the improvement of both learners' linguistic skills and their intercultural skills at their fullness within the limitations of the context of the class (Arévalo-Guerrero, 2009). Learning objectives to develop intercultural skills are displayed in

Table 2.3 Learning objectives to develop intercultural skills (Byram, 1997, pp. 61-63)

SKILLS OF INTERPRETING AND RELATING	
Objectives (ability to)	Explanations
(a) identify ethnocentric perspectives in a document or event and explain their origins;	The IS can 'read' a document or event, analyzing its origins/sources - e.g. in the media, in political speech or historical writing - and the meanings and value which arise from a national or other ethnocentric perspective (stereotypes, historical connotation in texts) and which are presupposed and implicit, leading to conclusions which can be challenged from a different perspective.
(b) identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present;	The IS can identify uses of misunderstanding (e.g. use of concepts apparently similar but with different meanings or connotations; use of genre in inappropriate situations; introduction of topics inappropriate to a context, etc) and dysfunctions (e.g. unconscious response to unfamiliar non-verbal behavior, proxemics and paralanguage phenomena; over-generalization from examples; mistaken assumptions about representativeness of views expressed); and can explain the errors and their causes by reference to knowledge of each culture involved.
(c) mediate between conflicting interpretations of phenomena.	The IS can use their explanations of sources of misunderstanding and dysfunction to help interlocutors overcome conflicting perspectives; can explain the perspective of each and the origins of those perspectives in terms accessible to the other; can help interlocutors to identify common ground and unresolvable differences.

SKILLS OF DISCOVERY AND INTERACTION

Objectives (ability to)	Explanations
(a) elicit from an interlocutor the concepts and values of documents or events and develop an explanatory system susceptible of application to other phenomena;	The IS can use a range of questioning techniques to elicit from informants the allusions, connotations and presuppositions of a document or event and their origins, sources, and can develop and test generalizations about their shared meanings and values (by using them to interpret another document; by questioning another informant; by consulting the appropriate literature) and establish links and relationships of hierarchy, of cause and effect, of conditions and consequences, etc.
(b) identify significant references within and across cultures and elicit their significance and connotations;	The IS can 'read' a document or event for the implicit references to shared meanings and values (of national memory, of concepts of space, of social distinction, etc.) in particular to the culture of his/her interlocutor, or of international currency (arising, for example, from the dominance of western satellite television). In the latter case the IS can identify or elicit different interpretations and connotations and establish relationships of similarity and differences between them.
(c) identify similar and dissimilar processes of interaction, verbal and nonverbal, and negotiate an appropriate use of them in specific circumstances;	The IS can use his/her knowledge of conventions of verbal and non-verbal interaction (of conversational structures; of formal communication such as presentations; of written correspondence; of business meetings; of informal gatherings, etc) to establish agreed procedures on specific occasions, which may be a combination of conventions from the different cultural systems present in the interaction.
(d) use in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, taking into	The IS is able to estimate his/her degree of proximity to the language and culture of his/her interlocutor (closely related cultures; cultures with little or no contact or little or no shared experience of international phenomena; cultures sharing the 'same' language; cultures with unrelated languages) and to draw accordingly on skills of

consideration the degree of one's existing familiarity with the country, culture and language and the extent of differences between one's own and the other;	interpreting, discovering, relating different assumptions and presuppositions or connotations in order to ensure understanding and avoid dysfunction.
(e) identify contemporary and past relationships between one's own and the other culture and country;	The IS can use sources (e.g. reference books, newspapers, histories, experts, lay informants) to understand both contemporary and historical political economic and social relationships between cultures and societies and analyze the different interpretations involved.
(f) identify and make use of public and private institutions which facilitate contact with other countries and cultures;	The IS can use their general knowledge of institutions to facilitate contacts to identify specific institutions (consulates, cultural institutes, etc.) to establish and maintain contacts over a period of time.
(g) use in real-time, knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture.	The IS can identify and estimate the significance of misunderstandings and dysfunctions in a particular situation and is able to decide on and carry out appropriate intervention, without disrupting interaction to the mutual satisfaction of the interlocutors.

Learning objectives to develop intercultural awareness

The last dimension which is critical cultural awareness (*savoir s'engager*) or political education refers to the ability to evaluate critically and on the basis of explicit criteria for perspectives, practices, and products in one's own and other cultures. These abilities are based on the experiences of one's own and other cultures as a rationale and explicit standpoint from which to evaluate, so teachers are expected to encourage learners to be explicit and consistent in their judgments of their own society as well as others (Byram, 1997, p. 54). Table 2.4 is about learning objectives to develop intercultural awareness.

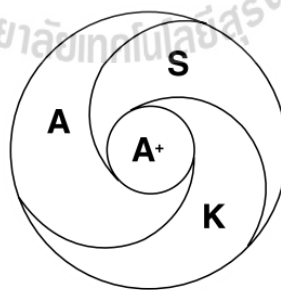
Table 2.4 Learning objectives to develop intercultural awareness (Byram, 1997, pp. 63-64)

Objectives (ability to)	Explanations
(a) identify and interpret explicit or implicit values in documents and events in one's own and other cultures;	The IS can use a range of analytical approaches to place a document or event in context (of origin and sources, time, place, other documents or events) and to demonstrate the ideology involved.
(b) make an evaluative analysis of the documents and events which refer to an explicit perspective and criteria;	The IS is aware of his/her own ideological perspectives and values ('human rights'; socialist; liberal; Muslim; Christian, etc.) and evaluates documents or events with explicit reference to them.
(c) interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes.	The IS is aware of potential conflict between his/her own and other ideologies and is able to establish common criteria of evaluation of documents or events, and where this is not possible because of incompatibilities in belief and value systems, the IS is able to negotiate agreement on places of conflict and acceptance of differences.

To sum up, Byram's (1997) model of ICC is one of the most comprehensive frameworks to be developed as well as to evaluate learners' ICC in different contexts. However, these educational objectives do not fit in all contexts, and trying to establish all of them in a foreign language curriculum is not realistic; thus, the selection of the most appropriate ones should be taken into careful consideration for each context, and an attempt to integrate as many of them as possible in the curriculum is very desirable.

2.5.2 Fantani's Intercultural Competence Model (2000)

From the viewpoint that the development of IC should be concerned with both language and intercultural areas, Fantani (2000) suggests a model of IC (Figure 2.2) which includes awareness, attitudes, skills, and knowledge. This model seems likely to overlap with Byram's (1997) intercultural elements in his model of ICC, namely knowledge, two sets of skills, attitude, and awareness. Although the model does not explicitly indicate the element of language, Fantini (1997) argues that proficiency in the host language plays an important part in enhancing one's IC. He adds that language education should focus more on intercultural aspects so that learners can develop "awareness, attitudes, skills, and knowledge that will make [them] better participants on a local and global level, able to understand and to empathize with others in new ways" (ibid., pp. 13-14). In order to achieve this goal, he suggests that language educators should expose learners to different languages, cultures, and views in a positive context.



Note. A+: Awareness; A: Attitudes; S: Skills; K: Knowledge

Figure 2.3 Fantani's IC Model (2000)

As can be seen in Figure 2.3, the four elements are arranged in a dynamic circle, which indicates an interdependent relationship between elements, and

awareness which plays an important part in the model is in the center surrounded by attitudes, skills, and knowledge. Fantani (2000) explains that awareness refers to self-awareness and reflection leading to “deeper cognition, skills, and attitudes just as it is also enhanced by their development” (p. 29). In other words, awareness helps to develop other components of IC while it simultaneously benefits from their development. Furthermore, he points out that the development of IC is an on-going and lifelong process inasmuch as one is always in the process of ‘becoming’ and is never completely interculturally competent. He emphasizes that although one may develop and expand one’s competencies, new challenges always appear, and a good condition for one to develop one’s IC is the contact and experience with people of other languages and cultures in a positive setting.

Assessment of IC in Fantani’s (2000) opinion, may be ongoing and conducted in different ways and at different points in time. Furthermore, assessment which can be direct or indirect and quantitative or qualitative may involve different elements such as self-evaluation and peer evaluation. He argues that no matter what form the assessment is, assessing competencies is important since information from assessment indicates how and at what level one achieves performance compared with the stated competencies.

In short, Fantani’s (2000) model of IC serves as a guiding principle for teachers who would like to find out what intercultural knowledge and skills to develop and how to ameliorate intercultural attitudes and awareness in their learners.

2.5.3 Deardorff’s Pyramid Model of Intercultural Competence (2006)

Deardorff’s (2006) pyramid model of IC is research-based and developed from the findings of a study in which twenty-three intercultural specialists from the US,

Canada, and the UK were involved. Apart from the three elements of attitudes, knowledge, and skills as in Byram's (1997) and Fantini's (2000) models, Deardorff's (2006) model has two other different elements, which are internal outcomes and external outcomes. All of these five elements are arranged in the levels of a pyramid (Figure 2.4), with the lower levels providing the basis on which to enhance the higher ones.

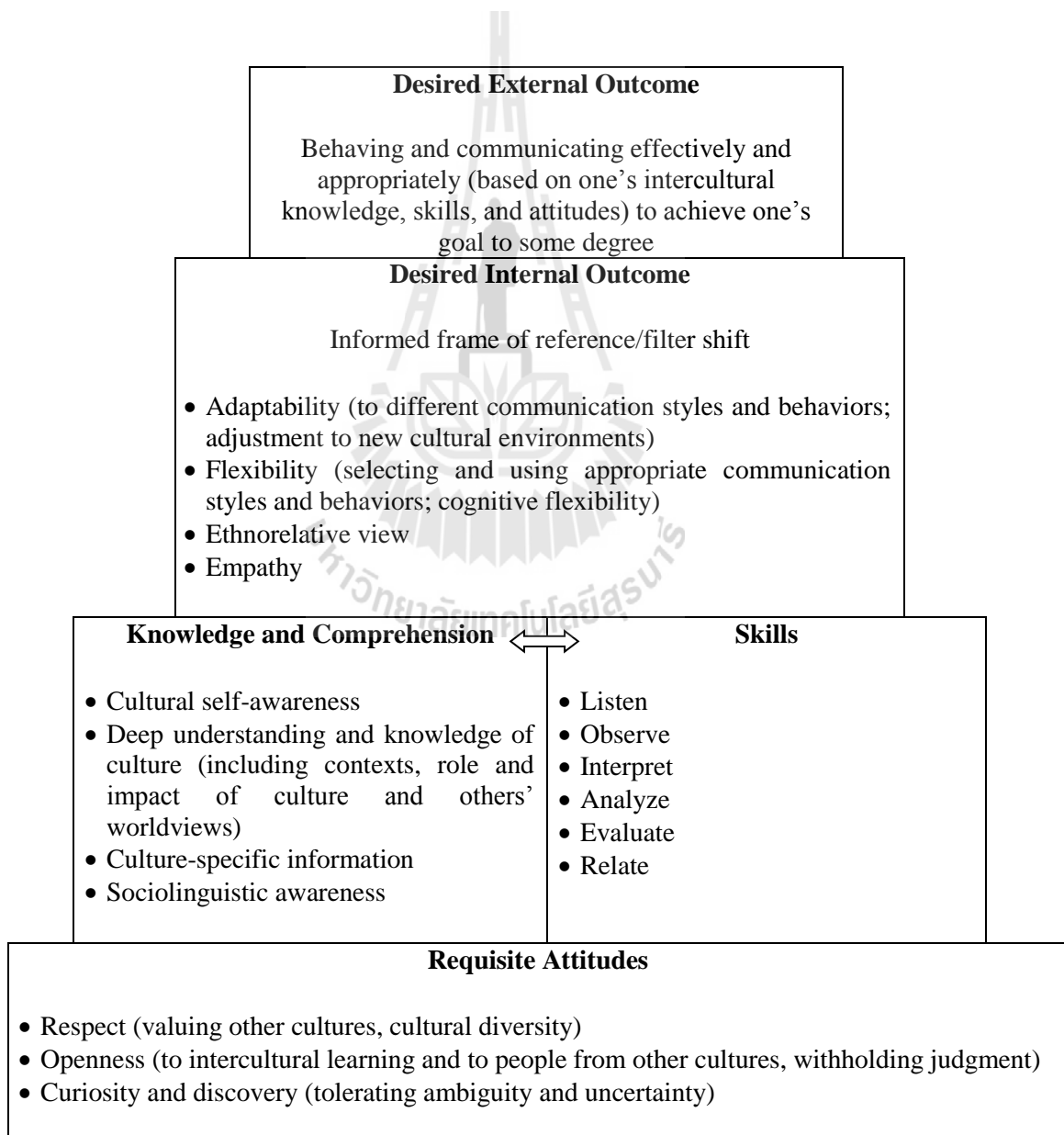


Figure 2.4 Deardorff's Pyramid Model of Intercultural Competence (2006)

1. Attitudes: At the lowest level of the pyramid is attitudes which are the foundation to the development of knowledge and skills needed for intercultural competence. Deardorff (2006) refers to the essentially emerged attitudes of respect, openness, curiosity and discovery on which all else should be built. She points out that openness and curiosity imply a willingness to run risks and to move beyond one's comfort zone, and it is important to demonstrate that others are valued in communication with others.
2. Knowledge and comprehension: This element includes cultural self-awareness (i.e. the ways which one's culture has influenced one's identity and worldview), deep understanding and knowledge of culture, culture-specific information, as well as sociolinguistic awareness. Nevertheless, among these sub-elements, understanding the world from others' perspectives is considered the most important as it can help a successful interaction with others to take place.
3. Skills: The skills are observation, listening, evaluating, analyzing, interpreting, and relating, which address the acquisition and processing of knowledge. At this level, the double-sided arrow between knowledge/comprehension and skills indicates the intertwined relationship of the two.
4. Internal Outcome: A desired internal outcome consisting of flexibility, adaptability, an ethnorelative perspective and empathy is the result of the acquired attitudes, knowledge and skills necessary for intercultural competence. At this level, one is able to see from others' perspectives and to respond to them in the way that they desire to be treated. Further, one may reach this outcome with varying degrees of success.

5. External Outcome: This top level of the pyramid is the desired external outcome which means the effectively appropriate behavior and communication based on attitudes, knowledge and skills, as well as the internal outcomes to meet one's goals. Deardorff (2006) argues that these outcomes are visible and may be experienced by others. She also adds that one can determine effectiveness "while the appropriateness can only be determined by the other person– with appropriateness being directly related to cultural sensitivity and the adherence to the cultural norms of that person."

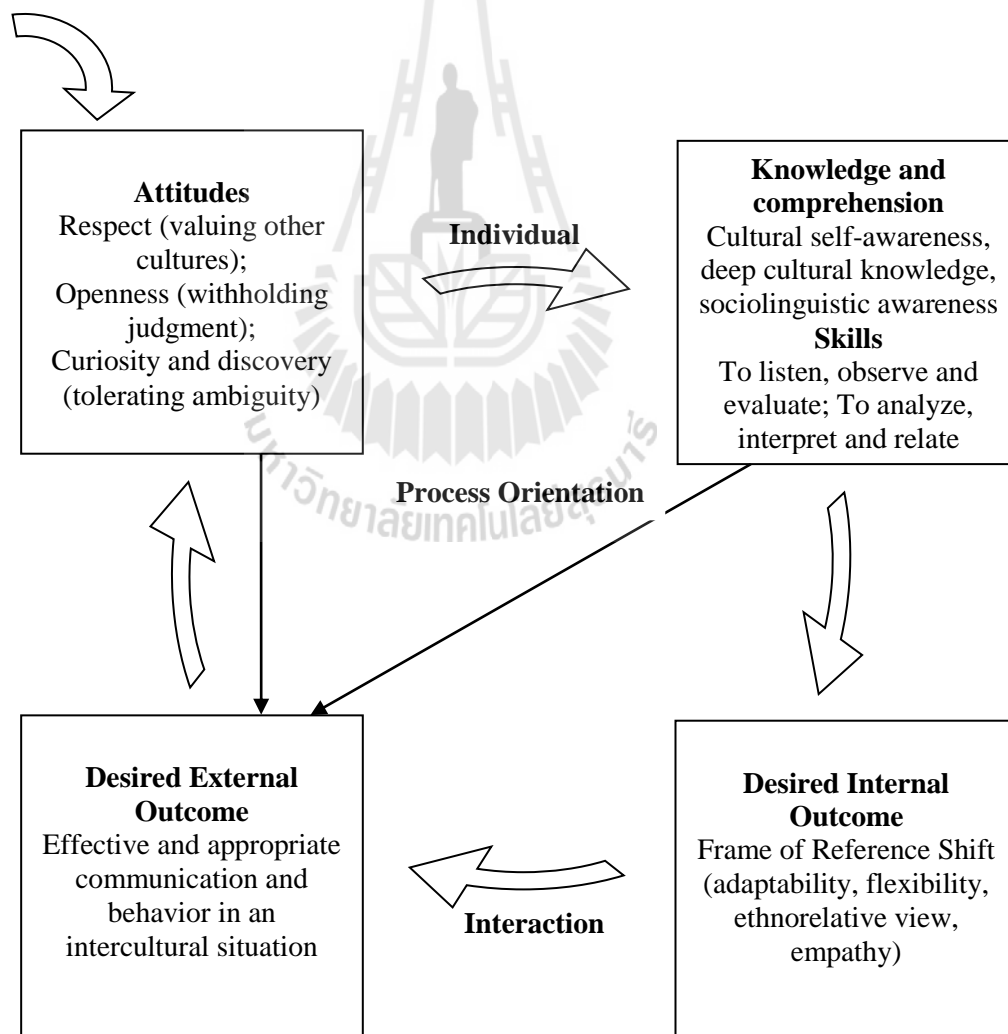


Figure 2.5 Deardorff's Process Model of Intercultural Competence (2006)

However, Deardorff (2006) develops another way to organize and display the data in the process model of IC (Figure 2.5), which contains the same elements as her pyramid model of IC. This process model of IC describes the complexity of acquiring IC from “attitudes and/or attitudes and skills/knowledge which lead directly to the external outcome, but the degree of appropriateness and effectiveness of the outcome may not be nearly as high as when the entire cycle is completed and begins again” (ibid., p. 257).

The process model provides a framework to foster one’s IC as it illustrates the ongoing process of IC acquisition. It is possible that if one has the requisite attitudes, one still behaves and communicates with minimum effectiveness and appropriately even without further knowledge or skills. However, added knowledge and skills may enable one to be more effective and appropriate in one’s IC, and the added flexibility, adaptability, and empathy (desired internal outcome) may enable even more effective and appropriate intercultural interactions.

In summary, Deardorff’s (2006) pyramid or process model of IC appears to be a comprehensive model which can be used for developing indicators and can also serve as a basis for assessing IC. However, her models result from a theoretical foundation based on the consensus of international specialists, and adaptations need to be made to these models as well as more research to determine their usefulness.

This brief review of different models of IC/ICC development reveals that although the three above models look different in shape, they all have the same basic elements, such as intercultural knowledge, attitudes, and skills. Nonetheless, two of the three models, which are Byram’s (1997) model of ICC and Fantani’s (2000) model of IC, have another element in common that is intercultural awareness, and

they illustrate that awareness is a vital element among intercultural elements (attitudes, knowledge, skills, and awareness) because it reflects other elements, namely attitudes, knowledge, and skills. Moreover, Fantani's (2000) model of IC and Byram's (1997) model of ICC mention proficiency in the target language which is concerned more or less with the development of IC/ICC because proficiency in the target language is advantageous for intercultural learning, and language serves "as a road map to how one perceives, interprets, thinks about, and expresses one's view of the world" (Fantani, 2000, p. 27). Byram's (1997) model of ICC and Deardorff's (2006) pyramid model of IC both indicate that the element of attitudes is the first and basic one to be acquired, but awareness is the last one which is supported by other elements (attitudes, knowledge, & skills) in Byram's (1997) model of ICC; the desired external outcome is the result of other elements (attitudes, knowledge, skills, and internal outcomes) in Deardorff's (2006) pyramid model of IC. Deardorff's (2006) pyramid model of IC is deemed to be more specific than Fantini's (2000) but less specific than Byram's (1997), and Byram's (1997) model of ICC is one of the most comprehensive frameworks used in the context of foreign language education, and provides guidelines for the development and assessment of learners' ICC. Furthermore, it has established a set of comprehensive educational objectives for ICC development and assessment, which language educators are encouraged to integrate into the curriculum as much as possible and to select the most appropriate ones for their context.

2.6 Intercultural Language Teaching and Learning

This section examines briefly the principles of ICLT, followed by the approaches to ICLT. It then discusses what activities for ICLT can be applied in enhancing learners' ICC. This chapter also focuses on types of resources that should serve as input for intercultural language learning. Finally, different assessment tools for intercultural language learning should be also taken into account.

2.6.1 Principles of Intercultural Language Teaching

In order to make intercultural language teaching and learning effective, there should be specific principles that serve as guidelines. For the purpose of this research, a set of six principles for intercultural language teaching (ILT) as suggested by Newton et al. (2010) is adopted to enhance learners' ICC. These six principles of ILT are evidence-based, and they explain the underlying reasons to integrate intercultural teaching into language teaching. The six principles are visually presented in Figure 2.6 below to depict the relationship between them.

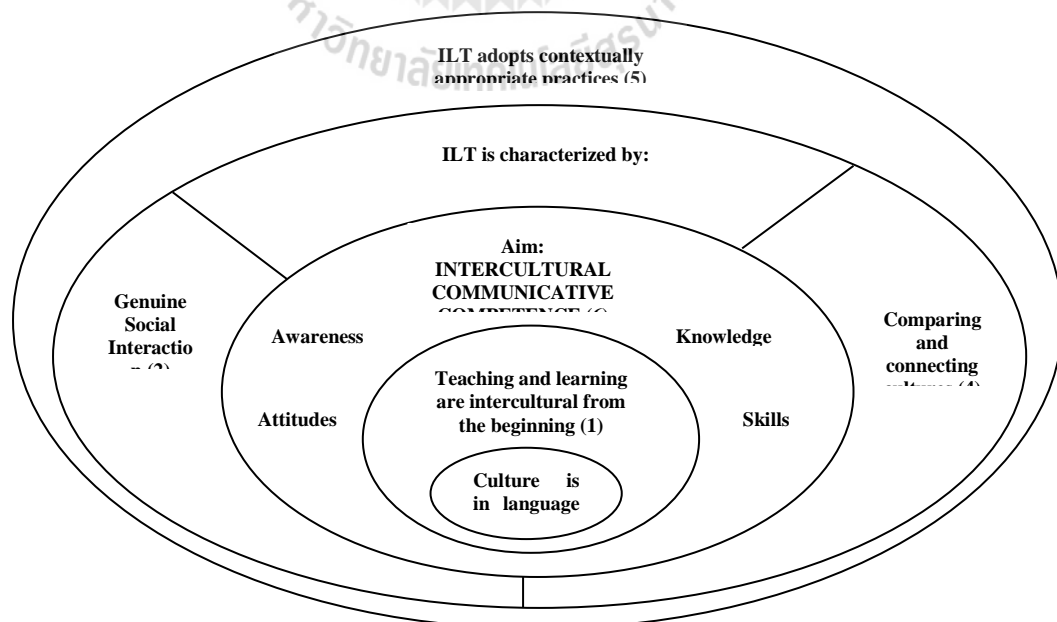


Figure 2.6 Principles of ILT (Newton et al., 2010)

The six principles of ILT are that it:

1. integrates language and culture from the beginning
2. engages learners in genuine social interaction
3. encourages and develops an exploratory and reflective approach to culture and culture-in-language
4. fosters explicit comparisons and connections between languages and cultures
5. acknowledges and responds appropriately to diverse learners and learning contexts
6. emphasizes ICC rather than native-speaker competence.

(ibid., pp. 64-74)

Principle 1: ILT integrates language and culture from the beginning

From the viewpoint that culture is dynamic and culture is in a dynamic interplay with language, this principle suggests that language teachers should integrate language and culture from the beginning in order to guide learners' conceptualizations of culture from the beginning of the language learning process. In other words, culture and language are closely interdependent, and should not be treated as separate strands in the everyday language classroom. Culture, hence, is a salient part of teaching of all language macroskills (reading, writing, listening, speaking, viewing and presenting), rather than a separate macroskill.

The way in which this principle can be applied to teachers' teaching practice is related to principles 3 to 5: teachers encourage learners to be experientially involved with other languages and cultures through *communication* and *interaction* (principle 2); to *explore* culture-in-language (principle 3); and to discover connections with other cultural worlds through *comparison* (principle 4). Two approaches to integrate culture and language into classrooms more easily are 'communicative language

teaching' and task-based language teaching' (Ellis, 2003, 2005), as these teaching approaches require learners' active participation and experiential learning.

Principle 2: ILT engages learners in genuine social interaction

This principle highlights that our social lives and language are culturally shaped, so the term 'culture-in-language' (Carr, 2007) is used to depict the relationship between language and culture. Language learning is a social process in which learners not only observe cultural and linguistic representations and behaviors, but experience them first hand as well, so language teaching must provide learners with both cultural and language opportunities which are dynamic, experiential, and interactive.

ILT engages learners in interaction in two ways. First, it engages learners in interaction through exploring linguistic and cultural boundaries, and raising awareness of one's own and others' ways of communicating and maintaining relationships as well as dealing with cross-cultural misunderstandings and communication breakdowns. Second, it engages learners in interaction through directly exploring the topics about cultural worlds, beliefs, values and attitudes of one's own and others, which provide opportunities for explicit discussion of cultural comparisons. From an intercultural perspective, interaction is not simply a tool for learners to develop their fluency, but it helps them to confront their culturally constructed world and cultural assumptions, and learn more about themselves.

Principle 3: ILT encourages and develops an exploratory and reflective approach to culture and culture-in-language

This principle takes the viewpoint that culture can be seen as an iceberg that consists of a small visible part (e.g., traditional arts, conventional practices) and a

large less visible part (e.g., values, beliefs, thought patterns), and Newton et al. (2010) indicates that “the iceberg metaphor can be applied equally to culture-in-language” (p. 68) because culture is manifested in language in obvious ways such as in overt politeness forms (e.g., Thai forms of address), and it is also deeply embedded in language in less obvious ways such as the requirements for polite and formal language. Language teaching focuses extensively on learning about visible culture without concentrating much on less visible culture, resulting in learners’ having a lack of cultural experience. To address this issue, the intercultural language teaching and learning approach should shift its focus from the transmission of cultural knowledge to the exploration of both visible and invisible culture and, most importantly, to the exploration of culture-in-language. Exploring culture involves learners in the construction of knowledge from experience and reflection by starting with the exploration of their own culture and cultural identity, raising self-awareness, and examining their attitudes toward the target language and culture.

Furthermore, this principle indicates that the process of exploration of culture involves both teacher and learners as teachers themselves are learning while allowing their learners to explore and discover aspects of culture, and make comparisons with what they already know, although teachers are not the source of all knowledge.

Principle 4: ILT fosters explicit comparisons and connections between languages and cultures

This principle highlights that the comparison of languages and cultures is a fundamental process in ILT, and it points out that the primary goal of ILT is to encourage learners to reflect an experience in their own culture before getting them to interpret a new experience in another culture into an equivalent one in their own

culture. Hence, in order to make learning effective, ILT should make comparison reflective and interpretive so that learners can draw on their current knowledge as well as new knowledge.

The comparison of cultures should be a practical focus for language teaching in order that learners can develop more complex concepts of culture and avoid cross-cultural prejudices, and that the comparison of languages and cultures should be explicit in order that language teaching can avoid a negative effect on learners' intercultural attitudes which may occur if they are not explicitly guided.

Principle 5: ILT acknowledges and responds appropriately to diverse learners and learning contexts

ILT needs to recognize and embrace learners' diverse cultural and linguistic backgrounds in the classroom, and it is advised that teachers should manage the representation of and participation in cultures that are new to learners, and show an appreciation of and respect for the culture(s) that learners bring to the classroom. ILT responds to the relationship between cultures and languages in two ways: the first way is through helping learners to contact the target language culture through interaction and cultural experience; the second way is through topics on these relationships which facilitate learning opportunities in which learners explore and learn cultures as part of language learning.

Principle 6: ILT emphasizes ICC rather than native-speaker competence

This principle addresses the goal of language teaching and learning, which shifts from native-speaker competence to ICC. It is pointed out that from an intercultural perspective, the native-speaker model for CC is still incomplete because it involves only speakers within a speech community, but ICC expands the instruction

goals to educate learners in attitudes, knowledge, skills, and awareness which enable them to meet the challenges of communication in a multicultural environment.

2.6.2 Approaches to Intercultural Language Teaching

This section reviews approaches that can be applied to an intercultural language classroom. It is found that four approaches to ILT, namely culture as high culture, culture as area studies, culture as societal norms, and culture as practice (e.g., Liddicoat, 2002; Liddicoat et al., 2003; Newton et al., 2010) are based on an intercultural perspective which sees culture as both static and dynamic. The static view of culture “treats culture as self-contained factual knowledge or cultural artefacts to be observed and learned about, rather than participated in” (Applebee, 1996; cited in Newton et al., 2010, p. 37), whereas the dynamic view of culture sees culture as a daily lived phenomenon that is both patterned and has shared values and beliefs that guide behavior (Browett, 2003; cited in Newton et al., 2010). The four approaches are discussed in detail as follows:

(a) Culture as high culture approach

This approach focuses on the study of arts and traditions (e.g., cultural expressions of literature, art, music, and performance). Within this approach, learners are encouraged to reflect on the origins of and values that are associated with cultural artefacts, and then to compare them explicitly with those in their own culture (Newton et al., 2010). Furthermore, this approach encourages learners to view culture as belonging to all people, and to consequently explore a wider range of cultural artefacts.

(b) Culture as an area studies approach

This approach focuses on the knowledge of a society or country (e.g., a country's history, institutions, transport, famous figures, and geography), which serves as background knowledge to language learning (e.g., Liddicoat et al., 2003; Newton et al., 2010). This approach aims to raise learners' respect and understanding of the cultural experience of others.

(c) Culture as a societal norms approach

The teaching of culture focuses on typical topics such as the pragmatics of politeness and directness, respect, non-verbal communication, and speakers' religious and societal beliefs. Newton et al. (2010) point out that it is easy for this approach to present learners with stereotypes of the target culture and individuals within that culture. Nevertheless, they suggest that this problem can be addressed by encouraging learners to pay attention first to stereotypes of their own culture, and then to the constructed and subjective nature of stereotypes.

(d) Culture as practice approach

This approach sees culture as a set of practices in which people engage to “live their lives and which are continually created and re-created by participants in interaction” (Liddicoat et al., 2003, p. 7). Newton et al. (2010) note that this approach is the most suitable one of the four approaches of intercultural language teaching and learning since it is most aligned with the process of knowledge construction. They point out that culture as practice is viewed from the intercultural perspective in three aspects: exploring self, exploring culture, and comparing cultures.

* *Exploring self*: Learners are encouraged to be aware of their own culture, which is a crucial starting point for developing ICC since this self-reflection helps

learners understand “how their culture influences their use of language, and how their communicative interactions reflect their culture” (Newton et al., 2010, p. 45). They then use this self-reflection as the basic to understand others’ cultures and to make sense of intercultural interactions.

* *Exploring culture*: Liddicoat (2002) proposes a pathway for assisting learners to explore culture in language (Figure 2.7).

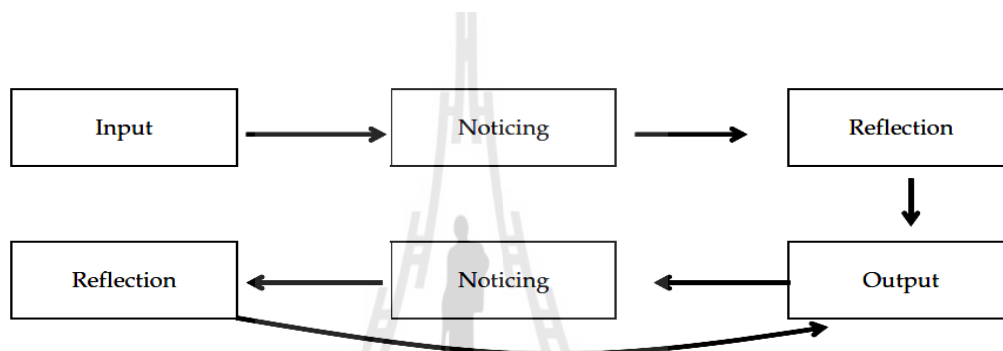


Figure 2.7 A pathway for developing IC (Liddicoat, 2002)

The six steps in the pathway are explained as follows:

- Input:* The starting point is exposure to a wide range of authentic texts and sources (including oral, performative, visual and written texts and sources) or opportunities for interaction with speakers of the target language.
- Noticing:* Learners are encouraged to notice features about communication that are unfamiliar. This requires learners to draw on their knowledge of their own culture, and make comparisons between the observed communication and their own.
- Reflection:* They discuss the reasons for these features as well as their personal response to them.
- Output:* Learners practice communication, trying out new forms, expressions or strategies derived from earlier input.

- Noticing:* Learners attend to how ‘comfortable’ these features feel and how successful the communication was interpersonally.
- Reflection:* They reflect again on what they have learned.

(Newton et al. 2010, p. 46)

However, this pathway implicitly depicts four learning and teaching processes: awareness raising, experimentation, production, and feedback (Liddicoat et al., 2003, pp. 24-26).

Awareness raising: Within this stage, new input about language and culture is introduced to learners through participative tasks that encourage learners to compare between the new input and their own practices, and to talk about what they notice.

Experimentation: Learners are allowed to begin working with their new knowledge. They practice short, supported communicative tasks about elements of the new knowledge, and focus on their language and cultural needs. This experimentation should be done right after the awareness raising in order to help fix their newly noticed knowledge through experiential learning.

Production: Learners in this stage are encouraged to integrate the information they have acquired in actual language use through focused language tasks such as role-plays (for spoken language). In the role-plays, they need to try out being a native speaker of the language in order to act out the cultural and linguistic information that they have experimented with in the previous stage.

Feedback: Learners discuss with their teacher how they felt about speaking and acting in a particular way, and simultaneously receive their teacher’s comments on their

language use. The feedback should allow learners to discover their place of comfort between their first language and culture and their second.

* *Comparing cultures*: Learners in the ILT approach are encouraged to compare between their own and other cultures, using their own culture as the starting point. Comparing cultures should be a practical focus because ILT allows learners to develop more complex concepts of culture (Newton et al., 2010).

In a nutshell, the six principles and four approaches of ILT discussed above are interrelated and interdependent; however, these four approaches should be based on the six principles of ILT in order to ensure that culture and language are naturally taught in the process of ILT. In the context of this study, as its purpose is to integrate culture learning into the process of language learning, the six principles of ILT and the four approaches of ILT are adopted so that the learning of culture is a vital part which goes along with language learning from the very beginning of language learning, every aspect (both visible and invisible) of culture can be included in the process of ILT, and learners can be aware of their own culture and explore other cultures. More importantly, these principles and approaches are used as the key guidelines for activities of ILT (see section 2.5.3) in order to enhance EFL learners' ICC in the context of this current study.

2.6.3 Activities for Intercultural Language Teaching

Based on the techniques and approaches of ILT, ten activities for ILT which are used in class can be applied in the context of this study.

(1) Cultural aside

The *cultural aside* (e.g., Chastain, 1998; Henrichsen, 1998; Stern, 1992), is an item of cultural information offered by teachers when it arises in the text. It is often an unplanned, brief comment on culture. This helps to create a cultural content for language items as well as helps learners to make mental associations similar to those that native speakers make. However, the cultural information presented to learners is likely to be disordered and incomplete.

(2) Culture capsules

Culture capsules (e.g., Chastain, 1988; Stern, 1992), is a brief description of one aspect of the other cultures followed by a discussion of the contrasts between the learners' culture and other cultures. In this technique, the teacher presents the information orally, and learners are asked to answer questions relating to a typical incident or event in the target culture. It is possible for learners to prepare a culture capsule at home and give an oral presentation during class time, which is combined with realia and visual aids, as well as a set of questions to stimulate discussion. The main advantage of using a culture capsule is its 'compactness and practical manageable quality' (Stern, 1992). Another advantage is that learners become involved in the discussion and are drawn to consider the basic characteristics of their own culture (Chastain, 1988).

(3) Culture cluster

The *Culture cluster* (e.g., Chastain, 1988; Stern, 1992; Henrichsen, 1998) is a combination of conceptually related culture capsules, and consists of two or more culture capsules. With this technique the teacher can present parts of a cultural cluster in succeeding lessons, and he can carry out an activity in the final lesson where the set

of capsules is integrated into a single sequence. According to Stern (1992), the advantage of a culture cluster is that besides introducing different aspects of culture it 'lends itself well to behavioral training.' Henrichsen (1998) also argues that culture capsules and clusters are good methods for giving learners knowledge and some intellectual awareness of several cultural aspects, but he warns that they do not generally generate much emotional empathy.

(4) Slice-of-life technique

The *slice-of-life technique* (e.g., Chastain, 1988; Stern, 1992) is a technique whereby the teacher chooses a small segment of life from the other culture and usually presents it to learners at the beginning of the class. It catches learners' attention and arouses their interest, and does not take up much class time.

(5) Creating an authentic environment

Creating an authentic environment (e.g., Chastain, 1988; Stern, 1992) is also called the culture island as displays, posters, bulletin boards, maps, and realia can create a visual and tangible presence of the other culture, especially in situations in which the language and culture are taught far away from the target country.

(6) Culture self-awareness technique

The *culture self-awareness technique* (Chastain, 1988) aims to raise learners' consciousness of the basic principles that govern their own values, beliefs, and actions. Teachers may use sensitivity exercises, self-assessment questionnaires, problem solving, and checklists of value orientations.

(7) Quiz or multiple-choice questions

The *quiz or multiple-choice questions* (Cullen, 2000) can be used to test materials that the teacher has already taught, but it is also useful in learning new

information. Cullen (2000) stresses that it is not important whether learners can get the answer right or not, but by predicting or guessing, they will become more interested in finding out about the answer. The right answer will be provided by the teacher, through reading, watching a video, or other classroom activities. Quizzes are high-interest activities that can keep learners involved.

(8) *Role-play, simulation and drama*

Role-play, simulation, and drama (Barrett et al., 2013) are activities in which learners imagine themselves in an intercultural situation outside the classroom, and perform a role-play about a situation within their own culture or another culture. The benefits of role play, simulation and drama are that “learners experience what it is like to be different, to be looked on strangely, to be criticized or even excluded” so that they can develop “attitudes of openness, curiosity and respect, as well as a willingness to empathize and suspend judgment” as well as “skills of observation and interpretation, skills of learning about one’s own culture and discovering others as well as skills of adapting and empathy” (ibid., pp. 23-24). Moreover, learners can be aware of and construct “knowledge about similarities and differences, assumptions and prejudices, and verbal and non-verbal communicative conventions” (ibid., p. 24) through role play, simulation and drama.

(9) *Inviting Foreigners*

Inviting Foreigners is an activity in which people from other cultures or recently returned expatriates are invited into the class to talk about their culture or their experience. This activity is useful in helping learners experience real life intercultural interactions (Argyle, 1982), and it is possible for the teacher to encourage students to interact with foreigners and recall their experiences.

(10) Discussion

Discussion (e.g., Corbett, 2003; Gudykunst et al, 1996; Tomalin & Stempleski, 1993) is an activity in which learners in pairs or groups are encouraged to discuss topics of intercultural aspects and express their views and opinions on those topics. Learners can understand the deeper content of the lesson since they can learn from the content of the discussion and from each other and develop reflective thinking through discussion.

To sum up, the aforementioned activities for ILT which are mainly used in class can create an environment for intercultural language teaching and learning in order to develop learners' ICC. However, it is impossible to include all these activities for ILT in one lesson. There are, of course, many types of intercultural aspects so that the teacher can choose appropriate activities that best fit learners' characteristics, the learning environment, and the learning tasks. With regard to the context of this study, there are four types of intercultural lessons to be designed: input (intercultural knowledge), notice (intercultural attitudes and awareness), practice (intercultural skills), and output (interculture in use), so it depends on the types of intercultural lesson in which the different activities are included. For 'input', such activities as *cultural aside*, *cultural cluster*, *slice-of-life technique*, *quiz or multiple-choice*, and *inviting foreigners* are employed to provide intercultural knowledge to learners. With respect to 'notice', activities such as *cultural capsules*, *culture self-awareness technique* and *discussion* are used to develop learners' attitudes and raise learners' awareness. Concerning 'practice', activities of *quiz or multiple-choice* and *role-play*, *simulation and drama* are utilized to foster learners' intercultural skills. In respect to

‘output’, the activity of *creating an authentic environment* aims to help learners use their intercultural competence in different situations.

2.6.4 Input for Intercultural Language Learning

This section reviews different inputs such as textbooks, literature, multimedia materials, and technologically mediated resources for intercultural language learning (ILL), which play an important role in the development of learners’ ICC.

Textbooks

Liddicoat and Scarino (2013) state that textbooks are traditionally the main resource and the starting point for language learning; however, culture in textbooks is not usually treated as a primary element in language learning. They argue that textbooks for resourcing language learning are not adapted to any particular context, or particular learner’s needs, desires, and expectation, so they cannot respond to local needs or supply locally relevant content. In another aspect, textbooks usually contain pictures or images of the target language culture that do not include multiple realities making up that culture. Instead, they present a static view of culture in terms of factual knowledge of a country that can be memorized (e.g., Kramsch & McConnell-Ginet, 1992; Liddicoat et al., 2003; Liddicoat & Scarino, 2013). Hence, textbooks for ICLL need to provide learners with opportunities not only to get access to and insights about the target language and culture but also to reflect on differences and similarities between one’s own and others’ cultures’.

Literature

Many scholars (e.g., Gómez, 2012; Kramsch & Nolden, 1994; Liddicoat & Scarino, 2013; Maurer, Carroli, & Hillman, 2000; Pulverness, 2003) agree that literature can be used as an authentic source of intercultural learning because the

literary text not only forms the object of study in itself but also becomes a vehicle for deeper reflection and for an understanding of self and others. Studies show that literary texts can be used to explore the boundaries between one's own and the target culture as reading of literary texts can help to change learners' cultural views from ethnocentric to ethnorelative by enabling learners to de-center their own perspectives to build up their own reality (Kramsch & Nolden, 1994), and it can help to constitute a communicative reading practice and to construct cultural knowledge through social interaction (Gómez, 2012). Pulverness (2003) claims that the use of literature for resourcing intercultural learning can provide a useful starting point for reflection on differences and similarities between one's own and others' cultures. In a similar vein, Maurer, Carroli and Hillman (2000) report that the use of a comparative literature perspective in which the same theme is examined through literary texts written in different languages and different cultural contexts can help to construct learners' multilateral understanding on the theme as well as reflection on differences and similarities between cultures.

Multimedia resources

A number of reports on the use of multimedia resources (e.g., video clip, graphics, film) for intercultural language learning have been reported (e.g., Damnet, 2008; Levy, 1999; Organ, Alevén & Jones, 2009). Multimedia resources can be used as materials for ICLL if they can present language examples of not only interactional patterns but also potential cross-cultural differences such as directness, politeness, beliefs, etc. (Levy, 1999). Furthermore, Levy (1999) points out that multimedia resources are a useful tool for enhancing reflection on issues of interaction and language use. Damnet (2008) reports that not only can the use of contemporary

English language films enhance learners' acquisition of intercultural non-verbal competence but they can change their attitudes toward non-verbal communication of English native speakers as well. Similarly, Organ, Alevan and Jones (2009) mention that video materials can be used as sources for ILL inasmuch as they can advance the development of learners' IC by using a set of attention-focusing techniques (*pause-predict-ponder*).

Technologically mediated resources

A number of new technologically mediated resources have been recently proved to provide opportunities for both input and output for ILL by permitting interaction: email, chat, and text messaging which "allow for the possibility of receiving input from another participant and require output from the learner" (Liddicoat & Scarino, 2013, p. 83).

Many scholars (e.g., Garretts-Rucks, 2010; Jin & Erben, 2007; O'Neil, 2008; Schenker, 2012b; Ulf, 2008) reveal that technologically mediated resources are potential tools for promoting the development of ICC. Jin and Erben (2007), Ulf (2008) and Garretts-Rucks (2010) have learners engage in intercultural learning via instant messenger interaction with native speakers, and find that learners have positive attitudes to ICLL and are on their way to develop an ICC during their instant message-based intercultural learning. Similarly, Schenker (2012b) conducts a study to explore the effects of a virtual exchange (email) on intercultural competence, and finds that learners develop several interesting patterns of intercultural competence such as the development of cross-cultural awareness and strategies for successful cross-cultural communication.

To sum up, in order to have suitable resources for ILL, resources should be selected based on a set of principles to ensure that learners are exposed to not only language use but also a wide range of intercultural themes. In the present study, the choice of resources for ILL input is textbook, multimedia materials (video clips and graphics), and interaction with a native speaker. The commercial textbook *Four Corners* level 2 by Cambridge University Press used in this study serves as the main resource for language models and input that teachers can use to help their learners to develop their language competence. Furthermore, this textbook is enclosed with classware that contain short video clips about various language-in-use situations, but it does not cover much about intercultural content. Therefore, additional intercultural content is added and designed in activities based on multimedia materials (video clips and graphics), which can provide simulation for intercultural knowledge build-up, intercultural skills practice, reflection on intercultural attitudes, and the enhancement of intercultural awareness. Nevertheless, video clips and graphics about intercultural content are limited due to a lack of availability, so not all intercultural themes are designed in activities based on video clips and graphics. Similarly, a foreign teacher of English working as a co-teacher acts as a direct model of both language use and cultural interaction. Learners interact with their foreign teachers of English so that they can develop their language competence and IC from their noticing, reflecting, and experimenting with new language and intercultural knowledge.

2.6.5 Assessment of Intercultural Language Learning

Several scholars (e.g., Byram, 1997; Dearforff, 2006; Liddicoat, 2002; Liddicoat et al., 2003) have been showing their interest in learners' development of ICC in foreign language contexts, and they believe that ICC can be assessed in both

academic settings and non-academic institutions. However, there is no consensus on the type of assessment that should be used to measure the level of IC/ICC because a key problem is that there is no agreement of what ICC is and what instructional content is to be embedded in the curriculum (e.g., Deardorff, 2004; Liddicoat et al., 2003).

Although different tools of IC/ICC assessment have been proposed, Sinicrope et al. (2007) review types of IC/ICC assessment and conclude that two groups of assessment tools can be found: direct and indirect assessment tools. They point out that indirect assessment tools referring mainly to self-assessment inventories (quantitative methods) are more commonly used than direct ones referring mainly to the use of qualitative methods. Common indirect assessment tools for IC/ICC are found in such tools as the Behavioral Assessment Scale for intercultural communication (BASIC) (Olebe & Koester, 1989); The Intercultural Sensitivity Inventory (ISCI) (Bhawuk & Brislin, 1992); Intercultural Development Inventory (Hammer, Bennett, & Wisema, 2003); Intercultural Sensitivity Index (ISI) (Olson & Kroeger, 2001); and the Assessment of IC (AIC) (Fantini, 2000, 2006). Each of these instruments measures different components of IC/ICC.

Behavioral Assessment Scale for intercultural communication (BASIC) (Olebe & Koester, 1989) was developed from Ruben's (1976) pioneering work in behavioral approaches to ICC. This four- and five-point Likert scale instrument was used by observers to measure individuals' cross-cultural communication competence based on each of seven dimensions: display of respect, interaction posture, orientation to knowledge, empathy, self oriented role behavior, interaction management, and tolerance for ambiguity. Later, Ruben and Kealey (1979) had nine dimensions instead

of seven by dividing *self-oriented role behavior* into three distinct dimensions: *task-related roles*, *relational roles*, and *individualistic roles*. About ten years later, Olebe and Koester (1989) adopted it and added an overall score based on the nine individual scales.

The Intercultural Sensitivity Inventory (ICSI) (Bhawuk & Brislin, 1992) is constructed to measure cultural constructs that include open-mindedness, individualism, collectivism, and flexibility. This self-report inventory consists of forty-six questions on a seven-point Likert scale: 1 = very strongly agree, 2 = strongly agree, 3 = agree, 4 = not decided, 5 = disagree, 6 = strongly disagree, and 7 = very strongly disagree.

The Intercultural Development Inventory (IDI) (Hammer, Bennett, & Wisema, 2003) has been developed based on Bennett's Developmental Model of Intercultural Sensitivity (DMIS). It can be used to determine IC and applied for personal development and self-awareness, audience analysis, examining topics salient to the training program, organizational assessment and development, and data-based intercultural training (Paige, 2004). This inventory has a 50-item self-assessment with five-point Likert scales: 1 = disagree, 2 = disagree somewhat more than agree, 3 = disagree some and agree some, 4 = agree somewhat more than disagree, and 5 = agree.

The Intercultural Sensitivity Index (ISI) (Olson & Kroeger, 2001) is constructed from Bennett's (1993) theoretical framework of the Development Model of Intercultural Sensitivity (DMIS) and multidimensional models of IC for measuring global intercultural competency. Sinicrope et al. (2007) note that the items in this instrument involve not only the six stages of DMIS (denial, defense, minimization,

acceptance, adaptation, & integration) but also three dimensions of global competency (substantive knowledge, perceptual understanding, and intercultural communication).

The Assessment of IC (AIC) (Fantini, 2000, 2006) has been developed for exploring and assessing the IC outcomes of the programs of The Federation of the Experiment in International Living. The self-assessment instrument consists of seven sections (211 items) covering different components: characteristics of IC, domains of IC (relationships, communication, and collaboration), dimensions of IC (knowledge, attitude, skills, and awareness), language proficiency, and developmental level.

Direct assessments of IC/ICC are not as common as indirect assessment tools because they are time-consuming in collecting and analyzing data (Sinicrope et al., 2007). Common direct assessment tools involve performance assessment (the elicitation of an individual's ability to display IC in his or her behavior, whether in real-time situations); portfolios (reflections and collections of work); interviews (one-on-one conversations with interlocutors); observations (noticing and recording others' behaviors relevant to IC); case studies (exploration of a person or group's behaviors relevant to intercultural competence); self-evaluations (the process in which an individual rates the quality work or activities relevant to intercultural competence); and peer evaluations (the process in which one rates another's quality work or activities relevant to IC). These assessment tools are said to provide more detailed information than indirect ones (ibid.). However, it would not be sufficient to assess IC/ICC by using one single measurement, so a combination of direct and indirect assessment tools should be taken into account (e.g., Deardorff, 2006; Fantini, 2000; Sinicrope et al., 2007). Moreover, assessment of IC/ICC should be an ongoing process and conducted at different points throughout the intercultural experience (Fantini, 2000).

Therefore, both an indirect assessment tool (questionnaire) and a direct assessment tool (portfolio) are employed to assess EFL learners' IC in the context of this study. Regarding the indirect assessment tool, this study cannot adopt and adapt the five questionnaires discussed above due to the different purposes of and inaccessibility to the questionnaire. Behavioral Assessment Scale for intercultural communication (BASIC) (Olebe & Koester, 1989) is designed for measuring cross-cultural equivalence; the Intercultural Sensitivity Inventory (ISCI) (Bhawuk & Brislin, 1992) is used to measure intercultural sensitivity with the concepts of individualism and collectivism; the Intercultural Sensitivity Index (ISI) (Olson & Kroeger, 2001) is based on Bennett's (1986) Developmental Model of Intercultural Sensitivity to assess the relationships between their international experience, global competencies, and levels of intercultural sensitivity; the Assessment of IC (AIC) (Fantini, 2000, 2006) is used to assess the outcomes of learners who finish their study program abroad; and the Intercultural Development Inventory (IDI) (Hammer, Bennett, & Wisema, 2003) is a commercial questionnaire. Therefore, the questionnaire and learners' diary used in this study have been developed from the objectives of ICC development to understand learners' attitudes toward the ICLT model. As far as the direct assessment tools are concerned, language tests and IC tests have been designed based on the objectives of ICC development in order to evaluate the effectiveness of the ICLT model. Furthermore, the semi-structured interview is employed as a support tool to triangulate the findings gained from the questionnaire, learners' diary, language tests, and IC tests.

2.7 Instructional Design Models

There has been so far a variety of instructional design models which have been developed for different purposes within various contexts. For the purpose of this study, four instructional design models, namely the ADDIE model, the Dick and Cary model, the Gerlach and Ely model, and the Kemp model, are reviewed because they have all been developed for educational purposes.

2.7.1 The ADDIE Model (Branch, 2009)

ADDIE is an acronym for *Analyze, Design, Develop, Implement, and Evaluate*. Although the origin of the ADDIE model is unknown, it is one of the most popular ones, which is known as a generic model and used as “a fundamental process for creating effective learning resources” (Branch, 2009, p. 2).

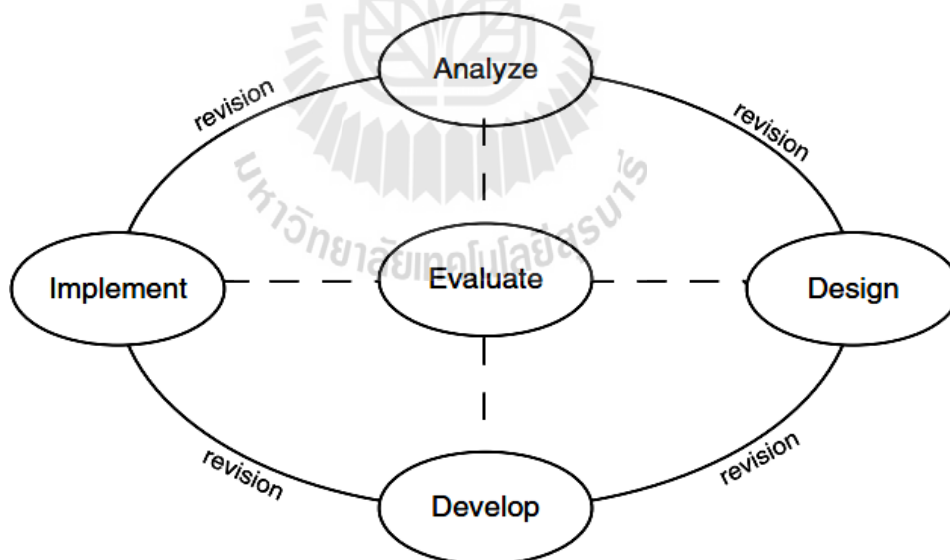


Figure 2.8 The ADDIE Model (Branch, 2009, p. 2)

As seen from the Figure 2.8, the ADDIE model is a *generative, responsive, and validating* process. According to Branch (2009), the ADDIE is a *generative*

process because it can be used to “facilitate the construction of knowledge and skills during episodes of guided learning” (p. 3) within educational contexts. Moreover, each phase in the ADDIE model generates a deliverable that is then evaluated and revised prior to becoming input for the following phase in the process. The ADDIE model is a *responsive* process because it is a sensitive, proactive, and interactive context, and “it accepts whatever goals are established as its orientation” (ibid., p. 4). As the ADDIE model is responsive, it is interdependent, synergistic, dynamic, cybernetic, systematic, and systemic. Thus the ADDIE is:

1. interdependent so as to respond to the inextricably connected relationships among pairwise, and otherwise multi-bonded entities joined in a learning space.
2. synergistic because it presents the sum of the parts as being greater than the whole, thereby increasing the function of each entity beyond its individual value, thus exponentially increasing the probability of achieving the desired goal.
3. dynamic in order to respond to the changing variables within a learning space.
4. cybernetic because it governs, guides, automates, replicates, and prevents the failure of the entire process.
5. systematic because it establishes rules and procedures, as well as the protocol for establishing the rules and procedures, and helps to constitute responsible approaches to designing instruction. and
6. systemic because all components of the process respond to any stimulus: or at least have the opportunity to respond to any stimulus.

(ibid., p. 4)

The ADDIE model is a *validating* process because “it verifies all products and procedures associated with the development of guided learning episodes” (ibid., p. 4). This characteristic is the guiding trait of the ADDIE, and adds credibility through the whole procedure.

From the ADDIE model, Branch (2009) suggests common procedures for instructional design that include twenty-one steps within five phases, which are presented in Table 2.5:

Table 2.5 Common instructional design procedures organized by ADDIE

(Branch, 2009, p. 3)

	Analyze	Design	Develop	Implement	Evaluate
Concept	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
Common Procedures	1. Validate the performance gap	7. Conduct a task inventory	11. Generate content	17. Prepare the teacher	19. Determine evaluation criteria
	2. Determine instructional goals	8. Compose performance objectives	12. Select or develop supporting media	18. Prepare the students	20. Select evaluation tools
	3. Confirm the intended audience	9. Generate testing strategies	13. Develop guidance for the student		21. Conduct Evaluations
	4. Identify required resources	10. Calculate return on investment	14. Develop guidance for the teacher		
	5. Determine potential delivery systems (including cost estimate)		15. Conduct formative revisions		
	6. Compose a project management plan		16. Conduct a Pilot Test		
	Analysis Summary	Design Brief	Learning Resources	Implementation Strategy	Evaluation Plan

2.7.2 The Dick and Carey Model (1996)

Appearing in the 1970s, the Dick and Carey model, a systems-approach model, is probably the most influential model of Instructional Design and Instructional Systems Development used in educational contexts. The Dick and Carey model involving all of the phases in the ADDIE model consists of ten components (Figure 2.9) with nine steps in an iterative cycle and a culminating evaluation of effectiveness of the instruction.

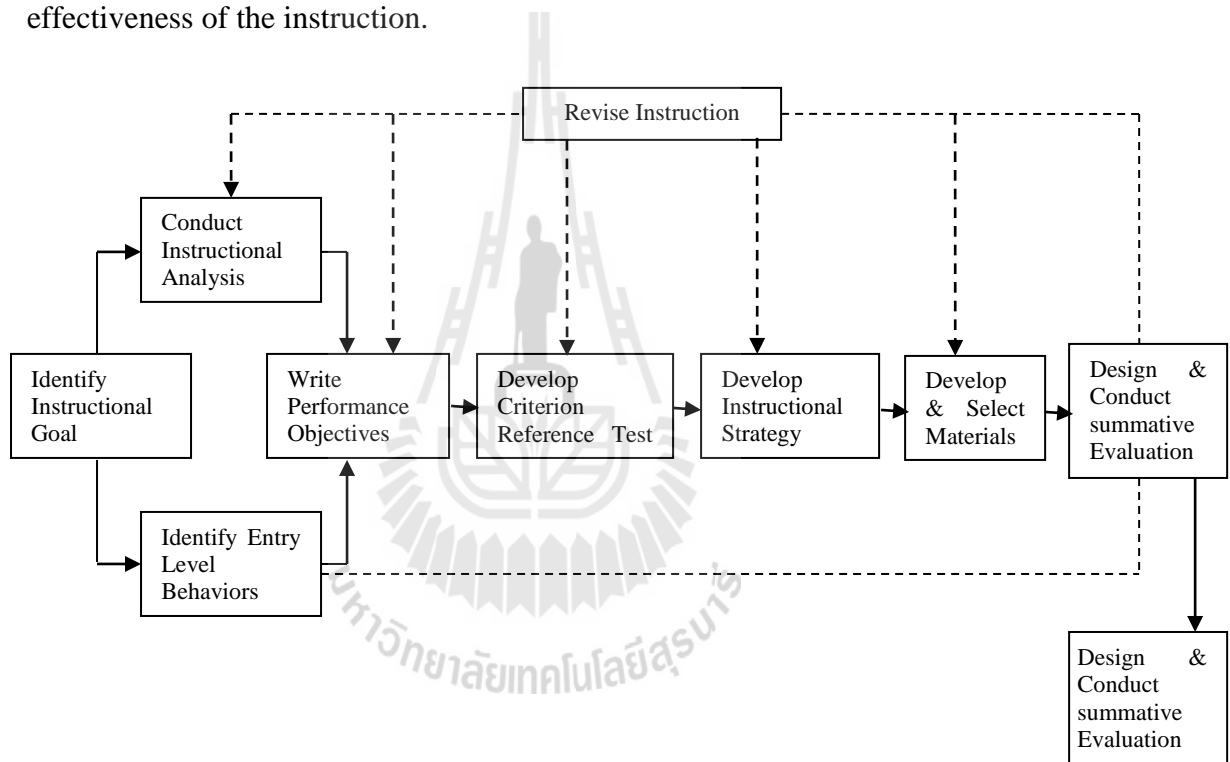


Figure 2.9 The Dick and Carey model (Dick, Carey, & Carey, 2005, p. 1)

According to Dick, Carey and Carey (2005), the ten interconnected boxes in the model represent sets of theories, procedures, and techniques that are employed to design, develop, evaluate, and revise instruction. A dotted line depicts “feedback from the next-to-last box to the earlier boxes” (ibid., p. 6). The ten interrelated components in the Dick and Carey model (ibid., pp. 6-8) are briefly described as follows:

1. Assess needs to identify instructional goal(s): to determine what new information and skills learners are expected to be able to master at the end of the instruction
2. Conduct instructional analysis: to determine the steps the learners are taking when performing the goal; to determine what skills, knowledge, and attitudes (known as entry skills) are needed by learners to be successful in the new instruction.
3. Analyze learners and contexts: to identify learners' characteristics as well as current skills, preferences, and attitudes along with characteristics of the instructional settings.
4. Write performance objectives: to determine specific statements of what learners will be able to perform at the end of instruction; the statements are about skills to be learned, the conditions under which skills will be demonstrated, and the criteria for successful performance.
5. Develop assessment instruments: to develop assessments to measure learners' ability to perform tasks in relation with the performance objectives.
6. Develop instructional strategies: to develop strategies to foster learner learning including pre-instructional activities (stimulating motivation and focusing attention), presentation of new content with examples and demonstration, active learner participation and assessment, and follow-through activities.

7. Develop and select instructional materials: to use an instructional strategy to produce the instruction including guidance for learners, instructional materials, and assessments.
8. Design and conduct formative evaluation of instruction: to conduct a series of evaluations (*one-to-one evaluation, small group evaluation, and field trial evaluation*) to collect data used to improve instructional processes and products.
9. Revise instruction: to use the data from the formative evaluation to revise instruction and re-examine the validity of the instructional analysis and the assumptions about the entry skills and characteristics of learners.
10. Design and conduct a summative evaluation: to conduct a culminating evaluation of the effectiveness of the instruction.

The nine basic steps (1 -> 9) in the Dick and Carey model are a set of procedures employed to design instruction, whereas the last step is not a part of the design process. The whole process in a linear approach reflects instruction as an entire system focusing on the interrelationships between context, content, learning and instruction.

2.7.3 The Gerlach and Ely Model (1980)

The Gerlach and Ely model is classroom-oriented and based on a systematic approach. The model which consists of six major components is suitable for teachers in secondary and higher educational institutions as “its design mainly involves the analysis of objectives and content, which forms the central core of teacher planning” (Ono, 2012, p. 217).

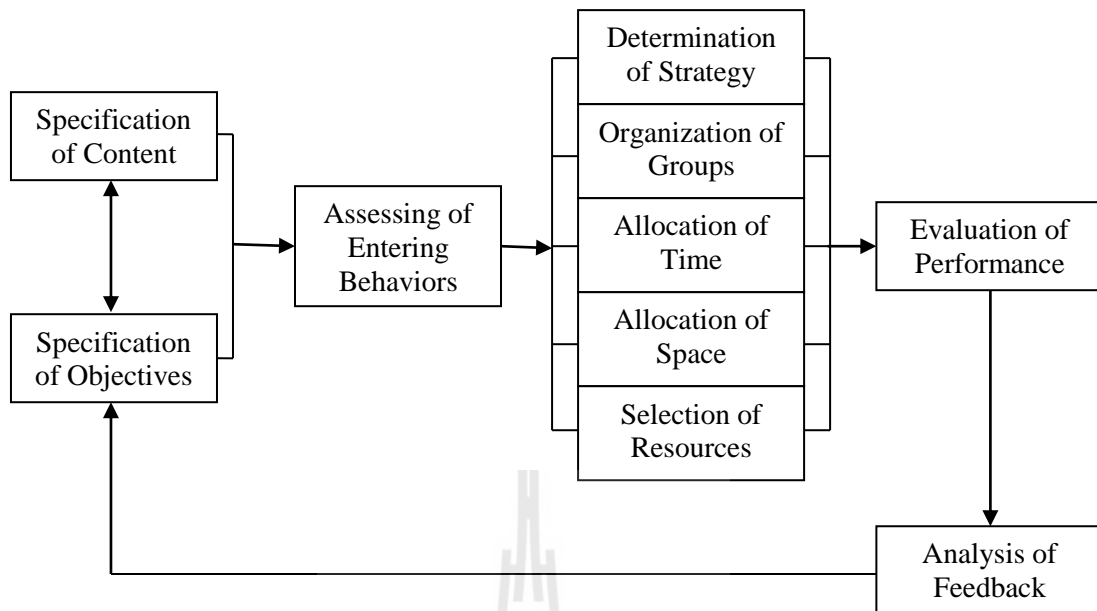


Figure 2.10 The Gerlach and Ely Model (1980; cited in Gustafson & Powel, 1991, p. 12)

It can be seen from Figure 2.10 that although the Gerlach and Ely model is a linear and procedural model, many steps are intended to take place simultaneously. This model also includes the ADDIE model within itself. The components in the Gerlach and Ely model are briefly explained as follows:

1. Specification of content and objectives: to determine instructional objectives that learners need to obtain after the instruction and appropriate contents to help learners to achieve those objectives.
2. Behaviors assessment: to determine learners' current skills and needs.
3. Determination of strategy: to determine what instructional methods (e.g., lecture, discussion, group work, pair work) are needed to meet instructional objectives.

4. Organization of groups: to determine what kind of activities (e.g., self-study, whole-class) are suitable for learners to achieve instructional objectives.
5. Allocation of Time: to determine time availability in order to arrange instructional methods and organization of groups.
6. Allocation of Space: to determine space availability for instructional methods and organization of groups.
7. Selection of Resources: to identify what type of resources are suitable so as to achieve instructional objectives.
8. Evaluation of Performance: to conduct an evaluation of what learners have learned at the end of the instruction.
9. Analysis of Feedback: to evaluate the effectiveness of instruction based on the information gained from an evaluation of performance.

The Gerlach and Ely model is “a mixed linear and simultaneous design and development steps” (Gustafson & Powel, 1991, p.13), and it is suitable for use at all levels of expertise. Furthermore, this model has been developed as a systematic approach to teaching and learning, which puts more emphasis on the learner.

2.7.4 The Morrison, Ross and Kemp Model (The Kemp Model, 1985)

The Kemp model is class-oriented and uses a non-linear approach beginning with curriculum development at the macro level, then course development at micro level and lesson development at the nano-level (Baturay, 2008). It has three layers with nine components of an instructional design process arranged in a circular manner.

As seen from Figure 2.11, the nine ovals in the Kemp model represent nine components which are surrounded by two layers of concentric rings including other factors. All phases of the ADDIE model are also covered in the Kemp model. The following is a brief explanation of the components and factors in the model.

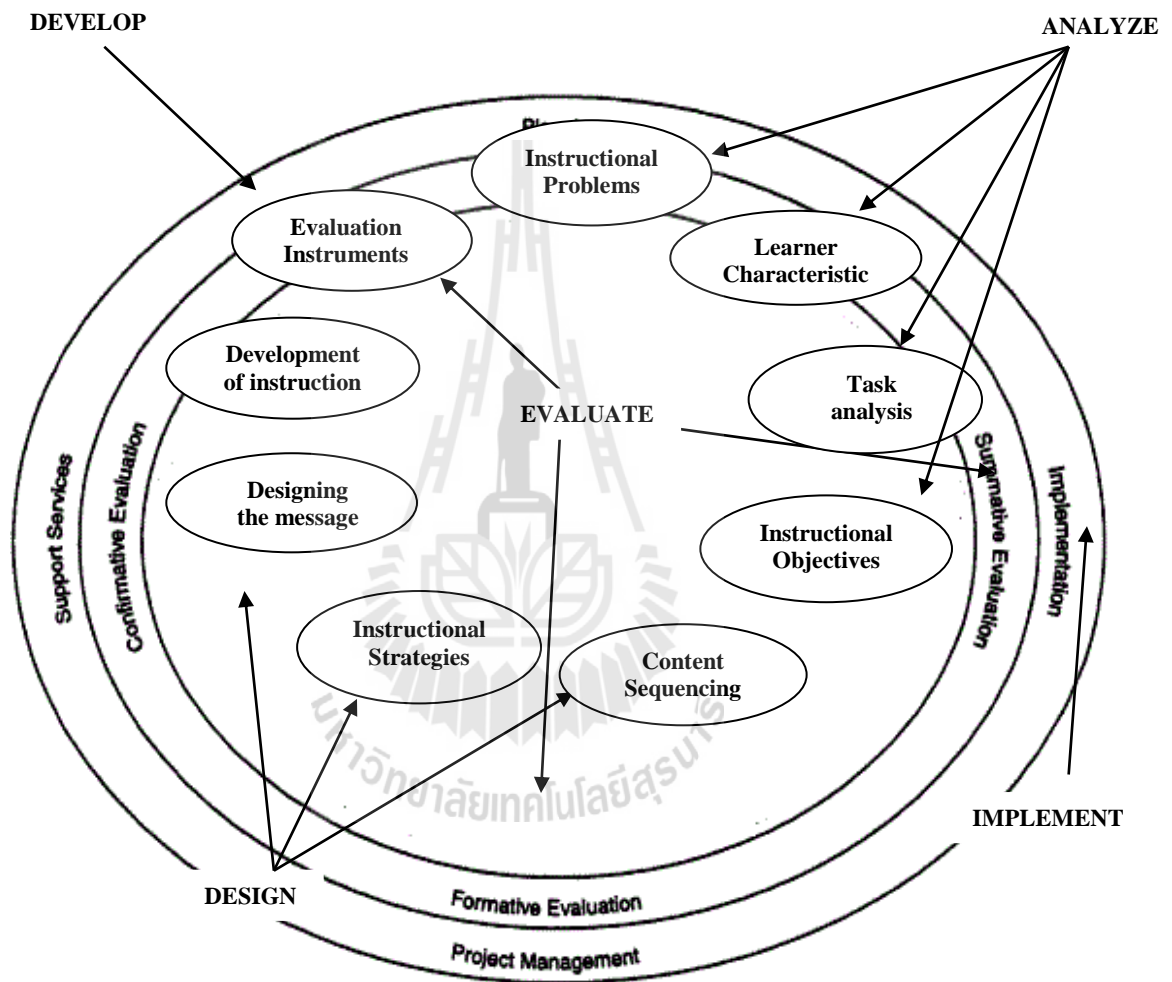


Figure 2.11 The Kemp model with ADDIE components added (Morrison et al., 2010, p. 12)

1. Instructional problems: to determine what type of instruction is needed by analyzing needs and goals of the course.

2. Learner characteristics: to identify learners' characteristics and their existing knowledge.
3. Task analysis: to define the types of learning based on the stated goals of the course.
4. Instructional objectives: to determine specific statements of what learners are required to perform in order to provide a means for designing appropriate instruction, a framework for evaluation of learner learning, and guidelines for the learning process.
5. Content sequencing: to determine the order in which content should be presented to obtain the instructional objectives.
6. Instructional strategies: to describe sequences and methods of instruction to achieve the instructional objectives.
7. Designing the message: to transform an instructional plan into instructional units.
8. Instructional delivery: to determine what type of delivery methods (e.g., lecture, group-work, pair-work) are suitable for the instructional objectives and environment.
9. Evaluation instruments: to develop the evaluation instrument of learner learning
10. Formative evaluation: to provide feedback on the process of developing instructional material before the completion of the final version of the material.
11. Confirmative evaluation: to determine the effectiveness of instructional materials.

12. Revision: to modify the materials after they have been tried out.
13. Summative evaluation: to provide feedback of instruction at the end of a course.
14. Support services: to determine relevant matters (e.g., budget, facilities, personnel services) to make the instruction successful.
15. Project management: to determine project managers for designing and developing a course.
16. Planning: to develop a curriculum of a course.
17. Implementation: to conduct instruction.

The Kemp model “has a flexible, dynamic and adaptive set of processes and procedures and iterative cycles and follows a flow that begins from the center and moves to the outer parts” (Baturay, 2008, p. 476). Inasmuch as this model is a continuous cycle of design and development process, the nine components are interdependent of each other and one can start “the steps at which s/he wants and can skip the steps, if s/he has data already present at hand” (ibid. p. 476).

To sum up, the four instructional design models can be applied to facilitate the complexities of intentional learning environments within diverse contexts. Whether being a linear model or a non-linear one, the reviewed models involve all phases of ADDIE (Analyze, Design, Develop, Implement, & Evaluate), which are the vital components in each model. Moreover, these models tend to have the following common characteristics :

1. ISD is learner-centered.
2. ISD is goal-oriented.
3. ISD focuses on real-world performance.
4. ISD focuses on outcomes that can be measured in a reliable and valid way.

5. ISD is empirical.
6. ISD is typically a team effort.

(Gustafson & Branch, 2002 p. 21)

From this brief literature review on instructional design models and other relevant models, there is, to the best knowledge of the researcher, no instructional design model for enhancing foreign language learners' ICC. Thus there appears to be a gap which needs to be filled in order to prepare language learners to be intercultural speakers in multicultural societies. Therefore, the four reviewed models can be used as guidelines to develop an ICLT model for enhancing EFL learners' ICC in the EFL context of Vietnam.

2.8 Previous Studies on the Development of ICC

There are many aspects such as focus of study, participants and settings, research design, methods of data collection, data analysis, and findings that can be learned from previous studies on IC/ICC. Among thirty-three studies that are found to have been conducted in countries other than Vietnam, it is noticed that the most common focus of study is the application of information and communications technology (ICT) such as the computer, the Internet, video and other technologies to promote the acquisition of IC/ICC (e.g., Ware, 2003; O'Dowd, 2004; Liaw, 2006; Jin & Erben, 2007; Damnet, 2008; O'Neil, 2008; Ulf, 2008; Organ, Alevan & Jones, 2009; Wang & Coleman, 2009; Garretts-Rucks, 2010; Risner, 2011; Schenker, 2012a, 2012b). Three other common focuses of study are the use of new approaches in IC/ICC development (e.g., Meade, 2010; Mancini-Cross, 2011; Nakano, et. al. 2011; Nichols, 2011; Shaftel, Shaftel & Ahluwalia, 2011; Gómez, 2012; Hoyt, 2012;

Zumbihl, 2012), the contexts of ICC promotion (e.g., Li, & Pu, 2010; Pierson, 2010; Shoman, 2011; Ottoson, 2013), and the characteristics / difficulties / challenges / factors in intercultural communication (e.g., Moloney, 2007; Xiao & Petraki, 2007; Brighton, 2011; Alexandru, 2012).

With respect to the participants and settings, it was seen that different groups of participants from different levels of education were involved, but the most commonly used group was at tertiary level. Participants were in different contexts such as Arabic as a foreign language, Chinese as a foreign language, EFL, ESL, German as a foreign language, French as a foreign language, and Japanese as a foreign language. The number of participants varied in accordance to the scope and research design of each study. The number of participants was not more than 100 for the mixed approach studies, from some tens to more than 1,000 for quantitative studies, and not more than fifty for qualitative studies.

As far as the research design is concerned, the mixed approach was the most used among the studies (18 out of 33), and this was followed by the qualitative approach (8 out of 33) and the quantitative approach (7 out of 33). In another aspect of the research design, it was found that 11/33 studies were quasi-experimental with a mixed, quantitative, or qualitative approach in which teaching intervention was conducted with an experimental group in order to test the effectiveness of a teaching approach.

Concerning the methods of data collection and analysis, questionnaire and interview were the two most popular research instruments in these studies. Many other means of data collection, namely classroom observation, teacher researcher memo/reflexive journal, essay, exam, quiz, discussion, school document, video/audio

recording, feedback, email were also taken into consideration in many studies so as to get in-depth information as well as to triangulate the information obtained. Accordingly, content analysis and descriptive statistics were most often used in terms of data analysis; however, some studies also used inferential statistics such as Analysis of covariance (ANCOVA), Wilcoxon test, Chi-square test, Correlation, Regression analysis, T-test, and Multivariate analysis of covariance (MANCOVA).

Among many scholars (e.g., Gómez, 2012; Huang & Kou, 2012; O'Dowd, 2004; Organ, Alevén & Jones, 2009; Ottoson, 2013) who have conducted significant research, Gómez (2012) conducted a study in which authentic literary texts in the EFL classroom were included through the implementation of four constructivist approaches (Inquiry-based Learning, the Dialogical Approach, the Transactional Approach, and the Content-based Approach) as a means to develop ICC. Unlike O'Dowd (2004), Damnet (2008), and Organ et al. (2009), Gómez (2012) designed his study qualitatively with twenty-three advanced EFL learners of the Modern Language Program at Universidad Pedagógica Nacional, Colombia. In order to collect data from direct observation, interview with participants, and participants' journals, the researcher incorporated five multicultural literary pieces in an advanced English course as a means to help learners develop ICC. Each story was read and discussed in a period of one week; some of them took two weeks. The findings indicated that integrating language and literature in English as a foreign language not only constituted communicative reading practice, but also the opportunity to construct cultural knowledge through social interaction. Furthermore, providing learners with appropriate approaches accompanied with guidelines and tasks helped learners to explore and understand authentic texts in a more accessible way.

In another context, Huang and Kou (2012) conducted an empirical research about intercultural communication teaching for undergraduate English majors from six universities in Yunnan province in southwest China in order to understand students' perception of a present intercultural communication course in terms of purpose of learning, content and effective approaches, expectations for teachers and suggestions for improving the course. In contrast with Gómez's (2012) research, Huang and Kou designed a quantitative study in which only a questionnaire was employed to collect the data from 725 participants in six universities in Yunnan, China. The researchers found that students perceived that verbal and nonverbal communication was the most useful content of the course, and theories were the most difficult aspect of the course. There was a distance between the commonly used approaches and students' perception of effective approaches as the commonly used teaching approach was the lecture while the most effective approach as perceived by the students was video and watching movies. In another aspect, students expected the course would help them learn about the cultures of other countries, and to compare cultural differences, and they expected their teachers to have rich cultural knowledge.

More recently, an eight-month study was carried out by Ottoson (2013) to explore how the development of ICC could be monitored in a classroom context. The researcher employed two groups of first-year high school students in the school's Intercultural Division: one group of ten students (6 females; 4 males) who had never been abroad, and the other group of ten students (7 females; 3 males) who had been abroad (e.g., the United States, Belgium, China, Indonesia, Malaysia, & Thailand) for a period of two years or longer. A mixed approach with teaching interventions was utilized in order to collect data through pre- and post-questionnaires (Perceptual

Acuity Scales) and students' journals. The results indicated some differences in the quantitative measurement, namely, the Perceptual Acuity scale, which showed no significant change in ICC; however, a qualitative analysis of journal reflections showed evidence of heightened interest in others, an ability to change perspective, knowledge of culture, and intercultural communication. Both groups of students changed their perspectives in their goals and achievements toward IC in the class, but those who had previously been abroad were more concerned with their use of English than those who had never been abroad.

To sum up, most research studies showed that learners' ICC was improved after teaching interventions in different research contexts. Nevertheless, the main focuses of those studies varied from the application of computer-assisted language learning, reading authentic literary texts, overseas experience, to learner autonomy in relation to the development of learners' ICC, but so far there has not been much research on conducting a traditional classroom-based study in relation to the integration of intercultural elements into a general English course to enhance learners' ICC. In addition, the concept of ICC is still alien to most researchers as well as educators in Vietnam, and not many studies have been, to the best of the researcher's knowledge, found in the literature on the promotion of learners' ICC. For example, two available previous studies are: one empirical research by Bui (2012) to use the free Telecollaboration 2.0 for online intercultural exchanges in order to enhance learners' ICC in the context of English language education in Vietnam, and the other theoretical paper by Nguyen (2007) showing a gap to be filled regarding the development of EFL learners' ICC. No other research has been reported on conducting action research on the integration of intercultural teaching into ELT in

order to enhance learners' CC in context, which is the focus of this present study. This study, therefore, aims to develop an ICLT model to enhance learners' ICC in order to fill such a gap in the context of Vietnam.

2.9 Summary

This chapter provided an overview of world Englishes in the ASEAN context, how culture and ICC are defined, and what their components are. In addition, the models of development of ICC were reviewed in order to set guidelines for developing as well as assessing learners' ICC. It then explored different issues of intercultural language teaching and learning, namely the principles and approaches of ILT, activities for ILT, and input for as well as assessment of ILL. ISD models were also addressed in order to provide the guidelines for constructing an ICLT model. Finally, previous research on ICC was taken into account so that gaps in previous studies could be identified. The review of literature in this chapter serves as a theoretical framework from which the ICLT model can be developed for enhancing learners' ICC. The methodology used in this study is discussed in chapter three.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the research methodology employed for this study in order to achieve the objectives proposed in chapter One and addresses the following research questions of the study:

1. To what extent is EFL learners' ICC enhanced using the ICLT model?
2. What are the supportive factors and constraints that affect the development of EFL learners' ICC using the ICLT model? and
3. What are EFL learners' perceptions of the ICLT model?

This chapter first presents the research design which is composed of two phases of the study. Phase One features the stages of developing an ICLT model. Phase Two, which is the main phase of the study, is to implement and evaluate the developed ICLT model. This is presented with information about the research setting, the research participants, the course design, the research instruments, the data collection and the analysis procedures, and the pilot study. The chapter ends with the ethical considerations and a summary of the chapter.

3.2 Research Design

As the nature of the research on ISD models is aimed at the “production of new knowledge in the form of a new (or an enhanced) design or development model” (Richey, et al., 2011, p. 11), it addresses the construction and validation of models and processes. This perspective was also applied to the context of this study since this study endeavored to develop and validate an ICLT model which was applied in ELT to enhance EFL learners’ ICC.

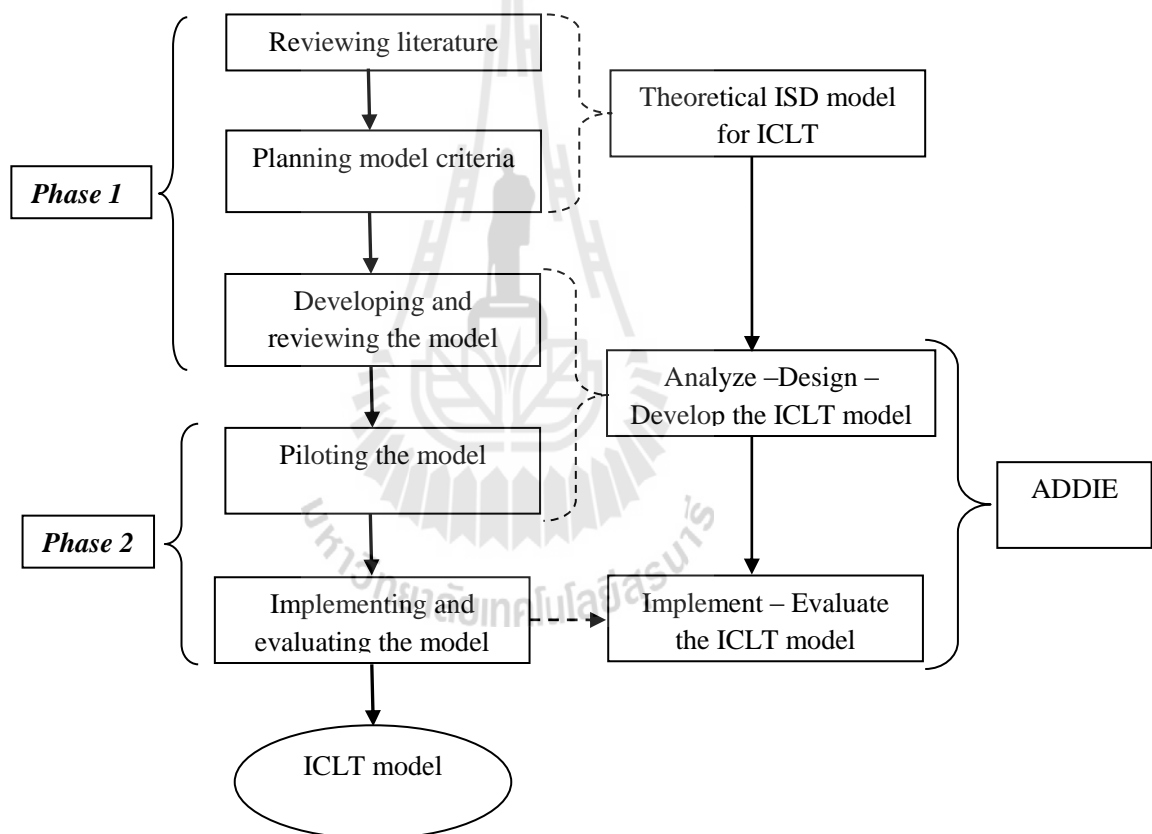


Figure 3.1 Research design of the study

This study was conducted in two phases: (1) to develop an ICLT model for enhancing EFL learners’ ICC, and (2) to implement and evaluate the developed model. The former (Figure 3.1) had three stages: a literature review, planning the

criteria of the model, and developing and reviewing the model. The latter consisted of two stages of implementing and evaluating the developed ICLT model. The stages of the literature review and planning the criteria of the model were aimed at constructing a theoretical ISD model for ICLT while those of developing and reviewing, piloting, and implementing and evaluating the ICLT model depicted the five stages (Analyze – Design – Develop – Implement – Evaluate) of ADDIE which were used to develop an ISD model.

3.3 Phase One: Develop the ICLT Model

The aim of phase One was to develop an ICLT model for enhancing learners' ICC and it comprised three stages, namely, to review the literature, plan the criteria of the model, and develop and review the model.

3.3.1 Stage 1: Review Literature

This stage reviewed and discussed the relevant literature concerning the definitions and components of culture and ICC, models of ICC development, intercultural language teaching and learning and the existing ISD models, which were presented in Chapter Two. This stage serves as a theoretical framework for the following stages.

3.3.2 Stage 2: Plan the Criteria of the Model

This stage is aimed at planning a set of criteria specifying a detailed description of the ISD model. Based on the analysis of the four ISD models (see section 2.7), a theoretical ISD model for ICLT (see Appendix A) was constructed using the components of ADDIE. This linear theoretical ISD model consisted of five

stages (Analyze – Design – Develop – Implement – Evaluate) with nine steps and twelve elements.

3.3.3 Stage 3: Develop and Review the Model

This stage developed the ICLT model based on the criteria of the model, it was then reviewed by a group of three experts in the field. However, only three stages (Analyze – Design - Develop) of the ADDIE were used in phase One. The product of this stage was a proposed ICLT model that was then applied in phase Two of this study.

3.3.3.1 Develop an ICLT Model

The results of the three stages (Analyze – Design - Develop) of ADDIE were as follows:

Analyze

In this stage of ADDIE, first the learning needs and goals were identified and discussed (see section 1.4), then the learning context was described and discussed (see section 3.4.2). Finally, the learner characteristics were analyzed (see Appendix B).

Design

Based on the analysis of learning needs and goals, learning contexts, and learner characteristics, the general objectives (see Appendix C) and specific instructional objectives (see Appendix D) for the intercultural language course were defined in terms of ICC. Then, the learning materials were taken into account. For the elementary English course, the *Four Corners* textbook level 2 was used (see section 3.4.4.2), and an additional intercultural material with graphics and video clips (see Appendix E) was designed in order to achieve the instructional goals. The selection of intercultural themes was based on the relevancy of the language topics found in the

Four Corners textbook level 2 (see section 3.4.4.2). Finally, the assessment tools were designed in accordance with the instructional objectives of the intercultural language course. In order to assess learners' ICC, two assessment tools were used: LC tests (a formative test and a summative test), IC tests (a formative test and a summative test), which were described in subsection 3.4.4.

Develop

Based on the previous two stages of reviewing the literature and planning the model criteria, an ICLT model for the ICC training process with its description was developed (see section 3.4.3.4). Simultaneously, a set of lesson plans for the ICC training was also designed (see section 3.4.3.5).

3.3.3.2 Review the ICLT Model

Based on a set of criteria that the experts used to evaluate the model should know about IC/ICC and the development of an ISD model and they should also be experienced EFL teachers. Accordingly, a group of three experts (one Chinese; one Thai; one Vietnamese who were all Ph.D. degree holders and who all had more than sixteen years' teaching experience) were invited to review the ICLT model. A review form (see Appendix F) was designed and sent to a panel of experts in the field to review. Based on the suggestions made by the reviewers, the ICLT model was revised accordingly.

3.4 Phase Two: Implement and Evaluate the ICLT Model

This phase is the main phase of the study, which was aimed at piloting, implementing and evaluating the developed ICLT model. In this phase, a mixed methods approach with a quasi-experiment design was employed. A mixed methods

approach, which is a combination of different types of data collected at different stages within a study, can capture more details of the situation being investigated (Creswell, 2007). In other words, a mixed methods approach consists of “first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results” (ibid., p. 560). In this study, the quantitative data were obtained by administering a questionnaire to the learners, conducting LC and IC tests whilst the information obtained from the learners’ diaries and semi-structured interviews generated qualitative data. This second phase resulted in an ICLT model with a set of design recommendations and guidelines to be used for the model.

3.4.1 Research Setting

Phase Two was carried out at SEAMEO RETRAC, a Foreign Language Center in Ho Chi Minh City, Vietnam, which provides a variety of language training programs, each of which has many levels, from elementary to advanced. This center has seventy-seven English language teachers from not only English-speaking countries, such as New Zealand, Australia, Canada, the United Kingdom, and the United States of America, but also non-English-speaking countries, like Vietnam, the Philippines, and South Korea. All of these teachers hold postgraduate degrees and internationally recognized TESOL qualifications. The Vietnamese teachers of English and the foreign teachers of English are scheduled to share the teaching time of each class according to the level of the learners’ English language. The ratio of the teaching time between Vietnamese teachers of English and the foreign teachers of English is 70% - 30% at the beginner and elementary levels, 30% - 70% at the intermediate levels, but 100% of the teaching time is taught by foreign teachers of English at the advanced levels.

This center possesses a wide range of facilities. Each classroom is equipped with an air-conditioner, a liquid crystal display (LCD) television, and a computer with access to high speed Internet. The number of learners in each class ranges from ten to no more than twenty, and all of them are roughly at the same level. Learners rarely fall too far behind their classmates because they are placed at a suitable level depending on the results of a placement test, and those who finish a module with satisfactory results on an achievement test automatically move on to the next level.

As the purpose of this research is to develop and validate an ICLT model for enhancing EFL learners' ICC, the subjects were narrowed down to those who were studying on the elementary course in the General English program. The choice of subjects at this level for the research study was more appropriate than others for two reasons: first, the General English program is the most popular program which more learners would like to follow than those on other programs, such as communicative business English and standard test preparation; second, the number of learners at this level in the General English program was more stable than that in other programs.

3.4.2 Research Participants

As for the experimental phase of the study, there were two groups of research participants: (1) those taking part in the quasi-experiment and (2) those participating in interviews. The research participants who were learning general English at SEAMEO RETRAC, Vietnam, were from three classes at elementary level, and the number of three classes was fifteen, fifteen, and seventeen, respectively. All of the three classes were chosen by the Language Center in accordance to the researcher's requests. These classes were taught by the researcher (70% of the teaching time) and three foreign teachers of English (30% of the teaching time) (see Appendix G).

Demographics of Quasi-experiment Participants

During the quasi-experiment, forty-seven participants were involved in responding to a questionnaire on the perceptions of the ICLT, doing language tests and IC tests, and writing reflections in a diary three times, so the general information from the respondents doing the questionnaire is the same as for those doing the tests and writing reflections. As can be seen from Table 3.1, the number of female learners (66 %) nearly doubled that of male learners (34%), and just over half (53.2%) of the participants were aged under 20, i.e., the participants were quite young. Additionally, around three-fifths (61.6%) of the participants were university students. That is why nearly seven in ten (68.1%) of the participants had other high level qualifications or certificates (e.g., high school baccalaureate) other than Bachelor's, Master's, or Doctoral degrees. Furthermore, a very large majority (78.7%) of the participants had previously studied English for over five years. Just over a third (34%) of the participants reported that they had been abroad, and only a very small number (4.3%) of the participants had taken an intercultural course before. Detailed information on the participants is as follows:

Table 3.1 Research participants' general information

		N = 47	
		F	%
Gender	Male	16	34.0
	Female	31	66.0
Age	Under 20	25	53.2
	21-30	18	38.3
	31-40	4	8.5
	Over 40	0	0.0
Job	Office worker	10	21.4
	University Student	29	61.6
	School student	5	10.6
	Other	3	6.4
Higher degrees	Bachelor's	14	29.8
	Master's	1	2.1
	Doctorate	0	0.0
	Others	32	68.1
Number of years' learning English	Under 1	1	2.1
	1 – under 3	1	2.1
	3 - 5	8	17.0
	Over 5	37	78.7
Overseas experience	Yes	16	34.0
	No	31	66.0
Previous intercultural course	Yes	2	4.3
	No	45	95.7

Demographics of Interviewees

Of forty-seven participants taking part in the quasi-experiment, fifteen participants accounting for 32% of the population were invited for group interviews on a voluntary basis. This means that a group of five participants from each class was invited for an interview.

Table 3.2 Interviewees' general information

		n= 15	
		F	%
Gender	Male	5	33.3
	Female	10	66.7
Age	Under 20	9	60
	21-30	3	20
	31-40	3	20
	Over 40	0	0
Job	Office worker	3	20
	University Student	7	46.7
	School student	5	33.3
	Other	0	0
Higher degrees	Bachelor's	3	20
	Master's	0	0
	Doctorate	0	0
	Others	12	80
Number of years' learning English	Under 1	0	0
	1 – under 3	0	0
	3 - 5	3	20
	Over 5	12	80
Overseas experience	Yes	2	86.7
	No	13	13.3
Previous intercultural course	Yes	0	0
	No	15	100

As can be seen from Table 3.2, there were more female (66.7%) than male learners (33.3%), and four-fifths (80%) of the interviewees mentioned that they had studied English for more than five years. However, although the learners had spent years studying English, their English proficiency was still at a low level (elementary). It should also be noted that 100% of the interviewees reported that they had never taken any intercultural course before. Other detailed information (age, job, and higher degree) of the interviewees is presented in Table 3.2.

3.4.3 Course Design

3.4.3.1 Course Structure

The General English program, which consists of four levels from beginner to advanced, is specifically designed for young adults and adult learners who wish to improve their English proficiency in all four skills: listening, speaking, reading, and writing. The program is aimed at developing learners' communicative competence to address their common problem: "I know lots of grammar and vocabulary, but I can't *use* my English" (Richards & Bohlke, 2012a, p. viii). In order to complete the whole General English program, learners are required to study for 608 hours from beginner to advanced level. Each level is divided into two phases, each of which consists of a seventy-six hour course.

For this study the class met three times a week over a period of thirteen weeks and they were instructed by a Vietnamese teacher of English (the researcher), who met the class twice a week, and a foreign teacher of English, who met the class once a week. Each session lasted two hours, so the total number of teaching hours for the whole course was seventy-six, including seventy-two in-class teaching hours and four end-of-course assessment hours. The seventy-six hour course was divided into two parts. The first part was the lessons taught by the researcher (70% of the teaching time) and a foreign teacher of English (30% of the teaching time). The second part was the end-of-course assessment (four hours) which was conducted by teachers other than those responsible for teaching the course. The end-of-course assessment consisted of two kinds of test: written and oral tests. The former was conducted by a Vietnamese teacher of English, the latter by a foreign teacher of English.

Apart from the core elements in the course syllabus which were designed by SEAMEO RETRAC, additional elements of intercultural content were integrated into the course. The general competences of the course (see Appendix C) were designed based on an analysis of the learning context (see section 3.4.1), learner characteristics (see Appendix B), and Byram's (1997) educational objectives (see section 2.5.1), and they included IC (attitudes, knowledge, skills and awareness) besides language competence (LC) which was expressed in terms of language skills (listening, reading, speaking, and writing) and language functions.

As one of the purposes of the main phase of this study was to improve the effectiveness of an ICLT model, the intercultural content was included in the English language class. The distribution of teaching hours (Table 3.3) was that teacher one (the researcher) was responsible for forty-eight hours teaching of both regular lessons (24 teaching hours) and ICC lessons (24 teaching hours); the foreign teacher was responsible for twenty-four hours teaching which consisted of language quizzes, IC quizzes and other extra activities; and the last four hours were for LC tests and IC tests administered by external teachers other than the teachers who were responsible for teaching the class.

Table 3.3 Distribution of teaching hours

Details	Teacher 1 (Vietnamese)		Teacher 2 (Foreigner)	External Teachers (Both)
	Regular lessons	ICC lessons		
Teaching hours	24	24	24	4
Teaching components	- Student book <i>Four Corners</i> 2A (Units 1, 3, & 5)	- Student book <i>Four Corners</i> 2A - Additional intercultural materials (Units: 2, 4, & 6)	- Language quizzes - IC quizzes - Extra activities	- LC tests - IC tests

3.4.3.2 Textbook

The *Four Corners* textbook level 2, which is part of the *Four Corners* series by Cambridge University Press (Richards & Bohlke, 2012b), is comprised of twelve units, each of which addresses a topic, namely *Unit 1: My interests*, *Unit 2: Descriptions*, *Unit 3: Rain or shine*, *Unit 4: Life at home*, *Unit 5: Health*, *Unit 6: What's on TV?*, *Unit 7: Shopping*, *Unit 8: Fun in the city*, *Unit 9: People*, *Unit 10: In a restaurant*, *Unit 11: Entertainment*, and *Unit 12: Time for a change*. Each unit is organized in six parts including a Warm-up, Lesson A, Lesson B, Lesson C, Lesson D, and a Wrap-up as shown in Table 3.4.

Table 3.4 Unit organization (Richards & Bohlke, 2012a, p. ix)

	Objectives	Typical Unit Organization
Warm-up	Introduces learners to the topic and activates schema.	<i>Unit overview; two Warm-up activities</i>
Lesson A	Presents and practices first set of vocabulary and first grammar point of the unit.	<i>Vocabulary, Language in context, Grammar, Speaking, (Extra speaking: Keep talking)</i>
Lesson B	Presents and practices the functional language.	<i>Interactions (functional language), Pronunciation, Listening, Speaking</i>
Lesson C	Presents and practices second set of vocabulary and second grammar point of the unit.	<i>Vocabulary, Conversation, Grammar, Speaking, (Extra speaking: Keep talking)</i>
Lesson D	Practices the skills of reading, writing, speaking (and sometimes listening).	<i>Reading, Listening, Writing, Speaking</i>
Wrap-up	Reviews the target language; helps learners find examples of English in the real world.	<i>Quick pair review, In the real world</i>

For the first of the two stages at the elementary level in the General English program, only six topics from Unit One to Unit Six (*Unit 1: My interests, Unit 2: Descriptions, Unit 3: Rain or shine, Unit 4: Life at home, Unit 5: Health, Unit 6: What's on TV?*) were covered. Additionally, three intercultural themes, *Concept of beauty in different countries* for Unit 2, *Food and drink in different countries* for Unit 4, and *Body language in different countries* for Unit 6, were integrated into the language content to test the effectiveness of the ICLT model. The objectives of these three units were determined in terms of language skills and functions and IC development (see Appendix D). The former covered the objectives to develop

language skills (listening, reading, speaking, and writing) and for the topic of each unit. The latter addressed the necessary objectives to develop IC (attitudes, knowledge, skills, and awareness) in relation to the language skills and functions of each unit.

3.4.3.3 Additional Intercultural Material

In the Elementary course in which an ICLT model was used to enhance the participants' ICC, some additional intercultural materials with video clips and graphics was designed. Thus, the intercultural materials included three intercultural themes, seven video clips, and twenty-three graphics relevant to the themes found in Units Two, Four and Six in the *Four Corners* textbook level 2.

The intercultural materials were selected, developed and/or adapted for EFL classrooms based on four criteria. The intercultural materials had to be:

1. authentic (e.g., Ho, 2009; Purba, 2011), i.e. authentic cultural experience;
2. appropriate (e.g., Cakir, 2006; Turkan & Celik, 2007) i.e., learners' language proficiency;
3. accurate (e.g., Byram, 1989; cited in Cortazzi & Jin, 1999) i.e., information;
4. activity-based (e.g., Cakir, 2006; Turkan & Celik, 2007) i.e. context-based and with intercultural activities.

The video clips and graphics in the intercultural materials were selected chosen based on the availability of different resources, such as DVD-ROM/CD-ROM discs, films, the Internet, and printed materials in terms of specific criteria.

The video clips and graphics:

1. were about cultures (both visible and invisible) from not only English speaking countries, but other countries as well, which were chosen on the basis of availability of resources such as DVD-ROM/CD-ROM discs, films, the Internet, and printed materials;
2. were directly aligned with intercultural themes;
3. contained English language as a means of interaction or subtitles (video clips);
4. were appropriate to participants' level of English proficiency;
5. were accurate in terms of content about the contemporary world;
6. were not related to offensive content (e.g., nudity, sexual acts, drugs, crime, cruelty, discrimination);
7. had a high quality of graphic, color, and sound (video clips).

The intercultural material was reviewed by the experts in the field, then it was revised before being used in the implementation of the ICLT model (see Appendix H).

3.4.3.4 The ICLT Model for the ICC Training Process

In order to help to foster EFL learners' ICC, an ICLT model was developed in phase One of this study. This ICLT model depicts the integration of intercultural content into English language teaching in order to facilitate the ICC training process.

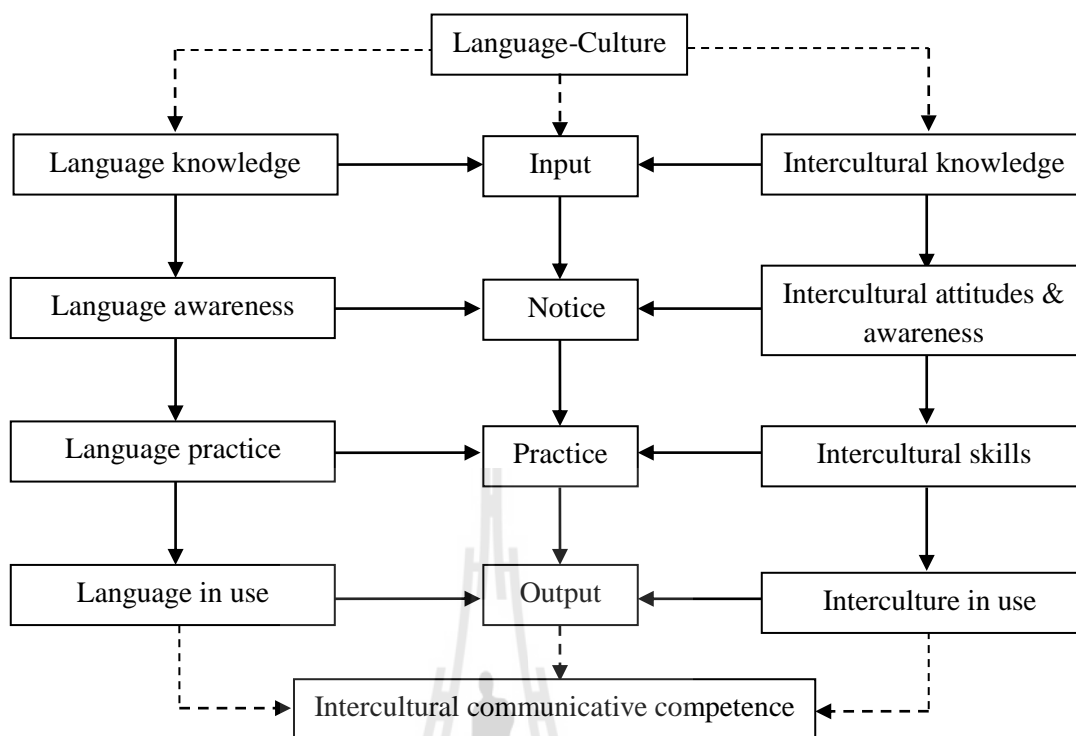


Figure 3.2 The ICLT model for ICC training process

The ICLT model provides an on-going process of ICC acquisition. There are three parts (Figure 3.2): Language-Culture, the main process (input – notice – practice – output), and the ICC.

Language-Culture: This reflects a view of language and culture which is closely intertwined and it is the foundation for the ICLT model.

Input: This teaching step aims to provide learners with language knowledge and intercultural knowledge by exposing learners to a wide range of authentic texts and sources (oral, written, and visual) about language and different cultures.

Notice: Based on their previous knowledge of language and intercultural, learners are encouraged to notice and make comparisons between unfamiliar and familiar features. In addition, learners discuss the reasons for language and intercultural features as well as their personal response to them.

Practice: Learners have a variety of opportunities to practice short, supported and guided communicative tasks about elements of the new knowledge in the two previous teaching steps. Moreover, they have an opportunity to practice using intercultural language strategies for communication in accordance with their language and cultural needs.

Output: At this stage, learners are able to produce the earlier input features and reflect on their correctness and appropriateness. Furthermore, learners are able to explore further the new language and intercultural features by trying out new forms, expressions, or strategies derived from the earlier input in actual language use through language and intercultural tasks (e.g., projects, drama, presentations, etc.). This may trigger a new input for the following process.

Intercultural communicative competence: The ultimate goal of ICLT is to help learners to become intercultural speakers with ICC who can interact effectively and appropriately with others from different cultures.

In this ICLT model, the arrows between the components indicate the sequence of the process, and the dotted arrows depict the interrelationship between the main part and the foundation and the ultimate goal of the ICLT process.

3.4.3.5 Lesson Plan

From the objectives of ICC developed for three units and the sequence of the ICLT model for the ICLT training process, three sets of lesson plans were designed in terms of language content and intercultural content which means that three intercultural themes (*Concept of beauty in different countries, Food and drink in different countries, and Body language in different countries*) were integrated into language units two, four, and six in the *Four Corners* textbook level 2 in terms of the sequence of the ICLT model for the ICC training process: lesson A: language knowledge - intercultural knowledge (Input); lesson B: language awareness - intercultural attitudes and awareness (Notice); lesson C: language practice - intercultural skills (Practice); lesson D: language in use - interculture in use (Output).

A sample of lesson plans of Unit 2 was designed (see Appendix I) in terms of the teaching procedure of the ICLT model seen in Table 3.5:

Table 3.5 Sample of a lesson plan

Week:	Session:
LESSON PLAN	
Title:	
Time:	
Level:	
Objectives: By the end of this lesson, learners will be able to:	
Language competence:	
IC:	
Language content:	
Vocabulary:	
Grammar structure:	
Intercultural content:	
Materials:	
Teaching aids:	
Suggested activities/procedure	
Input: (language content: 1) Activity	
Notice: (language content: 1) Activity	
Practice (language content: 1) Activity	
....	
Output (language in use)	
Input: (intercultural knowledge) Activity	
Notice: (intercultural attitudes and awareness) Activity	
Practice (intercultural skills) Activity	
Output (interculture in use) Activity	

3.4.4 Research Instruments

The mixed methods approach in phase Two utilized five research instruments: a questionnaire for learners, a LC test, a IC test, learner's diary, and semi-structured interview.

Questionnaire for Learners

The questionnaire is an effective way to gather data from a large population relatively faster than other instruments (e.g., Brown, 2001; Cohen et al., 2000), and it

is easily processed by computer software packages, such as Excel or the Statistical Package for the Social Sciences (SPSS) (Burns, 1996). For this study, a questionnaire for learners was used to obtain information about EFL learners' perceptions of the ICLT model. It consisted of a set of fifteen closed-ended items which were designed and used as both a pre-questionnaire and a post-questionnaire (see Appendix J) in order to understand how learners' perceptions of the ICLT model changed after the teaching intervention. This questionnaire was based on the importance, necessity, roles of ICLT, and the IC elements in English language teaching. It included two sections: section I covering items asking about learners' backgrounds; section II containing fifteen items addressing learners' perceptions of ICLT. These items were designed using a five-point Likert-like scale (from *strongly disagree* to *strongly agree*). Items i1- i6 asked about the importance, necessity, and roles of ICLT. Items i7 – i15 asked about the roles of IC elements in English language teaching (intercultural knowledge: i7, i11, & i13; intercultural attitudes: i9 & i10; intercultural awareness: i8 & i14; intercultural skills: i12 & i15).

In order to increase the validity and reliability of the questionnaire, the English version was first reviewed by an expert in the field in order to check its validity. It was then translated into Vietnamese by the researcher, and the questionnaire in the Vietnamese version was reviewed by a Vietnamese teacher of English to cross-check the accuracy of the translation. Next, the questionnaire in the Vietnamese version was piloted, and analysed using Cronbach's alpha to ensure that the pilot study questionnaire addressed its overall purpose sufficiently. Cronbach's alpha is "a measure of internal consistency based on information about (a) the number of items on the test, (b) the variance of the scores of each item, and (c) the variance of the total

test scores” (Richards & Schmidt, 2002 p. 135). Moreover, the research participants were allowed to write their answers in their mother tongue in order to make sure that they did not have any language difficulties in understanding the items.

Language Competence Test

The LC tests were used to collect data on the learners’ language ability. It consisted of two tests: a summative test and a formative test, which were taken from the assessment package for *Four Corners* level 2 by Cambridge University Press (Richards & Bohlke, 2012b).

The summative test comprised a written test and an oral test (see Appendix K), which covered all the content of the course. The written test had a total score of 100, which was for listening, reading, grammar, functional language, and vocabulary. The oral test had a total score of 100 which included two parts: part I included two activities with eight questions each for asking and answering in pairs, and part II consisted of two activities with a reading text each for reading aloud, asking, and answering in pairs.

The formative test consisted of quizzes of six units: written and oral (see Appendix L). The former quiz had a total score of fifty which covered listening, reading, grammar, functional language, and vocabulary. The number of items in the written quizzes varied from six to seven parts. The oral part of the summative test had a total score of fifty which consisted of two main parts: part I comprising two activities with eight questions each for asking and answering in pairs, and part II having two activities with a reading text each for reading aloud, asking, and answering in pairs.

Intercultural Competence Test

Similar to the LC test, the IC test had two kinds of test: summative and formative tests, which were designed according to the general objectives of the intercultural language course. The former was an achievement test containing forty items on IC elements (each IC element had ten items) (see Appendix M), and the total score of the IC achievement test was forty. The latter was an intercultural quiz consisting of twenty items (each IC element had five items) (see Appendix N), and the total score of the intercultural quiz was twenty.

In order to increase the validity and reliability of the IC tests, they were first reviewed by an expert in the field in order to check their validity. They were then piloted before being used in the main study.

Learners' Diary

The learners' diary (see Appendix O) was designed and used as a portfolio to provide a reflective tool that could demonstrate the specific dimensions of learning and learners' improvement while including their self-reflection and work samples (e.g., Smith et al., 2003; Barrett, 2003). In addition, a portfolio can "be used effectively as an authentic assessment tool for both evaluation and assessment purposes" (Kratcoski, 1998, p. 3) because it offers a holistic view of the learning process. The learners' diary was designed in terms of guided questions (eleven questions) addressing two issues: perceptions of the ICLT model and supportive factors and constraints on the development of learners' ICC.

To ensure the validity and reliability of the learners' diary, it was first reviewed by an expert in the field. It was then translated into Vietnamese by the researcher so that the participants would not have any difficulty in reporting their

reflections in their L1. The diary in the Vietnamese version was rechecked by a Vietnamese teacher of English for the accuracy of its translation. Finally, the diary (Vietnamese version) was piloted before being used in the main study. Furthermore, the diary was used to triangulate the information gained from the questionnaires of the learners to support the information obtained from the interview.

Semi-structured Interview

As a semi-structured interview is more flexible than a structured one, because it allows the interviewer to probe some aspects in depth, and it sometimes leads the interviewer to “unexpected directions where these open important areas” (Kratcoski, 1998, p. 108), and permits the interviewer to observe the participants’ gestures, reactions, and voices during the interview. An interview protocol (see Appendix P) outlining the interviewing process and the questions (i.e., seven questions based on the research questions) were designed and used in the semi-structured interview in order to get in-depth information on participants’ perceptions of the ICLT model, effectiveness of the ICLT model, and supportive factors and constraints on the development of learners’ ICC. The semi-structured interview was conducted in Vietnamese so as to ensure that the interviewees did not encounter any difficulty in understanding as well as answering the questions during the interview. Moreover, all the interviews were tape-recorded for later analysis.

This semi-structured interview was used as a means of triangulation, which refers to the use of more than one method of data collection in the study (e.g., Brown 2001; Lichtman, 2006), in an attempt to cross-check information gained from the previous instruments: questionnaires for learners, LC tests and IC tests, and participants’ diaries. However, the interview protocol was first reviewed by an expert

in the field, and the interview questions in English version were then translated into Vietnamese by the researcher. Next, the questionnaire in the Vietnamese version was cross-checked by a Vietnamese teacher of English for its accuracy of translation and piloted prior to the main study to ensure its validity and reliability.

3.4.5 Data Collection and Analysis Procedures

The procedures for data collection and analysis are illustrated in Figure 3.3.

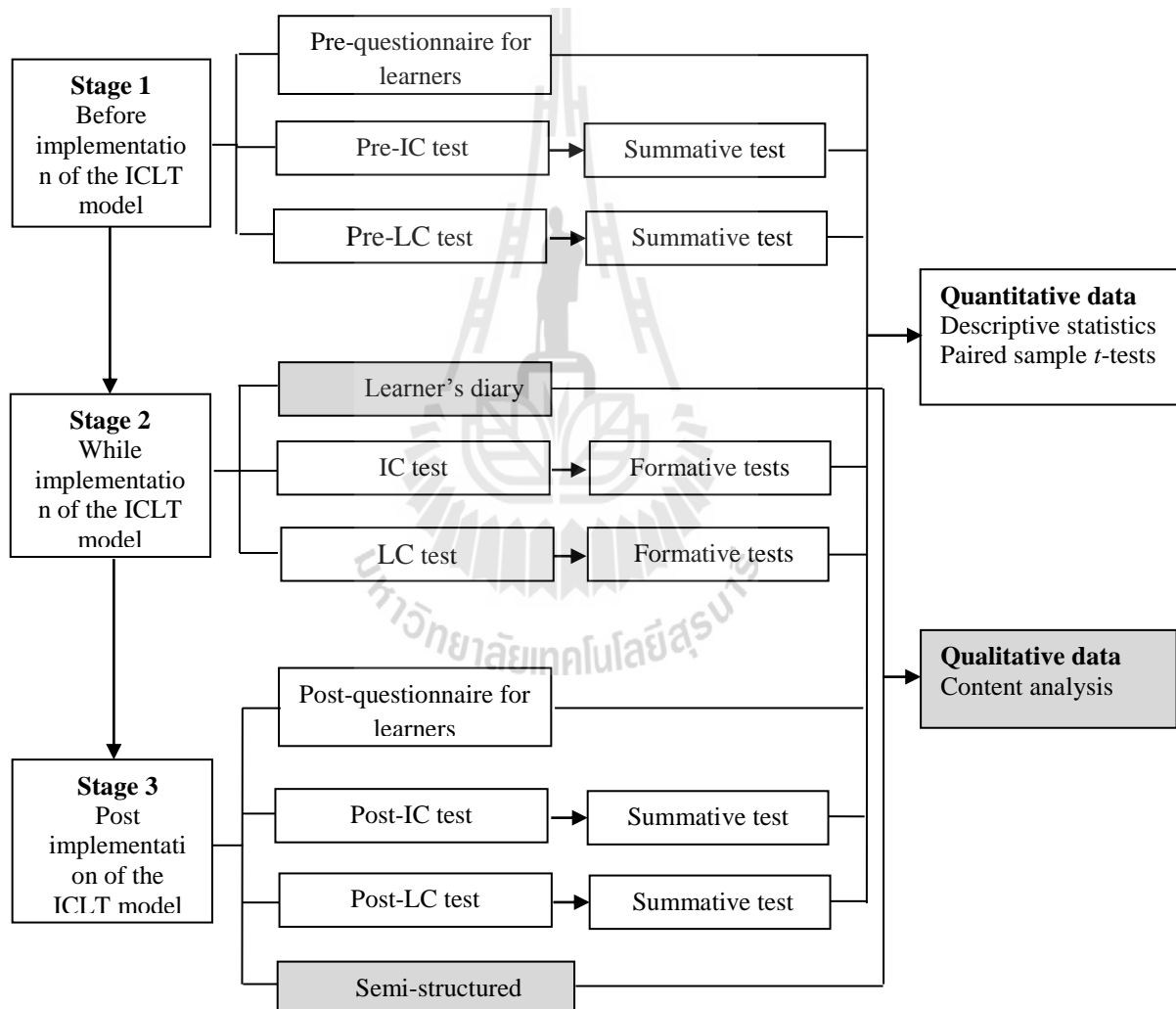


Figure 3.3 Data collection and analysis procedures

Questionnaire for Learners

The questionnaire for the learners was administered to forty-seven participants in three classes at the beginning of the course (week 1) and at the end of the course (week 13). Specifically, on the first session of the course, a questionnaire was delivered to each participant who completed it in about twenty minutes, and it was then returned to the researcher. The same questionnaire was administered to the same forty-seven participants at the end of the course, and it was collected after its completion.

The questionnaire for learners generated quantitative data which were processed by the software known as the Statistical Package for the Social Sciences (SPSS) version 15 using descriptive statistics (frequency, means, and standard deviation) and inferential statistics (paired sample *t*-test) to see how learners' perceptions of the ICLT model changed during the course of the programme. The five-point Likert-like scale from *strongly disagree* to *strongly agree* was re-coded into a three-point scale: *disagree*, *neutral*, and *agree*. The learners answered research question one in the questionnaire. The total reliability for the pre-questionnaire and post-questionnaire, calculated by Cronbach, was .84 and .86, respectively.

Language Competence Test

There were two types of LC test: a summative test and a formative test, which were administered to forty-seven participants who were learning General English at elementary level at SEAMEO RETRAC in Ho Chi Minh City, Vietnam. The summative test (both written and oral) was administered to the research participants at the beginning (week 1) and at the end of the course (week 13). The written test lasted an hour whilst the oral test took around six to seven minutes. The formative test which

was in the form of a language quiz (both written and oral), required participants to take it at the end of each unit. Each written quiz took about half an hour to complete, and it took around six to seven minutes to finish the oral quiz. The oral tests in both the summative and formative tests were assessed by foreign teachers and not by the researcher.

Quantitative data were obtained from the LC tests, so the software SPSS version 15 was utilized to analyze the data. The scores collected from both the formative and summative tests were first converted into a ten score scale. Then, descriptive statistics (frequency, means, and standard deviation) and inferential statistics (paired sample *t*-test) were employed to find out how the participants' LC changed through the implementation of the ICLT model. The LC tests were analyzed to mainly answer research question two.

Intercultural Competence Test

Similar to the LC test, the IC test also included two types of test: a summative and a formative test. The former was an achievement test which was administered to forty-seven participants twice at the beginning (week 1) and at the end of the course (week 13). It took participants around fifty minutes to finish the test. The latter was the intercultural quizzes which were taken at the end of units two, four, and six. Participants spent around twenty-five minutes to complete the test.

Only quantitative data were collected from the IC tests, so the software SPSS version 15 was also employed to process the data. The scores collected from both the formative and summative tests were first converted into a ten-score scale. Then, both descriptive statistics (frequency, means, and standard deviation) and inferential statistics (paired-sample *t*-test) were used to analyze the data in an attempt to see

whether the participants' IC had improved or not. The IC tests were aimed at supporting the LC tests in order to answer research question two.

Learners' Diary

On the first session of the course (week 1), forty-seven participants in three classes were given a small notebook with guided questions, and they were required to write their reflections after units two, four, and six. All participants' diaries were collected at the end of the course.

The learners' diaries resulted in 141 entries which were mainly qualitative data. Qualitative analysis was used since it is inductive, and the investigation of the data might "lead to themes or theoretical criteria that are grounded in the data" (Lincoln & Guba, 1985; cited in Teddlie & Tashakkori, 2009, p. 251). This analysis process is called "content analysis" (Cropley 2002). As participants were required to write their reflections three times, the codes used were DT1, DT2, and DT3 (see Appendix Q) which related to the first topic, the second topic, and the third topic, respectively. Each participant was coded with a cardinal number as well. For example, the code DT2/4 means the extract is from the second reflection in the diary written by participant number four.

In order to check and increase the reliability, double-coding was employed. Two means for double-coding are intra-coder and inter-coder. The former is a type of intra-rater reliability which refers to "the degree to which an examiner or judge making subjective ratings of ability gives the same evaluation of that ability when he or she makes an evaluation on two or more different occasions" (Richards & Schmidt, 2002, pp. 273-274); the latter is a type of inter-rater reliability which refers to "the degree to which different examiners or judges making different subjective ratings of

ability agree in their evaluations of that ability” (ibid., p. 270). For the intra-coding, the researcher chose three pieces of text from the diary items which had been already coded and then recoded them. The researcher checked the reliability which was set over 65%. Concerning the inter-coding, the researcher had two experts as inter-coders to recode three pieces of text from the open-ended items. The two inter-coders and the researcher had to reach an agreement level of reliability (over 65%). As the diary entries were written in participants’ mother tongue, the researcher had to translate all the entries into English. The researcher then asked one teacher of English to double-check the accuracy of the translated version. The data analysis from the participants’ diaries was aimed at answering research questions one and three.

Semi-structured Interview

In this study, a group interview was used for the semi-structured interview since this type of interview relies on “the interactions that take place among participants in the group to generate data” (Hatch, 2002, p. 132). A further point is that “being in a group may make participants more willing to express opinions” (ibid.). Semi-structured interviews were informally conducted with fifteen participants (around 32% of the population) when the course was finished (week 13) who were chosen on a voluntary basis. Each group interview consisted of five participants from one class which lasted roughly between thirty to thirty-five minutes. All group interviews followed the same interviewing procedure and were conducted in Vietnamese by the researcher and recorded for later transcription and analysis.

The data collected from the semi-structured interviews were mainly qualitative, so content analysis was employed. First, the code was assigned to each interviewee in terms of L1, L2, and so on (see Appendix Q). Then, the researcher had to transcribe

all the recordings and translate them into English. Next, one teacher of English was invited to cross-check the accuracy of the translated version. Furthermore, while the data analysis was taking place, two means for double-coding (intra-coder & inter-coder) were also used to check and increase the reliability. Data gained from the semi-structured interviews were analyzed to triangulate the data obtained from the previous research instruments (questionnaires, LC tests, IC tests, and the learners' diaries).

The methods of data analysis in relation to the research questions and instruments for the whole study are summarized in Table 3.6:

Table 3.6 Methods of data analysis in relation to the research questions and instruments

Research questions	Instruments	Data Analysis
RQ1: To what extent is EFL learners' ICC enhanced using the ICLT model?	- LC tests (formative & summative tests) - IC tests (formative & summative tests) - Semi-structured interview	Quantitative analysis - Descriptive statistics - Paired samples <i>t</i> -test Qualitative analysis - Content analysis
RQ 2: What are the supportive factors and constraints that affect the development of EFL learners' ICC using the ICLT model?	- Learners' diary - Semi-structured interview	Qualitative analysis - Content analysis
RQ3: What are EFL learners' perceptions of the ICLT model?	- Pre- and post questionnaire - Learners' diary - Semi-structured interview	Quantitative analysis - Descriptive statistic - Paired samples <i>t</i> -test Qualitative analysis - Content analysis

3.4.6 Pilot Study

Before the main study commenced, a pilot study was carried out so that the research approach was tried out in order to identify potential problems that may affect

the quality and validity of the results of the study (Blessing & Chakrabarti, 2009). It helps the researcher to test and refine one or more aspects of a final study such as its design, procedures, data collection instruments, or analysis plans (Yin, 2003). Hence, it involved trying out lesson plans and the training process for implementing the ICLT model to incorporate intercultural elements in ELT in order to develop learners' ICC, and the use of pre- and post-questionnaires for learners, LC tests, IC tests, participants' diaries as well as the interview protocol. The pilot study was conducted with an elementary English class in the General English program at SEAMEO RETRAC in Ho Chi Minh City, Vietnam. Before the pilot, the native English teacher who co-taught with the researcher was informed about the purpose of the pilot test.

The number of participants in the pilot study was fifteen learners in one class of the General English course at elementary level, who had similar characteristics to those in the main study. This class was chosen by the Language Center. For this thirteen-week pilot course, fifteen participants were required to take the LC tests and IC tests before and after the course. During the course, participants were asked to write their reflections of the intercultural language teaching in diaries and take LC and IC quizzes after three ICC lessons (Units 2, 4, & 6). However, only five learners (around 33% of the population) in this class were chosen based on their willingness to have a group interview. After this pilot study, based on the data analysis, revisions were made to items in the IC tests (more items were added in both the summative and formative tests), questions in the diaries (the guided questions were modified), additional intercultural content (the format was modified), and the interview questions (the questions were modified). The main study then followed the same process.

3.5 Ethical Considerations

Upon the completion of this study, some ethical issues were considered:

1. Before conducting this study, the research proposal for this study was approved by the Thesis Examining Committee established by Suranaree University of Technology;
2. For Phase One, all experts who took part in reviewing the ICLT model were treated confidentially and anonymously;
3. Regarding Phase Two, the approval of the Board of Directors at SEAMEO RETRAC was obtained before conducting this study at the language center (see Appendix R); and
4. A consent form (see Appendix S) was obtained from all the participants in the study as volunteers who were all treated equitably and with respect. Moreover, participants' personal information was confidential and anonymous, and participants had the right to withdraw their participation at any stage of the study.

3.6 Summary

This chapter discussed the research methodology used to conduct this study. It first presented the research design, followed by detailed descriptions of two phases of the study. Phase One, which was to develop an ICLT model to enhance EFL learners' ICC, included three stages: a review of the literature, plan the criteria for a model, and develop and review the model. Phase Two implemented and evaluated the developed model which was used at SEAMEO RETRAC in Ho Chi Minh City, Vietnam. A description of Phase Two was presented regarding its research setting, the participants, the course design, the research instruments, the data collection and analysis, and the pilot study. Finally, some ethical considerations were taken into account. The following chapter reports all the results generated from these designs.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results generated in the implementation of the ICLT model (the main phase of the study) and the discussions of the research findings. It first reports on the data analysis regarding three main issues, namely, EFL learners' ICC development, the supportive factors and constraints on the development of EFL learners' ICC, and their perceptions of the ICLT model. It then focuses on discussions of the research findings in relation to previous research findings and pertinent theories in the field of intercultural language education. Finally, the chapter ends with a summary.

4.2 Results of the Study

This section reports on the data analysis (both quantitative and qualitative data analysis) obtained in the main study. The quantitative data were obtained from the questionnaire, ICC tests (summative and formative tests) while the qualitative one were from diaries and interviews.

4.2.1 EFL Learners' ICC Development

As defined in the context of this study, due to the fact that this study tried to integrate IC into English classes, and ICC is composed of two main components, namely LC and IC, therefore EFL learners' LC and IC were separately assessed

before, during and after the course. This is recognized as one of the limitations of the study. In order to obtain the findings, the data analysis dealt with both quantitative data (language tests and IC tests) and qualitative data (interviews).

4.2.1.1 EFL Learners' Language Competence

The language tests included two types: summative and formative tests. The former, which was administered twice at the beginning and at the end of the course, had the same content. The latter consisted of three quizzes, each of which was administered at the end of each ICC unit. Both the summative and the formative tests had a similar format and included a written and an oral test. In order to facilitate the data analysis, the scores of both the summative and formative tests were converted into ten-score bands.

Table 4.1 EFL learners' LC - Summative test (Paired samples t-test)

	\bar{X}	t	Sig.	\bar{X} (SD) (N=47)	
				Pre-test	Post-test
Written test	3.47	20.782	.000	4.82 (1.01)	8.29 (.84)
Oral test	1.89	18.918	.000	5.91 (.66)	7.80 (.83)
Average	2.67	10.916	.000	5.37 (.65)	8.04 (.59)

$p \leq .05$

It can be seen from Table 4.1 that the results from the summative test reveal a significant difference ($t = -10.916$; $p = .000$) regarding the EFL learners' LC, which denotes that EFL learners' LC improved significantly after the thirteen-week course. With respect to the pre-test score, the average mean score was 5.37 (out of 10), in which the mean score of the pre-written test was 4.82 (out of 10), and that of the pre-oral test was 5.91 (out of 10). Concerning the post-test score, it is seen that the average mean score was 8.04 (out of 10), in which the mean scores of the post-written test and the post-oral test were 8.29 and 7.80 (out of 10), respectively. This means that

after the course the learners' oral score (speaking skills) had generally improved less than their written scores (listening, reading, grammar, functional language, and vocabulary).

Table 4.2 Learners' LC - Summative scores (Band score)

Written test (N = 47)									
	No.	Band	F	%		No.	Band	F	%
Pre	1	3.0 -> 3.9	10	21.3	Post	1	5.0 -> 5.9	1	2.1
	2	4.0 -> 4.9	18	38.3		2	6.0 -> 6.9	4	8.5
	3	5.0 -> 5.9	12	25.5		3	7.0 -> 7.9	10	21.3
	4	6.0 -> 6.9	7	14.9		4	8.0 -> 8.9	21	44.6
						5	9.0 ->10	9	19.1
Oral test (N = 47)									
	No.	Band	F	%		No.	Band	F	%
Pre	1	4.0 -> 4.9	3	6.4	Post	1	6.0 -> 6.9	8	17.0
	2	5.0 -> 5.9	24	51.1		2	7.0 -> 7.9	23	48.9
	3	6.0 -> 6.9	18	38.3		3	8.0 -> 8.9	11	23.4
	4	7.0 -> 7.9	2	4.3		4	9.0 ->10	5	10.6

Comparing the results of the pre-written test and the pre-oral test, it is seen from Table 4.2 that more learners got a band score under five (out of 10) for the pre-written test than those for the pre-oral test. Specifically, around 60% of the learners scored under five on the pre-written test, while only 6.4% of the learners had a band score under five for the pre-oral test. These results mean that although learners had not started off the course, their initial speaking skills were relatively high in comparison with the required level for the course. With respect to the post-tests, none of the participants obtained a band score of under five, and the majority of learners obtained a score between band 7.0 and band 10 for the post-written test (89.4%) and for the post-oral tests (83%). The results also show that the highest percentages were 44.6% (band score: 8.0 -> 8.9) for the post-written test and 48.9% (band score: 7.0 -> 7.9) for the post-oral test, but none of the participants obtained a band score of

between 8.0 -> 8.9 for the pre-written test and only 4.3% of learners obtained a band score between 7.0 -> 7.9 for the pre-oral test. Generally speaking, after the course, there was a sharp increase in learners' scores, i.e., the level of English proficiency was improved considerably.

Two types of lessons were used in this course: ICC lessons and regular lessons. The former was the one into which IC was integrated, while the latter was the one in which only language content was taught. There was one quiz taken at the end of each unit, hence learners had to take six quizzes (formative tests) in total, half of which were taken after three units of ICC. However, for the purpose of this study, only the results of the three quizzes taken after the ICC lessons were included in the analysis.

Table 4.3 EFL learners' LC - Formative test

Items (N=47)	<u>Quiz 1</u>	<u>Quiz 2</u>	<u>Quiz 3</u>
	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)
Written test	8.09 (.91)	8.73 (.86)	8.64 (1.12)
Oral test	7.46 (.79)	8.10 (.77)	7.84 (.83)
Average	7.77 (.53)	8.42 (.58)	8.24 (.69)

As shown in Table 4.3, it is worth pointing out that of the three quizzes, quiz 2 ($\bar{X} = 8.42$) had the highest mean score, then quiz 3 ($\bar{X} = 8.24$), and quiz 1 ($\bar{X} = 7.77$) had the lowest mean score. Similar to results of the summative tests, the results of the formative tests show that the mean scores of the written test (quiz 1: $\bar{X} = 8.09$; quiz 2: $\bar{X} = 8.73$; quiz 3: $\bar{X} = 8.64$) were slightly higher than those of the oral test (quiz 1: $\bar{X} = 7.46$; quiz 2: $\bar{X} = 8.10$; quiz 3: $\bar{X} = 7.84$). Nevertheless, the scores of both the written test and the oral test had a similar pattern of increase.

Table 4.4 EFL learners' LC-Formative test (Paired differences- Paired samples t-test)

		\bar{X}	t	Sig.
Pair 1	Quiz 1 - Quiz 2	-.65	-6.044	.000
Pair 2	Quiz 1 - Quiz 3	-.47	-4.931	.000
Pair 3	Quiz 2 - Quiz 3	.18	-1.588	.119

$p \leq .05$

Furthermore, Table 4.4 shows that the mean score of quiz 1 was statistically different from that of quiz 2 ($t = -6.044$; $p = .000$) and that of quiz 3 ($t = -4.931$; $p = .000$), but there was no statistically significant difference in terms of the mean score of quiz 2 and quiz 3 ($t = 1.588$; $p = .119$). Therefore, learners developed their LC during the intercultural language course. In other words, the learners' language performance improved as a result of the ICC course.

4.2.1.2 EFL Learners' Intercultural Competence

Similar to the language test, the IC test also consisted of two types of test: summative and formative tests. The former was the pre-test and post-test taken at the beginning and at the end of the course, respectively. The latter included three quizzes taken after the units of the ICC lessons. Both the summative and the formative tests had four main parts, namely, knowledge, attitudes, awareness, and skills.

Table 4.5 EFL learners' IC – Pre-test and Post-test (Paired samples t-test)

	\bar{X}	t	Sig.	\bar{X} (SD) (N=47)	
				Pre-test	Post-test
Knowledge	3.31	16.432	.000	4.60 (.74)	7.91 (.43)
Attitudes	2.87	13.544	.000	4.79 (.86)	7.66 (1.12)
Awareness	2.81	14.667	.000	4.64 (.82)	7.45 (.94)
Skills	2.92	16.477	.000	4.85 (.88)	7.77 (1.00)
Average	2.98	22.946	.000	4.72 (.43)	7.70 (.74)

$p \leq .05$

The results from the summative test, as shown in Table 4.5, indicate that there was a significant improvement in learners' IC ($t = -24.4444$; $p = .000$) after the thirteen-week course. In particular, it is worth pointing out that the pre-test mean score was nearly at an average level ($\bar{X} = 4.72$ out of 10) although a very large majority (95.7%; see section 4.2) of the learners reported that they had never taken any intercultural course before. Moreover, it was found that at the beginning of the course the four components of IC, namely, intercultural skills ($\bar{X} = 4.85$), intercultural attitudes ($\bar{X} = 4.79$), intercultural awareness ($\bar{X} = 4.64$), and intercultural knowledge ($\bar{X} = 4.60$) were in descending order; yet, after the course, learners got the highest score in intercultural knowledge ($\bar{X} = 7.91$), followed by the intercultural skills ($\bar{X} = 7.77$), intercultural attitudes ($\bar{X} = 7.66$), and intercultural awareness ($\bar{X} = 7.45$). Overall, learners made a significant improvement in IC over the thirteen-week course, but their intercultural knowledge was the component that improved most ($\bar{X} = 3.31$), while their intercultural awareness improved least ($\bar{X} = 2.81$).

Table 4.6 EFL learners' IC - Formative test

Items (N=47)	Quiz 1	Quiz 2	Quiz 3
	\bar{X} (SD)	\bar{X} (SD)	\bar{X} (SD)
Knowledge	7.48 (1.03)	7.74 (.90)	7.58 (.75)
Attitudes	6.98 (.66)	7.40 (.86)	7.24 (.53)
Awareness	6.24 (.78)	6.72 (.67)	6.68 (.67)
Skills	7.14 (.68)	7.53 (.76)	7.24 (.61)
Average	7.00 (.69)	7.35 (.90)	7.19 (.81)

Turning to the results from the formative tests (Table 4.6), it can be in particular that there was a slight improvement in participants' IC (quiz 1: $\bar{X} = 7.00$; quiz 2: $\bar{X} = 7.35$; quiz 3: $\bar{X} = 7.19$ out of 10). Similar to the summative tests, knowledge was the most significantly improved component (quiz 1: $\bar{X} = 7.48$; quiz 2:

$\bar{X} = 7.74$; quiz 3: $\bar{X} = 7.58$) of the four IC components, and awareness was the least improved (quiz 1: $\bar{X} = 6.24$; quiz 2: $\bar{X} = 6.72$; quiz 3: $\bar{X} = 6.68$). Additionally, all four IC components had the same pattern of improvement through the three quizzes, i.e., the result of quiz 1 was the lowest and quiz 2 had the highest result. These results reveal that learners found intercultural knowledge and skills easier to improve than intercultural attitudes and awareness.

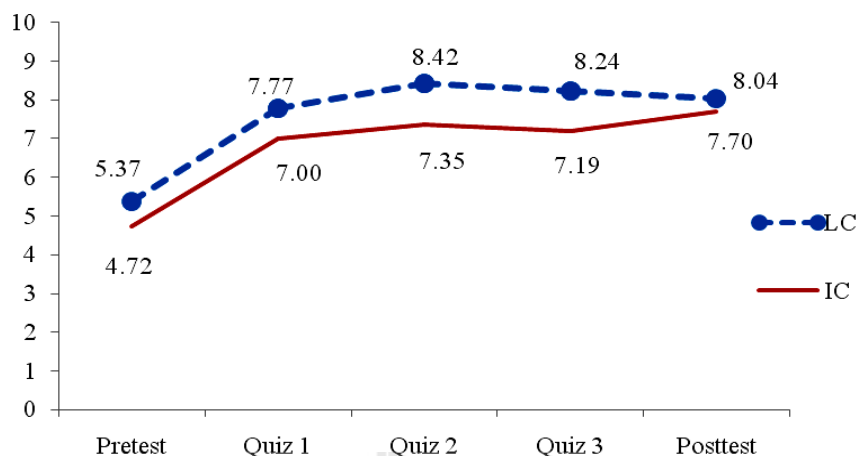
The results in Table 4.7 indicate that there was no statistically significant difference in respect of the mean scores of the two paired quizzes: quiz 1 and quiz 3 ($t = -1.282$; $p = .206$); quiz 2 and quiz 3 ($t = .898$; $p = .374$), but the mean score of quiz 1 was statistically different from that of quiz 2 ($t = -2.018$; $p = .049$). This means that learners' IC development was relatively steady during the intercultural language course.

Table 4.7 EFL learners' IC - Formative test (Paired differences- Paired samples t-test)

	\bar{X}	t	Sig.
Pair 1 Quiz 1 - Quiz 2	-.35	- 2.018	.049
Pair 2 Quiz 1 - Quiz 3	-.19	- 1.282	.206
Pair 3 Quiz 2 - Quiz 3	.16	.898	.374

$p \leq .05$

When LC and IC were combined for further analysis, it was noticed that both LC and IC had a similar pattern of increase over a period of three months. At the beginning of the course, the pre-test results (both IC and LC) were relatively high in comparison to the required level for the course. After the three-month course, as shown in Figure 4.1, the learners' level of ICC had improved despite the limited number of hours of study for intercultural language. It can be further seen that there was a rapid increase in terms of the mean scores (both IC and LC) between the pre-test and quiz 1, and then there was a gradual development in learners' ICC towards the end of the course.



Note. LC: Language competence; IC: Intercultural competence

Figure 4.1 EFL learners' ICC

Table 4.8 EFL learners' ICC - (Pre-test vs. Post-test)

	\bar{X}	\bar{X} (SD) (N=47)	
		Pre-test	Post-test
LC	2.67	5.37 (.65)	8.04 (.59)
IC	2.98	4.72 (.43)	7.70 (.74)

With regard to the learners' improvement in IC, Table 4.8 illustrates that the starting and ending points of learners' LC (pre-test: $\bar{X} = 5.37$; post-test: $\bar{X} = 8.04$) were higher than those of their IC (pre-test: $\bar{X} = 4.72$; post-test: $\bar{X} = 7.70$), and the mean scores of learners' IC ($\bar{X} = 2.98$) between the pre-test and post-test was higher than that of their LC ($\bar{X} = 2.67$). Overall, it can be concluded that there was a gradual improvement in learners' ICC in the implementation of the ICLT model, and that their IC improved slightly more than their LC.

In order to triangulate the findings as well as to obtain in-depth information from the quantitative data analysis, the qualitative data from the interview were also taken into account. The findings reveal that the EFL learners' ICC gradually changed positively over the course.

A number of interviewees (26.7%) confided that although they had spent years on learning English before, their English was not really at a high level due to their dislike of this subject in high school. When they took this course, albeit their IC markedly improved, they felt that their English had not improved much. However, their improvement in English met the level required by the course objectives.

In this course, I like learning about other cultures, and it helps to me learn English as well as other cultures although my English is improved a little, but I know more about other cultures (L3).

When I was at high school, I did not want to study English much. Therefore, I was not really good at English. Now my English is still weak, but I can feel my English is improved, especially my knowledge of different cultures (L7).

Some also said that their IC improved more than their LC because they paid more attention to the cultural content while studying in the course.

I prefer cultural content to English, so I know more about cultures. My English is developed a little (L4).

Further to this, one interviewee commented that when at high school, she was unaware whether it was necessary to learn cultures when learning English. Nor was she in favor of learning English. Nevertheless, when she came on this course, she realized that it helped to change her attitudes toward learning English as well as to improve her ICC.

I used to learn English in order to pass English exams, so I did not pay attention much to language skills. Besides, I did not care whether I should learn cultures when learning English or not. However, during this course I realized that it was interesting to learn cultures through learning English. Consequently, I feel that my ICC is improved quite a lot (L5).

Meanwhile, many others (60.0%) confirmed that they had developed both their LC and IC over the course. Moreover, they expressed their hope that they would be able to have similar courses in the future as they thought that using English appropriately was important for their jobs. Just one of many examples is as follows:

After this course, my English is better and I know more about other cultures. I hope that there will be more similar courses because it is very important for me to know and use English in an appropriate way. English is important for my job (L14).

Regarding the specific elements of IC, a considerable number of those interviewed reported that their intercultural knowledge improved a lot. Two of them said:

I know different things about concepts of beauty, foods and drinks and body languages of different cultures (L2).

...my understanding other cultures is better as I know more about other cultures and my own (L15).

They additionally commented that their intercultural attitudes and awareness were positively changed. One shared:

...my attitudes toward other cultures have been adjusted because I understand more about other cultures, especially cultural difference (L11).

Their intercultural skills were also remarkably developed. They reported that they knew how to avoid cultural misunderstanding and conflict as they had learned different strategies for IC and knew how to use English more effectively and appropriately in intercultural situations.

...I know how to use appropriate English in different situations...I know how to avoid cultural misunderstanding (L6).

...I know how to communicate well when I meet them. I know how to avoid conflict or at least I know some strategies when talking to foreigners when I first meet them (L8).

...I know how to use English effectively and appropriately in intercultural situations. I know different strategies for IC (L9).

On the other hand, it was noticeable that quite a small number (13.3%) of those interviewed stated that although this type of course was of interest, they would have preferred to learn English rather than culture since their English language skills were still weak. They wanted to focus more on their grammar, and that is why their IC had not improved much. The most obvious example of this view is:

To me, it is very interesting to learn both culture and English in English lessons, but I don't want to spend much time on learning different cultures because my English is not very good. I want to improve my English grammar and skills. Therefore, after this course I do not feel much improvement in my IC (L10).

In brief, the findings from both the quantitative and qualitative data generally indicate that there was a relatively positive change in EFL learners' ICC over the course of thirteen weeks. Most of the EFL learners benefited substantially from studying on an English course with intercultural content integrated. Yet, it was discovered that some of the learners were more interested in focusing more on English than intercultural content because of their low level of English proficiency.

4.2.2 Supportive Factors and Constraints on the Development of EFL Learners' ICC

This section focuses on the analysis of the qualitative data attained from the diaries and interviews in order to address the issue of supportive factors and constraints on the development of EFL learners' ICC. The participants' responses

from three sets of diaries and group interviews were coded, categorized, and grouped in terms of the major themes which are presented as follows:

4.2.2.1 Supportive Factors on the Development of EFL Learners' ICC

Based on the frequency and incidence of the responses found in the qualitative data, four broad themes, namely, *active learners*, *an inspirational teacher*, *interactive learning material and tasks*, and *a dynamic context* were found to be the major factors that fostered the development of learners' ICC. There were, furthermore, subcategories under each major theme, which were supportive elements in the improvement of learners' ICC.

4.2.2.1.1 The Active Learners

One of the major themes was the *active learners* who were found to have a direct influence on the successful development of ICC. This theme was divided into three subcategories: the affective, meta-cognitive, and social dimensions of ICC learning, which manifested themselves in the learners' activeness in their ICC learning.

The Learners' Affective Dimension of Learning

The findings revealed that learners with high motivation, deep interest, and positive attitudes to the learning of intercultural content in the English language lessons were actively engaged in the lessons.

With regard to learning more about culture through learning the English language, one participant wrote "I am eager to learn more about cultures in English language classes because this type of lesson helps me to understand more about my culture and improve my English as well" (DT2/11). Other comments in the diaries

further showed that many learners became more involved in the ICC learning because this type of intercultural language lesson motivated them to develop their ICC as shown by the following comments:

I have learned English for ages, but I could not speak it well and I was not curious about learning cultures in English lessons. However, after the lesson of the concept of beauty from different cultures, it triggers my motivation to learn more how to use English to talk to people from different countries (DT1/6).

It is really useful and important to learn English through learning culture. It motivates learners to learn cultures through learning English and vice versa (DT3/44).

This attitude was also apparent in some of the interviews. As a result of becoming more aware of the importance of culture, many of the learners were motivated to improve their ICC. Furthermore, they were intrinsically motivated to foster their ICC for “their future jobs” (e.g., L6, L10, L12, & L15), “overseas travel” (e.g., L5 & L9) and “overseas study” (e.g., L5 & L9).

Several learners expressed their interest in the learning of intercultural content in the English language classes as it was new and they “have a chance to learn more about other cultures and English” (e.g., DT1/13, DT1/39, DT2/37, DT2/43, DT3/22, DT3/36, L6, & L13).

Moreover, some reflected that this course had interesting lessons about unusual things from different cultures, and thus they wanted to learn more about them. Examples of this point are:

...I am quite interested in learning about weird concepts of beauty from different cultures... (DT1/11).

During the lesson, I learned many interesting things about foods and drinks from different cultures, and now I am quite interested in bizarre foods and drinks around the world (DT2/6).

Along the same lines, some informants in the group interviews commented on how interesting they found the lessons, “[they are] very interested in learning about other cultures, learning how to talk to foreigners, knowing some weird concepts of beauty, bizarre foods and drinks, and strange body language” (L7), so [they] really like to have a course like this because it helps [them] to learn English more” (L4).

One participant recorded in her diary that it was advantageous to learn intercultural content in English.

English is very necessary for me, so I need to learn it. However, learning intercultural content through learning English is very advantageous. I really love to learn both cultures and English at the same time (DT3/37).

Additionally, the findings indicated that a large number of learners had positive attitudes toward the learning of intercultural content in English language classes. Many participants’ responses in the diaries and interviews showed that because of their positive attitudes to the intercultural language learning, they wanted to improve their knowledge of English and interculture as well as their communication skills.

I like learning foreign cultures in English classes because it helps me to know more about other cultures, and I want to communicate better (DT1/13).

It is very new to me to learn about cultures, and I like learning about cultures very much, especially through learning English (L9).

The Learners’ Meta-cognitive Dimension of Learning

These comments show that most of the respondents realized the importance of the learning intercultural content in English language classes (see section 4.4.1). They became active learners in the ICC learning process because they were well aware of

their learning needs, adjusted their learning requirements, and attempted to make use of opportunities to practice English and IC.

With respect to the findings from the diaries, it was found that many participants indicated their awareness of what they needed to learn. They realized the international role of English nowadays made it important to learn both culture and English in English classes. One commented “[a]s English is an international language, we use it as a tool to talk to foreigners. We may meet a lot of people from different countries, so it is good for us to learn different cultures in English classes (DT1/7).

Two others added:

I thought that we just learned only English in English classes, but it is quite important to learn cultures in English classes because English is used around the world. Now, I understand that I should focus on both English and culture so that I can avoid misunderstanding when talking to foreigners (DT2/33).

I want to learn more about cultures in English classes because it is necessary for everyone to understand other cultures and it is very easy for us to travel to other countries. Being good at intercultural communication is an advantage, so we can succeed in doing business as well (DT3/38).

It was further noticed that some respondents mentioned in their diary that it would be incomplete if English was learned alone without its culture as well as other cultures. Such a comment was the following:

The integration of culture in English lessons is very interesting and important because it helps us to understand more about other cultures and learn English through learning cultures. It would be not enough if we just learned English without learning its culture and other cultures (DT1/1).

With regard to this point, the findings from the interview support the evidence that the EFL learners were aware of what they needed to learn from the intercultural language course. Some of the learners interviewed believed that it was good to learn

about cultures in English classes so as to avoid culture shock and to better communicate with foreigners.

It is very good for me to learn about cultures apart from learning English in English lessons as I may get shocked in talking to foreigners when traveling abroad. For example, I may meet some people with weird beauty, people who eat bizarre foods, and so on (L8).

It is told that English does not belong to any country now, and after this course I realized that we should learn English as a communication tool, but we also should need to learn different cultures in order to communicate with foreigners effectively and appropriately (L2).

A number of those interviewed commented that they hoped that learning about cultures in English lessons might be good for their future jobs and traveling abroad later.

I used to think that English was not important to me, but I now think differently. I want to learn it for my future job. If I know more about other cultures, I will be able to avoid cultural misunderstanding or apply for a job abroad more easily (L10).

English is a communication tool around the world, so it is important to know it. However, it is more interesting to know more about other cultures. I may have more opportunities to work abroad or study abroad without being alien to the host culture (L9).

Moreover, many learners also reported in their diaries that they adjusted their learning by searching for more materials from different sources (e.g., the internet, books) and discussing more things about culture with friends in order to benefit more from this course.

As this type of lesson is new to me, I like learning both cultures and English. Therefore, I often access the Internet from my cell phone to get more information during the lesson (DT1/18).

After the lesson, my friends and I often talk more about interesting things about cultures on the way to the parking lot. So, I remember the lessons more (DT3/20).

When the interview data were triangulated, the findings revealed that the interviewees were aware of the importance of ICC, so they tried to find ways to improve both their LC and IC. For instance, one commented “[b]efore I watched films to practice my English, I just cared about vocabulary, grammar, and so on. But now I pay more attention to cultural points when watching films because it is quite useful and interesting to know more about different cultures” (L9). Another learner wrote “I want to look for cultural materials written in English to read in order to know more about different cultures and improve my vocabulary” (L13).

In another aspect, the findings from both diary data and interview data indicated that respondents actively looked for chances to practice their English and IC. Some made use of time when they were in class.

...during the lessons with my native English teacher, I try to talk to him to know more about his culture... (DT1/28).

...my friends and I sometimes make fun of each other by using body languages from different cultures (DT3/36).

The others reported that they looked for opportunities to communicate with foreigners in order to improve their ICC, for example: chatting with foreigners on and offline.

On the weekend, my friends and I often go to the places where there are foreigners, and we try to speak English with them. It is very fun because we can practice speaking English and learn more about their cultures (L2).

I often use Facebook, make friends with foreigners, and chat with them. Recently, I often talk to them about their culture (L15).

The Learners' Social Dimension of Learning

The social dimension is one of the characteristics that contributes to the development of learners' ICC as it indicates the learners' willingness to study. It was found from both diaries and interviews that learners were willing to work actively in pairs or groups and ask for more information during the course.

Many learners reported that they enjoyed taking part in pair and group work as they could practice their ICC with their peers. They mentioned that they were interested in “working in groups and sharing what they have learned from the lesson” (DT2/3), and they “like role-playing in situations that [they] may encounter in the reality” (DT3/28). Additionally, they looked forward to chances to work in groups to discuss, talk about cultures in English, and learn things from others (e.g., DT1/46; L10).

Furthermore, the findings indicated that several learners acknowledged the roles of their teachers and peers in the improvement of their ICC.

My friend is good at English, so she can understand the lesson well. I often ask her to explain me things (DT3/2).

I learn many interesting things during this course, especially about culture. However, I sometimes don't understand some points, and I often ask my friends for help. If they don't know, I ask my teacher for that (L11).

In summary, the findings from both the diaries and interviews generally supported one another in revealing that the learners who actively engaged in the learning process of ICC played an important role in their ICC development in terms of having high motivation, deep interest, and positive perceptions about studying intercultural language content (the learners' affective dimension of learning); being aware of their learning needs, adjusting their learning, and making use of

opportunities to practice ICC (the learners' meta-cognitive dimension of learning); and being willing to work in pairs or groups and asking for more information during the course (the learners' social dimension of learning).

4.2.2.1.2 The Inspirational Teacher

It is well known that the teacher has a very important role to play in the learners' learning process. In this study, the findings indicate that an *inspirational teacher* fostered the development of the learners' ICC by his/her teaching methodology, professional roles, and professional personae.

The Teacher's Teaching Methodology

Many comments from the diaries and interviews showed that the learners liked learning the intercultural language course, and they got more involved in class activities because their teacher inspired them with different teaching techniques which "are fun and attractive to learners" (DT1/16), "are interesting" (DT3/28), and "motivate [them] to learn both English and cultures" (DT2/41). Furthermore, one learner commented:

The class seems more involved whenever there is an intercultural language lesson because the teacher uses some techniques that motivate learners to work in pair or group (L12).

Besides, some other comments revealed that the class was more interactive and active because of the teacher's inspiring teaching methods.

...teaching steps make class more interactive and active... (DT3/9).

Teacher's teaching steps make the class more active, and it is easy to follow the lesson (L3).

The Teacher's Professional Roles

Two of the teacher's professional roles commonly found in this study were as a facilitator and a mediator. By working in pairs/groups in different activities, the learners were facilitated to develop their ICC.

The findings indicate that the teacher worked as a facilitator to help learners to study more easily by discussing questions. One learner, for example, stated in his diary “[t]his lesson is new to us, and there are activities for pair work and group work, so the teacher asks us some questions before we work in group or practice with a partner” (DT1/26). The teacher also inspired his learners to get actively engaged in the learning activities by giving clear guidance on tasks/activities. For example, one response in the diary showed “we work in group to make a poster of food and drink, and the teacher guides us how to do it and make an oral presentation. Then, we present it. It is enjoyable” (DT2/29). In addition, learners were helped in exploring how to do a learning task/activity. One wrote “one or two learners are invited to practice with the teacher as a model, then we start to practice role-playing... it is easy for us to understand and learn” (DT3/44).

Such findings were supported by those from who participated in the group interviews. One of those interviewed confided:

We have many activities during the course, and the teacher works very hard to help us to learn. He raises a problem for us to discuss, we then compare our ideas with other groups (L14).

The teacher was also seen as a mediator to organize activities for learners to work in groups or practice with a partner. During the course, the learners “in different groups debate with one another on confusing gestures” (DT3/25) “the meaning of a

new word” (DT1/30) or “the names of bizarre foods and drinks” (DT2/6), and the teacher had to help learners to resolve their differences by ‘summariz[ing] the points, show[ing] the differences, and giv[ing] comments on [their] ideas” (DT2/14). When learners were required to discuss and give an oral presentation, the teacher also mediated the argument.

We are guided to make oral presentations during the course, and of course, there are often debates among groups. So, the teacher summarizes and gives comments on our presentations (L1).

The Teacher’s Professional Personae

It is generally agreed that the learning atmosphere depends greatly on the teacher’s professional personae which affect the learners’ learning process. The findings indicate that the teacher was enthusiastic and committed to the process of developing the learners’ ICC.

Many informants reported in their diaries that their teacher was “keen on explaining things that learners do not understand well” (DT1/4), “go around the classroom to help learners to work in pair/group” (DT1/38), and “supply us with extra materials” (DT3/47).

Apart from that, some interviewees said that their teacher spent some time after class on talking more about what had confused the learners during the class. For example, “[a]fter class, I often talk to my teacher, and he is always willing to answer my questions if I get confused with something. I feel my English is improved and I know more about other cultures” (L15).

Briefly, the teacher was found to have a significant impact on the development of the learners’ ICC. The teacher inspired his learners to get actively involved in the

process of their ICC development by his teaching techniques which were fun, attractive, motivating and interesting; his professional roles which were those of a facilitator and a mediator; and his professional personae were enthusiastic and committed. All these factors contributed to the process of improving learners' ICC.

4.2.2.1.3 The Interactive Learning Materials and Tasks

This study aimed at integrating intercultural content into the English language classes, so some extra material of intercultural content was designed to be used along with the English textbook *Four Corners*. Therefore, participants were required to give comments mainly on the intercultural material. The findings from the qualitative data (the diaries and the interviews) suggested that the *interactive learning intercultural materials and tasks* were important elements in developing learners' ICC.

Learning Materials

Many learners commented that they found the learning materials quite useful since they were authentic, up-to-date, and informative. Some learners were interested in the vivid pictures as the material “has the pictures of [their] favorite singers” (DT1/35), in “weird facts about concepts of beauty that [they] have never known before” (DT1/12), and in “video clips about body language because it is quite hard for [them] to understand the text” (DT3/24).

Furthermore, the intercultural material had interesting topics that were easy to understand and relevant to the learners' lives.

The topic of foods and drinks is quite familiar to us, and it is interesting to learn about it (DT2/42).

We learn interesting things about beauty, food and drink, and body language that are close to our daily topics, so it is not too difficult to understand them (L5).

Engaging Learning Tasks/Activities

Whether learners are eager to study or not depends partially on the learning tasks/activities. It was clear that the learners' ICC development was, to some extent, the result of the task types and their design.

Many comments from diaries indicate that the learners liked the activities that encouraged them to work with peers interactively and cooperatively and this motivated them to get involved in learning actively.

...I am eager to participate in discussing and preparing for an oral presentation... (DT1/16).

I like role-playing in situations...I can practice saying what I have learned in this lesson (DT3/28).

The findings from the interviews were along the same lines, for example, two of the interviewees commented:

There are many activities for pair work and group work in this material, so we can learn from each other (L2).

To me, I enjoy working with my friends in groups because it motivates me to look for more information of English and culture. It also helps me to understand more about how to use English effectively in intercultural situations (L11).

To sum up, the findings show that the improvement of learners' ICC depended on the *interactive learning materials and tasks* because the informative, authentic, and up-to-date learning materials played a significant part in promoting the learner's ICC, as did the task types and their designs.

4.2.2.1.4 The Dynamic Context

The findings obtained from the diary and interview data show that learners' ICC development was positively influenced by both learning and social context. The learning context attributed to learners' positive perceptions of their intercultural language learning while the multicultural context motivated them to improve their ICC.

Learning Context

Due to many factors, namely, teaching methodology, teacher's professional personae, and interactive learning tasks/activities, the learning context was quite favorable for learners to better their ICC. Many participants reflected in their diaries that they were eager to learn in an enjoyable, relaxing, and friendly atmosphere because of the types of learning task, e.g., "it is relaxing and enjoyable to discuss and work in groups" (DT1/26), or "drawing a poster about food and drink is very interesting because of working in groups" (DT2/4); teacher's teaching steps, e.g., "I feel relaxed and comfortable in learning it because the teacher's teaching steps are fun" (DT1/8); and teacher's devotion, e.g., "the ways of introducing foods and drinks are very interesting" (DT1/8).

A large number of the participants from the interviews added more evidence to this point. They were interested in learning and motivated to learn because the learning atmosphere was fun and dynamic.

It is fun to go around the classroom to role-play with friends who pretend to come from different countries (L2).

This step motivates and interests learners in practicing how to use English appropriately and effectively (L5).

Furthermore, this learning context had many foreign teachers from different countries, such as Australia, Canada, the United Kingdom, and the United States of America. The interviewees reported that they had opportunities to meet and talk to foreigners at their language center, so they were inspired to learn.

As this center has many foreign teachers, I often try to talk to them when I see them. They are quite friendly and helpful, but I cannot talk to them much. I hope I can speak English well one day (L6).

Multicultural Context

Several learners realized the importance of the ICC because they lived in a dynamic society in which they met people from different cultures. One wrote in her diary “[n]owadays English is an international language, so it is necessary to know about both English and other cultures so that we can communicate better. Every day we meet a lot of foreigners, and we need to understand their cultures” (DT3/32).

Some learners also mentioned that being good at ICC was useful for traveling because it helped them to communicate better. Moreover, they became motivated to acquire ICC as a result of being aware that their country was on the way to integrate into the multicultural world, and English would be an official language for communication.

...learning cultural content in English lessons is useful when traveling, widens our knowledge, and helps us to communicate better. Besides, Vietnam is on the way to integrate into a multicultural world, so it is important to learn ICC (DT1/14).

When I was told that English would be the official language in the region, I thought I needed to learn English more. However, I need to learn more about ASEAN cultures because only English is not enough (L8).

Overall, it can be concluded that the dynamic learning and social contexts had positive effects on the process of enabling the learners to have intercultural communicative competence which motivated and assisted them to develop their ICC skills.

4.2.2.2 Constraints on the Development of EFL Learners' ICC

Emerging from the qualitative data analysis, two themes in particular signaled some constraints on the learners' development of ICC. They were *learner differences* and *task administration*, which had subcategories, namely, learners' low ability to learn English and personal characteristics (the *learner differences*), time constraints and task constraints (the *task administration*).

4.2.2.2.1 The Learner Differences

Although *active learners* were seen as one of the factors that fostered ICC development which was manifested in the affective, meta-cognitive, and social dimensions of learning, the qualitative findings indicate the learners' ICC improvement was also affected by *learner differences* in terms of low ability to learn English and personal characteristics.

The Learners' Ability to Learn English

Data from the diaries and interviews revealed that some learners did not have a high level of competence in learning English, even though they spent years studying English. This hindered them from acquiring knowledge as well as fully participating in different learning activities in the intercultural language classes.

I am not very good at remembering words well, so I find it quite hard to express my ideas in English, especially in group discussion I am a little inactive (DT1/22).

I often encounter difficulties in understanding the lessons because I am not good at English (DT3/43).

I cannot remember new words very well. I am often demotivated by not understanding the new words as well as the lessons (L11).

The Learners' Personal Characteristics

A few of the participants in the study reported that they encountered some difficulties in learning English due to a lack of confidence when using English in group work. One commented in his diary:

...because I cannot speak English well, so I don't feel very confident with my English even when I work in group (DT2/25).

In this respect, two of the interviewees added that they were shy and lacked confidence in using English when they were asked to speak in class.

Although I like learning English much, I am still shy when talking in English, especially when the teacher asked me to say something (L8).

One of the biggest constraints is that I am not confident with my English. So, whenever I want to say something, I feel quite nervous (L2).

In general, therefore, it is evident that differences in intelligence/aptitude and personal characteristics resulted in some learners having difficulties in improving their ICC.

4.2.2.2.2 The Task Administration

The findings from the qualitative data indicate that learners experienced difficulties in the development of their ICC due to time and task constraints.

Time Constraints

Some participants reported in their diaries that they had some difficulties in understanding the lessons due to limited time for each activity although they enjoyed for the pair and group work activities. Therefore, they sometimes found it difficult to remember what they had learned.

There are activities for us to practice, but there should be more time to prepare. For example, the presentation should be given in advance so that learners will be able to prepare for the following lesson (DT1/39).

There is not enough time for us to present what we have just discussed in groups, so we are a little bit unhappy with that (DT2/43).

Further evidence of this point is that a small number of the interviewees mentioned that it took time to become fluent in using English and to learn how to use intercultural strategies in the different situations they might encounter in real life.

There should be more time to practice English in different intercultural situations because being intercultural competent is not an easy job, and it takes time (L13).

I practice both English and intercultural strategies that may occur in real situations. However, I need more time to practice them (L15).

Task Constraints

Similarly, some other participants recommended that there should be more learning tasks/activities to practice ICC more effectively and appropriately. One mentioned “[i]n this lesson, there are some grammar points and new words about culture that are quite difficult to remember, so it is better to have more activities to practice more” (DT1/6), and another one added “if there were some activities like making a video clip about body language from different countries, it would be more interesting” (DT3/14).

Some of the other interviewees shared the same viewpoint. Two examples of this are:

There should be more activities in this step so that learners can practice using English more and understand more about other cultures and their own (L10).

In my opinion, I like this type of lesson and really want to improve my English and intercultural competence. However, I need more activities to practice (L2).

In sum, these findings indicate that, in general, the process of developing learners' ICC might require more or less time depending on the amount of time and the number of tasks/activities which the learners were allocated.

To conclude, this study has shown that there were more supportive factors than constraints that affected the development of learners' ICC. There were four supportive factors that fostered learners' ICC, namely, *active learners, an inspirational teacher, interactive learning materials and tasks, and a dynamic context*. Meanwhile, two constraints that precluded learners from developing their ICC were *learner differences and task administration*.

4.2.3 EFL Learners' Reflections on the ICLT Model

During the experiment, learners were required to give their reflections on the ICLT model in two aspects, namely, learners' perceptions of ICLT and their attitudes toward the teaching steps in the ICLT model. The former was analyzed based on the pre- and post-questionnaire and qualitative data (diaries and interviews) whilst the latter was analyzed using the data collected from participants' diaries and group interviews.

4.2.3.1 EFL Learners' Perceptions of ICLT

With respect to the quantitative data collected from the questionnaire, it can be seen that in Table 4.9 the mean score of the EFL learners' perceptions of ICLT before the course was 3.35 (out of 5). This means that learners' perceptions of ICLT were quite positive, although they had never taken any (inter)cultural course before. After a thirteen week course, the mean score of learners' perceptions of ICLT was 4.15 (out of 5), which indicates that there was a significant difference in learners' perceptions of ICLT ($t = -10.588$; $p = .000$). Accordingly, it can be concluded that learners felt more positive about ICLT after their course as their perceptions of ICLT changed significantly.

Table 4.9 EFL learners' perceptions of ICLT (Paired samples t-test)

Items	t	Sig.	\bar{X} (SD) (N=47)	
			Before	After
15 items	-10.588	.000	3.35 (.54)	4.15 (.29)

$p \leq .05$

Specifically, before the course, many learners (see Table 4.10), on the one hand, did not believe in the importance, usefulness, need, necessity (i1 = 29.9%; i2 = 25.5%; i3 = 17%; i4 = 17.0%; i5 = 19.1%), and the roles of (i8 = 17.0%; i10 = 19.1%) of the integration of foreign cultures into English language teaching, so they assumed that it was not really necessary for them to acquire a knowledge of foreign cultures (i11 = 14.9%) and strategies for intercultural communication in English language classes (i15 = 25.5%).

There was, on the other hand, a substantial percentage of the participants who were unsure of the roles of the integration of foreign cultures into English language teaching. Nearly half of the learners were unclear whether there should be a strong focus on foreign cultures in English language classes (i3 = 46.8%), and whether it was important to integrate foreign cultures into English language classes (i4 = 42.6%). More remarkably, learners were still unaware of the elements of the IC, which consists of knowledge, attitudes, awareness, and skills. That is why they were uncertain if it was necessary and important for learners to have knowledge of foreign cultures (i7 = 44.7%; i13 = 40.4%), to develop their curiosity, openness, and readiness to learn about foreign cultures (i10 = 38.3%), to raise their awareness of foreign cultures (i14 = 38.3%), and to be taught how to communicate with people from different countries effectively and appropriately (i13 = 42.6%). Consequently, they were confused as to whether they should learn both LC and IC simultaneously in English language classes or not (i15 = 42.6%).

Table 4.10 EFL learners' perceptions of ICLT

Items	Pre- (N=47) - F (%)			Post- (N=47) - F (%)		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
i1. Integrating foreign cultures into English language classes interests learners to learn English.	14 (29.8)	11 (23.4)	22 (46.8)	0 (0.0)	2 (4.3)	45 (95.7)
i2. It is useful to integrate foreign cultures into English language classes.	12 (25.5)	11 (23.4)	24 (51.1)	0 (0.0)	2 (4.3)	45 (95.7)
i3. There should be a strong focus on foreign cultures in English language classes.	8 (17.0)	22 (46.8)	17 (36.2)	2 (4.3)	7 (14.9)	38 (80.8)
i4. Integrating foreign cultures into English language classes is important.	8 (17.0)	20 (42.6)	19 (40.4)	1 (2.1)	4 (8.5)	42 (89.4)
i5. There is a need to integrate foreign cultures into English language classes.	9 (19.1)	14 (29.8)	24 (51.1)	0 (0.0)	3 (6.4)	44 (93.6)
i6. Learners should develop both language competence and intercultural competence in English language classes.	3 (6.4)	20 (42.6)	24 (51.1)	1 (2.1)	3 (6.4)	43 (91.5)
i7. It is important for learners to learn about foreign cultures in English language classes.	5 (10.6)	21 (44.7)	21 (44.7)	0 (0.0)	4 (8.5)	43 (91.5)
i8. Learning about foreign cultures in English language classes helps learners to understand more about their own culture.	7 (14.9)	16 (34.0)	24 (51.1)	1 (2.1)	4 (8.5)	42 (89.4)
i9. Learners should develop positive in English language classes. attitudes toward foreign cultures	8 (17.0)	14 (29.8)	25 (53.2)	0 (0.0)	5 (10.6)	42 (89.4)
i10. In English language classes, it is necessary to develop learners' curiosity, openness, and readiness to learn about foreign cultures.	9 (19.1)	18 (38.3)	20 (42.6)	0 (0.0)	3 (6.4)	44 (93.6)
i11. Knowledge of foreign cultures should be included in English language classes.	7 (14.9)	15 (31.9)	25 (53.2)	0 (0.0)	8 (17.0)	39 (83.0)
i12. In English language classes, learners should be taught how to communicate with people from different countries effectively and appropriately.	4 (8.5)	20 (42.6)	23 (48.9)	0 (0.0)	5 (10.6)	42 (89.4)
i13. It is necessary to provide learners with knowledge of foreign cultures in English language classes.	3 (6.4)	19 (40.4)	25 (53.2)	1 (2.1)	11 (23.4)	35 (74.5)
i14. Raising learners' awareness of foreign cultures in English language classes is important.	4 (8.5)	18 (38.3)	25 (53.2)	0 (0.0)	6 (12.8)	41 (87.2)
i15. Strategies for intercultural communication should be taught to learners in English language classes.	12 (25.5)	14 (29.8)	21 (44.7)	0 (0.0)	5 (10.6)	42 (89.4)

After a thirteen-week course, there was a noticeable change in learners' perceptions of ICLT since there was a very large number of the learners who believed in the importance, necessity and the roles (i1 = 95.7%; i2 = 95.7%; i3 = 80.8%; i4 = 89.4%; i5 = 93.6%; i6 = 91.5%) of the integration of foreign cultures into English language teaching, and were well aware of the IC components (i7 = 91.5%; i8 = 89.4%; i9 = 89.4%; i10 = 93.6%; i11 = 89.4%; i12 = 89.4%; i13 = 74.5%; i14 = 87.2%; i15 = 89.4%). However, there was still a small number of learners who remained unclear whether the integration of foreign cultures into English language teaching was important and necessary or not. Also, some learners had neutral opinions whether they should be provided with knowledge of foreign cultures while learning English (i11 = 17%; i13 = 23.4%). Around one tenth of the learners were not for or against learning strategies for intercultural communication (i15 = 10.6%; i12 = 10.6%), and adjusting their attitudes toward foreign cultures in English classes (i9 = 10.6%). In addition, some others still wondered if their awareness of the importance of foreign cultures in English classes should be raised or not (i14 = 12.8%). This means that this ICC course did not help to change those participants' perceptions of ICLT.

When it comes to the data obtained from the diaries and interviews, there was strong evidence of a positive change in EFL learners' perceptions of ICLT. As for the data from the diaries, there were three sets of diary data which were generated from participants' reflections written during the course. It is noticeable that a large proportion of participants had positive perceptions of ICLT as they believed in the importance, necessity and the roles of the integration of foreign cultures into English language teaching. For example, they made the following comments:

After this lesson, I understand more about different cultures, especially how people from different cultures have different concepts of beauty.... I think learning foreign cultures is very necessary and important in learning English (DT1/17).

It is necessary and important because I learn culture through learning English (DT1/39).

Many participants also added that learning about culture in English classes “should be a part of English language learning” (DT1/24), and “it is necessary for everyone nowadays because we live in a multicultural world” (DT1/45).

Furthermore, some participants said that including foreign cultures in English lessons could increase the learning mood in classrooms as teaching foreign cultures in English language classes “motivates learners to learn” (DT2/26), and “attracts learners' attention more” (DT2/9) because the lessons were fun and enjoyable. They commented:

The integration of cultures into English lessons makes the lessons more interesting and enjoyable because we can discover interesting things of other cultures through learning English (DT1/23).

This is a very fun way to learn both English and culture because through learning English, we can learn more about other cultures; it is kind of boring if we learn English only (DT1/30).

Apart from the abovementioned ideas, some participants highlighted the value of learning about foreign cultures in English lessons. Two such examples are:

Learning different cultures helps us to be a good person and know how to communicate better with foreigners.... It helps us to know how to respect other people and avoid misunderstanding (DT2/44).

Learning about other cultures helps to eliminate the racial discrimination, understand more about other cultures, helps people to come closer, and equip me with more knowledge so that I will be able to live, study and work with foreigners, and travel to their countries (DT2/8).

Similarly, many participants mentioned that they could “understand more about the world not only the language itself” (DT3/24) when foreign cultures were integrated into language classes, and that learning about other cultures in English language classes could deepen their understanding of their own culture and help them to gain more intercultural knowledge, adjust their intercultural attitudes, raise their intercultural awareness, and improve their intercultural skills.

...it gives us information of cultural differences in concepts of beauty from different cultures... learning about other cultures can help to understand more about my own culture (DT3/36).

Because this topic widens my knowledge of concepts of beauty that I have not known before. Through such a topic, I know more about other cultures and I am confident when talking to foreigners.... When we understand about cultural differences, we tend to be friendlier to others. This makes the relationship among people better and better (DT1/39).

Nevertheless, some participants did not comment on this issue in the diary data even though they spelled out their opinions on other issues, such as their ICC improvement and supportive factors and constraints on the development of learners' ICC. This makes it difficult to determine their perceptions of ICLT.

Concerning the data from the interviews, the findings were found to be similar to the results obtained from the diary data. However, it was also found that a number of those interviewed shared their beliefs that it was necessary and interesting to learn different cultures in English lessons “because when we learn a language, it is advisable to learn its culture. Now English is an international language, it is better to learn many cultures” (L1), and “it is useful and applicable in real life” (L5). They believed that “both language content and cultural content support each other: learning English through learning culture and vice versa” (L9).

Many other interviewees were eager to learn about culture included in English lessons although this type of lesson was new to them. One of many examples is:

This is very new to me, and it arouses my curiosity to learn more about both culture and language (L15).

Moreover, apart from motivating learners and making them more active, learning different cultures could help them to understand some special features of other cultures such as slang and body language. Some interviewees stated:

The class is more active because of interesting lessons. It helps us to understand the underlying messages in other cultures such as body language (L14).

It motivates learners to learn more. We can learn some slang or body language from different cultures so that we can communicate better with foreigners (L15).

To sum up, the findings from three different sources (questionnaires, diaries, and interviews) revealed that a very large majority of EFL learners had positive perceptions of the learning of foreign cultures in English language classes. It was found that at the beginning of the course their perceptions of ICLT supported the inclusion of intercultural competence in English language classes, although most learners reported that they had never had a chance to learn any (inter)cultural course before.

4.2.3.2 EFL Learners' Attitudes toward Teaching Steps in the ICLT Model

During the course, the participants were asked to write their reflections on the ICLT model three times in a diary after units Two, Four, and Six. Apart from reflecting their perceptions of the ICLT, they also expressed their attitudes toward four main teaching steps (*Input – Notice – Practice – Output*) in the ICLT model. These reflections generated both qualitative (around 97%) and quantitative data (around 3%) whilst only qualitative data were obtained from the group interviews.

As regards the quantitative data analysis, the results in Table 4.12 show that the EFL learners were most in favor of the teaching step *Output*. Specifically, there were over a half (53.2%), nearly a half (46.8%) and just under two-fifths (38.3%) of learners who liked this teaching step during the teaching of ICC units Two, Four, and Six, respectively. It was further observed that the second most favorite teaching step was *Practice* (unit 2: 21.3%; unit 4: 12.8%; unit 6: 36.2%), during which learners also had positive feelings whilst learning ICC.

Table 4.11 Learners' attitudes toward the teaching steps in terms of 'like'

No.	Teaching steps	Unit 2	Unit 4	Unit 6
		F (%)	F (%)	F (%)
1	<i>Input</i>	7 (14.9)	5 (10.6)	6 (12.8)
2	<i>Notice</i>	5 (10.6)	4 (8.5)	2 (4.3)
3	<i>Practice</i>	10 (21.3)	6 (12.8)	17 (36.2)
4	<i>Output</i>	25 (53.2)	22 (46.8)	18 (38.3)
	Missing	0 (0.0)	10 (21.3)	4 (8.5)
	Total	47 (100)	47 (100)	47 (100)

However, it can also be seen that learners liked the teaching steps *Input* (unit 2: 14.9%; unit 4: 10.6%; unit 6: 12.8%) and *Notice* (unit 2: 10.6%; unit 4: 8.5%; unit 6: 4.3%) the least. This means that these learners preferred the activities that were less controlled by the teacher.

As for the qualitative data, the findings were in accord with those obtained from the quantitative data. Comments from the diaries and interviews were found stating both likes and dislikes about the teaching procedure within the ICLT model: *Input – Notice – Practice – Output*.

The teaching step: *Input*

This is the first teaching step in the ICLT model, and it aimed to provide learners with intercultural knowledge; yet, it was not the learners' favorite teaching step. Some participants commented in their diaries that this teaching step was “motivate[ing] learners' learning” (DT2/6), and it used pictures and video clips to help them to understand difficult concepts and improve their English vocabulary as well as knowledge of culture.

Using many pictures helps me to understand the concepts of beauty more easily and remember vocabulary longer (DT1/15).

...using interesting video clips to illustrate body languages from different countries (DT3/32).

Agreeing with the above finding, some of those interviewed expressed similar ideas on this teaching step:

It is easy to understand the lessons because they contain images and video clips to support my learning English vocabulary and illustrate different aspects of cultures (L11).

Reflecting on the reasons for the learners' dislike, it seems that some learners (e.g., DT2/11; DT2/34) felt that the teaching step *Input* did not expand knowledge much outside the materials, nor did it give them sufficient details. Therefore, one suggested “there should be deeper knowledge about the cultural topic” (DT1/7).

On the contrary, some interviewees complained about this teaching step in terms of the intercultural material. One said “I don't like the input because some cultural information is quite difficult to remember” (L13), and the other stated “I

don't like input because it is quite long" (L4). However, one recommended "[t]here should be more video clips so that the lessons will be more interesting" (L7).

The teaching step: *Notice*

The findings revealed that this teaching step, which was to adjust learners' intercultural attitudes and raise their intercultural awareness, played an important role in enhancing learners' understanding of English and culture, but only some respondents enjoyed it as this teaching step "helps to raise awareness of cultural difference and change [their] attitudes toward other cultures (DT3/43). More examples are:

This step helps me to use previous knowledge to compare with the new one and consolidate English knowledge. It also helps me to reflect on my culture so that I understand cultural differences more (DT1/39).

This step helps me to deepen my previous understanding and give more useful knowledge for communicating with others and avoiding disagreement when talking to people from different countries (L16).

However, many informants admitted that although this teaching step was important and helpful, it was not their favorite. They explained that this teaching step "is abstract" (e.g., DT1/37; DT2/3; L14; L9) and "quite difficult" (e.g., DT3/7; L14) to follow because they needed to reflect on their previous knowledge.

The teaching step: *Practice*

The teaching step *Practice*, whose aim is to improve learners' intercultural skills, was very popular because of the various benefits it offered to learners. Many participants mentioned that this teaching step was useful because it helped them to

understand the lessons more easily and quickly, and it made the lessons more interesting and interactive. Some examples are:

We practice in English to role-play in situations that may occur in the reality. This is useful and interesting. It helps me to learn the lesson more quickly and easily (DT1/4).

This makes me understand the lesson more easily. This step makes the lesson more interesting and interactive (DT3/37).

More specifically, some diary respondents stated that the teaching step *Practice* helped them to practice and understand better how to use intercultural strategies in intercultural communication.

...it helps me to understand more how to use strategies in communication (DT2/21).

We can practice the strategies of intercultural communication that we may encounter in real life (DT3/13).

The findings from the group interviews corroborated the above-mentioned evidence. Many interviewees stated that they could practice how to use useful strategies to talk with foreigners in intercultural situations.

This step is necessary because it gives me a chance to practice what may happen in real life. Moreover, there are useful strategies to say in English for intercultural communication (L6).

However, this teaching step also had its drawbacks about which learners complained. Some participants commented “[t]hey need more time to practice” (DT1/24), and suggested that “there should be more time to practice” (L2), and “[t]here should be more time to practice and more activities for this part” (L13).

The teaching step: *Output*

A large number of diary informants commented that they liked the teaching step *Output* best, whose purpose was to give learners opportunities to produce the earlier input features and reflect on their correctness and appropriateness, because “it helps [them] to have an overall look at the lesson [they] have just learned” (DT1/6), and “it improves [their] English skills by using it to express cultural content and it is a chance to share and learn from” (DT1/24). They also reported that this teaching step made the class “active and fun, so everyone likes speaking English” (DT2/10) and made the lesson “more interesting and the learning is more meaningful and fun” (DT2/3). In addition, some of the diary participants added that this teaching step “improves [their] creativity in the lesson” (DT3/3), “it improves [their] English skills by using it to express cultural content, and it is a chance to share and learn from other friends” (DT3/36), and “it helps people to be open and the class is enjoyable” (DT3/20).

Many interviewees expressed similar ideas. They pointed out the effectiveness of the teaching step *Output*.

I like the output best because this step helps us to reflect on what we have learned. By doing this, we learn ICC more effectively (L2).

I like the output because three previous steps prepare us to do the last one. We can use knowledge and what we have learned and may look for some information beyond the lesson (L10).

This step is quite interesting because it motivates us to explore more about English and other cultures (L9).

Nevertheless, some of the interviewees suggested how this step could be made more effective. They recommended “there should be more time and activities for class

discussion. Maybe the teacher can ask learners to prepare the task at home to present it in the following class” (L2), and “the time for this step should be longer, so we can have more time to prepare for class discussion as well as information search” (L2).

Nevertheless, although most participants expressed greater interest in one or two of the teaching steps, a few ones stated that they liked all of the teaching steps because “they are equally important. Each step has its own things to learn” (L6), and “the arrangement of four steps is logical and easy to follow” (L8).

To summarize, the findings indicate the strengths and weaknesses of each teaching step (*Input – Notice – Practice – Output*) in the ICLT model. It is clear that the least favorite teaching step was *Notice*, in spite of its importance and necessity, whilst learners liked *Output* the most inasmuch as it was helpful in improving their ICC.

4.3 Discussions of the Research Findings

This section focuses on discussions of the research findings in relation to three main issues, namely, the development of EFL learners’ ICC, the effectiveness of the ICLT model, and learners’ perceptions of the ICLT model. It discusses the findings in relation both to relevant theories and previous studies.

4.3.1 Effectiveness of the ICLT Model

The study revealed that the ICLT model was effective in developing EFL learners’ ICC. This effectiveness manifested itself through similar development patterns of IC and IC and the systematic integration of the ICLT model.

4.3.1.1 Development Patterns of ICC

The results from the LC summative tests revealed that there was a significant improvement in EFL learners’ LC after the thirteen-week ICC course. This

means that the learners were able to improve their LC while learning intercultural content. It is likely that learners were aware of the important roles of English language and English language learning in the context of globalization. Furthermore, learners in this study were those who had a strong will to improve their English language proficiency because they took the English training course by choice as an extra course at a language center.

Specifically, it was seen that learners' oral scores (speaking skill) did not improve as much as their written scores (listening, reading, grammar, functional languages, and vocabulary) by the end of the course. However, the results also showed that learners' speaking skills at the beginning of the course were relatively good in comparison with the required level for the course. It may be understood from this that learners' speaking skills which were at a high level did not develop much after the course because it took a long time for learners to improve their speaking skills. Also, some learners found speaking skills the most difficult to be developed of the four macro skills (listening, speaking, reading, and writing) as pointed by many scholars (e.g., Pawlak, Waniek-Klimczak, & Majer, 2011; Waniek-Klimczak & Klimczak, 2008). Therefore, it can be concluded that it is not easy and takes time to develop learners' speaking skills when their speaking skills are at a high level.

As for the results from the LC formative tests (quizzes) obtained after the ICC lessons, it was found that learners' LC progressed gradually during the course, albeit the learners' pre-test scores ($\bar{X} = 5.37$) were at a high starting point. Yet, the results from the three LC quizzes showed that progress fluctuated in terms of the mean scores (quiz 1: $\bar{X} = 7.77$; quiz 2: $\bar{X} = 8.42$; quiz 3: $\bar{X} = 8.24$), and there was a similar pattern of increase in both the oral and written tests of the three LC formative tests.

Furthermore, there were differences in terms of mean scores between quiz 1 and quiz 2; quiz 1 and 3, but there was no difference in terms of mean scores between quiz 2 and quiz 3. This indicates a considerable improvement in learners' LC at different times: from quiz 1 to quiz 2, and from quiz 1 to quiz 3. Possibly, the degree of difficulty of three quizzes was different from one another, although the test items in each quiz reflected the language content of each unit.

The quantitative findings from the IC summative tests indicated that learners' IC improved significantly, i.e., the ICC training course helped learners to improve their IC after three months. One of the possible explanations is that learners had positive perceptions of ICLT, so they were motivated to learn the intercultural content through learning the language content. Furthermore, learners were aware that IC is becoming part of the necessary professional skills required for future jobs, and they understood that IC had the "capacity to change one's knowledge, attitudes and behaviors so as to be open and flexible to other cultures has become a critical issue for individuals to survive in the globalized society of the twenty-first century" (Davis, 2005, p. 4). As a result, they became more aware of their learning needs during the course.

With respect to the IC formative tests (quizzes), the findings indicated that learners developed relatively gradually. The mean scores of the three IC quizzes fluctuated slightly (quiz 1: $\bar{X} = 7.00$; quiz 2: $\bar{X} = 7.35$; quiz 3: $\bar{X} = 7.19$), and there was only a difference in terms of the mean scores between quiz 1 and quiz 2. The reason for this may be due to the degree of difficulty of each quiz. As three intercultural themes (*Concept of Beauty in different countries* for Unit 2, *Food and Drink in different countries* for Unit 4, and *Body Language in different countries* for Unit 6) were integrated into the English language units, the intercultural themes for

Units 1 and 3 were quite abstract and new to learners while the theme for Unit 2 was visual and more familiar to the learners. The four IC components (intercultural knowledge, attitudes, awareness, & skills) developed significantly in a similar pattern. Nevertheless, the order of improvement of learners' IC components was intercultural knowledge, skills, attitudes, and awareness. This means that the most significantly improved IC component was intercultural knowledge whilst the least significantly improved was intercultural awareness. This may be that intercultural knowledge is easier to acquire than the other IC components. The teaching step *Input* (Intercultural knowledge) in the ICLT model (see section 4.3.3.3) was not learners' most favorite step, but in every teaching step, learners had to use intercultural knowledge for discussion, role-play, and presentations. Meanwhile, learners reported that the teaching step *Notice* was their least favorite step because it was relatively abstract for them. Therefore, learners developed their intercultural knowledge most and their intercultural awareness least.

Learners' LC and IC, in general, developed in a similar pattern. There was a rapid improvement from the starting point (pre-test) to quiz 1. This indicates a dramatic change in learners' ICC before the course and after the first unit of ICC. Learners' LC and IC development then fluctuated relatively often toward the end of the course. Another important point is that the findings show that the mean score of learners' IC ($\bar{X} = 2.98$) between the pre-test and the post-test was higher than that of their LC ($\bar{X} = 2.67$). In other words, learners made slightly more progress in IC than they did in LC. This may be due to the fact that, as discussed earlier, learners were motivated to focus more on the learning of intercultural content as this type of intercultural language course was new to them.

The findings from the qualitative data analysis indicated that learners developed their ICC (both LC and IC) significantly. In addition, learners were motivated to study this intercultural language course so that they could expand their worldviews. These results match those of previous studies (e.g., O'Neil, 2008; Shoman, 2011; Gómez, 2012; Ottoson, 2013). Shoman (2011) conducted a study using a framework to develop ICC and the proficiency of advanced learners of Arabic, and found that the proposed linguacultural framework not only developed learners' abilities to recognize as well as produce Arabic varieties used in Egypt but also fostered their IC abilities (knowledge, attitude, awareness, and skills). In another context, O'Neil (2008) conducted research on fostering learners' IC by implementing an interactional virtual elementary classroom, and found that learners developed their LC, specifically their writing skills through the course, and that there were positive changes in learners' IC. One of the most important elements found to facilitate the participants' ICC development in these two studies was their motivation to learn cultural content through language content and vice versa. Hence, it can be noted that motivation plays a pivotal role in fostering learners' ICC enhancement.

However, it was also revealed that some learners who developed their ICC, also improved their IC more than their LC and vice versa. It may be the case that these learners focused more on either LC or IC of ICC during the ICC training course. For those whose LC improved the most, although their English language proficiency was still weak, they thought that it was more important to improve their LC than their IC. On the contrary, for those whose IC was more developed, intercultural learning was new to them as most (95.7 %) of the learners had never taken an intercultural course before, and they were more interested in IC because of its important role in

communication. Consequently, their LC and IC were not developed simultaneously at a similarly high level.

To sum up, the ICLT model was an effective form of intercultural language education to facilitate the achievement of learners' ICC (both LC and IC). Generally, both the learners' LC and IC developed in a similar pattern, which indicates that learners can learn intercultural content through language content and vice versa. Moreover, learners' ICC development reflected the four pillars (1. *learning to know*: intercultural knowledge; 2. *learning to do*: intercultural skills; 3. *learning to live together*: intercultural attitudes; and 4. *learning to be*: intercultural awareness) of education for the twenty-first century as identified by the International Commission on Education for the Twenty-First Century (Delors, 1996) and developed as four distinct aims of intercultural education and incorporated in the guidelines on international education suggested by UNESCO (UNESCO, 2006). Hence, it can be concluded that the ICLT model can help learners to become intercultural speakers who can be fluent in a foreign language and function appropriately and effectively in the context of globalization.

4.3.1.2 Systematic Integration of the ICLT Model

The ICLT model has three parts, namely, foundation (Language-Culture), teaching steps, and the ultimate goal of the intercultural language teaching (ICC). Each part has its own functions. The first part of the ICLT model reflects the interrelationship of language and culture. The second part is the main part consisting of four teaching steps to facilitate learners' ICC development, which are systematically integrated. The last part depicts the ultimate goal of intercultural language education which is to educate learners to become intercultural speakers.

Regarding the four teaching steps (*Input – Notice – Practice – Output*) of the ICLT model, each step reflects a step in scaffolding and constructing process of education to facilitate learners' ICC development. Firstly, the teaching step *Input* played a vital role in enhancing learners' ICC, since learners' success in ICC learning relied greatly on comprehensible input as pointed out in the theory of Krashen's Comprehensible Input Hypothesis (e.g., Gibbons, 2003; Krashen, 1985) which argues that comprehensible input should be understandable to learners, but at the same time one step beyond their understanding. In this study, there were two kinds of input: language knowledge and intercultural knowledge, which were based on the analysis of the learners' characteristics which was carried out before the objectives of the ICC training course were determined. Moreover, different authentic learning tasks / activities (e.g., realistic and lifelike tasks / activities) for learners to work in pairs and groups were designed to support the process of ICC knowledge construction. In addition, the teaching step *Input* increased learners' motivation to learn the intercultural language course as asserted by Beebe (1985; cited in Rost, 2002) who states that the input can engage learners, arouse their curiosity, and make them want to learn. It is, thus, vital for the teaching step *Input* to be taken into great consideration when learning materials are designed for ICLT so that learners will be able to get actively engaged in the learning process at the very beginning step of the ICLT model.

Secondly, the teaching step *Notice* which is the next step in the scaffolding and constructing of knowledge helps to raise learners' language awareness and intercultural awareness and adjust their intercultural attitudes. After the teaching step *Input* had presented language knowledge and intercultural knowledge by giving

learners various authentic learning tasks / activities to construct their ICC knowledge, the teaching step *Notice* provided learners with more learning tasks / activities to encourage them to make comparisons between unfamiliar features and familiar features so that learners are able to notice new aspects of the ICC input. This teaching step was manifested in the theory of Schmidt's Noticing Hypothesis (Schmidt, 1995, 2001, 2010) which specifies that learners must attend to and notice unknown features of the input that "they are exposed to if those forms are to become intake for learning" (Schmidt, 2010, p. 724). Therefore, tasks and activities designed for the teaching step *Notice* should be likely to trigger learners' ability to make compare between unfamiliar knowledge and familiar one.

Thirdly, the teaching step *Practice* includes a variety of interactive activities in which learners were encouraged to scaffold their cognitive development through face-to-face interaction and communication (e.g., teacher – learner; learner – peers). This teaching step employed the theory of Long's Interaction Hypothesis (Long, 1983, 1985, 1996) which aims at fostering learners' ICC development. During this teaching step, learners made use of the comprehensible input to enhance their language skills (e.g., speaking, listening, reading, and writing) and intercultural skills (e.g., the ability to interpret the meanings in the target culture and relate them to one's own culture and to interact with people from different cultures), so comprehensible input plays an important role in learners' interaction to negotiate meaning (e.g., Ellis, 1997, 2003, 2005; Long, 1996). Accordingly, tasks/activities for the teaching step *Practice* should be designed based on the previous comprehensible input so that learners will be able to practice what they have learned in previous teaching steps.

Last but not least, the teaching step *Output* is a further step in *Practice* as learners were given opportunities to produce the earlier input features and reflect on their effectiveness and appropriateness through interaction activities (e.g., oral presentations, discussions, mini-projects). The study indicated that the learners were aware that the ICC, one of the key competencies in the twenty-first century (e.g., Delors, 1996; Sudhoff, 2010; UNESCO, 2006), was their output in their learning process, so they were able to modify and adjust their output accordingly. The theory of Swain's Output Hypothesis (1985, 1995, 2000), which was embedded in this teaching step, states that learning takes place when a learner is aware of a gap in his/her learning process. However, learners' output was a process rather than a product of their ICC learning as they further tried out new forms, expressions or strategies derived from the earlier input in actual language use through language and intercultural tasks / activities, which provided a potential input for another circle of the ICLT model. Therefore, when a circle of the ICLT model is complete, the level of difficulty of learning materials for the later circle should be higher than that for the previous circle so that the process of learners' ICC learning is on-going from the low level to a higher one.

To conclude, the systematic integration of the teaching steps in the ICLT model made the ICLT model effective in enhancing learners' ICC. Each teaching step reflected a specific theory of language learning, namely *Input*: Krashen's Comprehensible Input Hypothesis; *Notice*: Schmidt's Noticing Hypothesis, *Practice*: Long's Interaction Hypothesis; *Output*: Swain's Output Hypothesis, and all four teaching steps supported one another in a linear sequence to facilitate learners' ICC development. It is, thus, imperative that all four teaching steps should be equally

considered in applying the ICLT model since each teaching step plays a vital part in the on-going process of developing learners' ICC.

4.3.2 Factors of Affecting the Development of EFL Learners' ICC

With the ICLT model, the development of EFL learners' ICC was fostered by supportive factors more than precluded by constraints. There were four main supportive factors (*active learners, an inspirational teacher, interactive learning materials and tasks, and a dynamic context*) whilst there were only two constraints (*learner differences and task administration*).

4.3.2.1 Interrelated Supportive Factors

In the developing process of EFL learners' ICC, four factors *active learners, an inspirational teacher, interactive learning materials and tasks, and a dynamic context* were seen to be interrelated in the development of the learners' intercultural language learning.

The first supportive factor in the developing process of learners' ICC is *active learners* who play a significant role in the learning process (e.g., Rickinson, Lundholm & Hopwood, 2009; Wallace, 2015), and they are one of the key factors in the process of constructing their knowledge. Being active learners in the process of their ICC development leads to learners being triggered and motivated by other supportive factors such as *an inspirational teacher, interactive learning materials and tasks, and dynamic contexts*. In the context of this study, the supportive factor of *active learners* had three dimensions of learning, namely, the affective, meta-cognitive, and social dimensions of ICC learning which were found to influence learners' ICC development.

The findings showed that learners with a high affective dimension of learning had high motivation, deep interest, and positive attitudes to study the intercultural content in the English language lessons and were eager to study and take part in different learning activities. One of the possible explanations may be that learners were influenced by their emotions when learning, as pointed out by Caine and Caine (1991), "[w]e do not simply learn. What we learn is influenced and organized by emotions" (p. 82). Thus, those who are motivated to learn cultures through learning English and vice versa develop the motivation which "provides the primary impetus to initiate learning the second language and later the driving force to sustain the learning process" (Dörnyei, 1998, p. 117)". Motivation, therefore, plays a pivotal role in their study since it brings feelings of fun, achievement, and enrichment of knowledge to them (e.g., Deci & Ryan, 1985; Reeve, 1996). Moreover, learners with deep interest and positive attitudes to intercultural language learning are actively involved in the learning process as positive attitudes facilitate the learning process (e.g., Papaja, 2014; Slee, Campbell, & Spears, 2012). These findings indicate that the learners' affective dimension of intercultural language learning is one of the most vital contributors to learners' ICC development, hence learners with a high affective dimension of intercultural language learning are those who enjoy learning ICC the most.

It is agreed that learners' meta-cognitive dimension of learning is closely related to their affective dimension (e.g., Eisenberg, 2010; Paris & Winograd, 1990; Ray & Smith, 2010). The findings in this study indicated that a large proportion of learners had positive attitudes toward their intercultural language learning, which entailed increasing their meta-cognition. In other words, as learners had positive attitudes toward intercultural language learning, they were aware of their learning

needs, adjusted their learning accordingly, and made use of opportunities to practice English and IC. Similarly, different scholars and researchers (e.g., Dunning et al., 2003; Jacobs & Paris, 1987; Kruger & Dunning, 1999) state that learners' meta-cognition is a strong predictor of academic success, so those who have good meta-cognition manifest good academic performance in comparison with those who have poor meta-cognition. Therefore, learners who have a high meta-cognitive dimension of intercultural language learning succeed in becoming intercultural speakers who are fluent in English and competent in intercultural communication.

Another supportive element of *active learners* is the social dimension of learning, which was seen to contribute its part to the development process of learners' ICC. It was also found that, in relation to the social dimension of learning, learners were willing to work in pairs or groups and asked for more information during the ICC course because of the learning topics that were pertinent to their lives, needs, and interests, and the learner-centered environment, in which learners were actively engaged in their learning processes as McCombs and Whistler (1997) asserts that learners are actively engaged in creating, understanding, and connecting to knowledge. This finding further confirms the idea of Jonassen, Mayes and McAleese (1993) who state that learners get involved actively in activities with their peers to construct their knowledge because learners are believed to perform their knowledge construction best through social negotiation, and Al-Rofo (2010) who mentions that learners' social dimension of learning appears to be one of the prominent dimensions affecting their academic achievement. It may be concluded that learners can develop their ICC best when they have a high social dimension of intercultural language learning.

Apart from the learners themselves, an *inspirational teacher* as the second supportive factor is thought to be one of the largest factors influencing learners' academic outcomes (Sanders, 1998). This study showed that the teacher was seen to inspire learners to improve their ICC by his teaching methodology, professional roles, and professional personae. As for the teacher's teaching techniques (teaching methodology), the teacher created a more active learning environment by his fun, attracting, motivating, and interesting techniques. Griffin and Roberson (2014) state that the teacher's teaching methodology is of great importance since she/he can "[promote] higher learner engagement by presenting activities that stimulate interest, curiosity and inquiry" (p. 145). Furthermore, the teacher's teaching techniques helped learners to get involved actively in their learning processes since he could provide the "vital human connection between the content and the environment and the learners" (Heimlich & Norland, 1994, p. 109).

It has been established that the teacher who works as a facilitator and a mediator (professional roles) to enable learners to be interculturally communicatively competent can be very effective in the classroom. When working as a facilitator, the teacher helped learners to acquire ICC effectively through different teaching and learning activities. This finding accords with the idea that the teacher acts as a facilitator to encourage and nurture the growth of learners (Fenstermacher & Soltis, 2004). In addition, the teacher was found to play the role of a mediator who fostered learners' ICC development as pointed out by scholars the teacher works as a mediator to assist his/her learners in "scaffolding their learning" (Koch, 2009, p. 70) and constructing new knowledge (Oxford, 1997), and to keep discussion and planning going simultaneously and resolve any emerging conflicts between team members when learners work in pairs

or groups (Zorfass, 1999). Accordingly, in this study the process of fostering learners' ICC was much affected by the teacher's professional roles.

Furthermore, the teacher's professional personae were seen to be involved in promoting learners' ICC as he was enthusiastic and committed to learners' intercultural language learning. This may be considered one of the influential components in motivating and inspiring learners to get involved actively in intercultural language learning because when teachers show their enthusiasm for what they are teaching, learners are more likely to be interested, engaged, curious, and excited about learning (Smith, 2013), and at the same time they gain in confidence and satisfaction (Efklides, 2006); and when teachers are committed to their teaching, they can indeed motivate most learners to learn actively (Hui, 2008). It may be claimed that whether learners are eager or willing to get actively in intercultural language learning is greatly affected by their teacher's professional personae.

The next supportive factor was the *interactive learning materials* and *tasks* which were supposed to boost the learners' ICC. The findings revealed that learners' curiosity and interest to study on this ICC course were triggered by the authentic, up-to-date and informative learning materials and the various types and designs of learning tasks/activities which were learner-centered. Such findings may be attributed to the use of vivid pictures, video clips, and topics that were pertinent to learners' daily life and appropriate to their age, needs, and interests. As elucidated by Nuttall (1996), authentic, up-to-date and informative materials are "proof that the language is used for real-life purposes by real people" (p. 172). It may be also due to the purpose of the tasks/activities which were designed to be communicative which may also activate learners' communicative competence. These findings additionally

clarified the reason why learners liked the teaching steps *Practice* and *Output* most. Such findings corroborate the ideas of different scholars who point out that authentic materials have a motivating effect that gives learners a sense of achievement and encourages them to learn further (e.g., Berardo, 2006, Lee, 1995) and “to reach a learning goal” (Proske, Kördle & Narciss, 2012, p. 1607), and they relate to the commencement of communicative movements in which learners are endowed with a sense of dealing with real life situations or simulating the real world in the classroom (Guariento & Morley, 2001).

The last but not the least supportive factor was the *dynamic context* which had two main elements: the learning context and the multicultural context. The learning context was found to be enjoyable, relaxing, and with a friendly atmosphere, hence learners were interested in the course and motivated to learn. This result may be explained in terms of the learners’ affective, meta-cognitive, and social dimensions; the teacher’s teaching methodology, professional role, and professional personae; and the learning materials and tasks which affect one another positively, and which also created an enjoyable, relaxing, and comfortable learning context. Consequently, such a learning context motivated the learners and facilitated their positive engagement. Additionally, learners were inspired to learn about ICC as they had opportunities to meet and talk to foreigners at their language center. This activity provided a communicative context which offers more opportunities to the development of learners’ ICC. This finding further supports the idea of researchers who assert that this communicative context provides learners with more opportunities for practice in real-life situations (DeKeyser, 2007), and the learning context is “one of the most important variables that affects” learners’ language learning (Collentine, 2009, p. 218).

Apart from the learning context, the dynamic multicultural context in which learners were living was also another supportive element that motivated them to improve their ICC. The possible explanation for this is that learners were aware that their country was to be integrated into the multicultural community in which English language will be used as an official language for business (ASEAN, 2009, 2011) in the near future. Apart from this, learners may realize that English is also used as an international language, a lingua franca, a world language, and a global language in the process of globalization (e.g., Brumfit, 2004; Byram, 2008; Mauranen & Ranta, 2009; Pakir, 2009). Another explanation is that the sociopolitical conditions shaped what learners need to study as asserted by Mustapha (2012) who suggests that the social context has impacts on learners' learning motivation and attitudes, which lead to the success or failure of learners' acquiring ICC. Accordingly, learners in this study were certainly affected by the multicultural context in which they were involved.

4.3.2.2 External and Internal Constraints

Apart from the supportive factors that helped learners to acculturate to different cultures, there were still two constraints, namely the *learner differences* and the *task administration* that hindered learners from reaching an optimum level of ICC.

Although the learners themselves were a supportive factor in helping each other to improve their ICC in terms of their affective, meta-cognitive, and social dimensions of learning, they were also seen as an internal constraint which affected their intercultural language learning because of personal differences in ability and their various individual characteristics. With respect to the ability to learn English, this finding may be attributed to the fact that learners have different strengths and

intelligences in learning (Gardner, 1983, 2006), i.e., learners possess different kinds of abilities to learn. Therefore, in the context of this study, those who had poor ability to learn English were competent in other subjects such as maths, arts, or music, or vice versa.

Regarding personal characteristics, it was found that learners who were shy and lacked confidence seemed to be passive in their learning, which could slow down their progress in ICC. This finding corroborates some previous findings which indicate that shy and learners lacking confidence experience anxiety about taking part in learning activities, which hinder them from acquiring knowledge (Dunne, 2006); and learners' anxiety has negative effects on their academic performance (e.g., Bailey, 1983; Brown, 2001; Macintyre & Gardner, 1994). Another factor may be that learners' anxieties may be due to their family milieu, personal characteristics, or previous learning experience.

Consequently, learners with poor ability to learn English, and shyness and lack of confidence became passive and had difficulties in improving their ICC, so they developed their ICC more slowly than those who were confident and good at or competent in linguistic usage.

Task administration was also found to be an external constraint which limited learners' improvements in ICC in terms of time and task constraints. It was found, for example, that due to the limited time some learners had to practice what they had learned, they found it rather difficult to remember the new information from the lesson. There may be two possible explanations for this finding; the first explanation may be that those who wanted more time to practice did not have a much ability in learning English since different learners have different strengths and

intelligences (Gardner, 1983, 2006); the second explanation may be that because this type of intercultural language learning was new to them, learners needed more time to get accustomed to it. This finding is in line with the idea that time constraints limit learners' cognitive capacities (Schumann, 1998) and affect their learning achievement (Bossert, 2006). Thus, there were some negative impacts on how learners acquired and improved their ICC when they were under time pressure.

However, some research participants were discovered to experience difficulties in learning intercultural language lessons because they needed more learning tasks/activities to practice English and intercultural communication strategies more effectively and appropriately. Similarly, possible explanations for this may be that learners had a low ability to learn English, and that the type of type of intercultural language learning was new to learners, therefore they wanted to have various learning tasks/activities in order to understand the new information from the lesson more and to remember it longer. Consequently, learning tasks/activities affected learners' learning performance and achievement as pointed out by Gniewosz and Eccles (2013) who state that when learners engage more in learning activities, their achievement can be improved. In other words, learning tasks/activities are closely related to academic achievement inasmuch as the more learning activities learners are engaged in, the greater their achievement. Thus, learners who encountered difficulties in improving their ICC needed more time and activities to practice ICC. By comparison with previous research, this finding is partly in accordance with the study done by Nakao et al. (2011) who conducted a study on developing learners' IC through guest speaker sessions. The researchers found that learners developed their intercultural attitudes, knowledge, and awareness out of four

IC elements through the presentations given by speakers of other cultures after the course. They discovered that the learners did not improve their intercultural skills because they needed more sessions and activities in which they could practice their new knowledge, while this study indicates that some learners encountered difficulties with both time and task constraints, but that the majority of the learners were still able to improve their intercultural knowledge, attitudes, awareness, and skills.

To summarize, learners had more supportive factors than constraints in the process of developing their ICC under the ICLT model. However, in order to facilitate learners' ICC development, learners needed to be active, to have an inspirational teacher, the learning materials and tasks need to be interactive, and the context needs to be dynamic. These four supportive factors (*active learners, an inspirational teacher, and interactive learning materials and tasks, and a dynamic context*) were interrelated in enhancing the development of learners' ICC. Meanwhile, two constraints (*learner differences and task administration*) presented both internal and external difficulties that hindered the learners' ability to acquire ICC. The supportive factors and constraints in the development of learners' ICC are illustrated in Figure 4.2. It can be seen that in this research context, two factors: *the learners* and *the materials/tasks* were both beneficial and detrimental to the development of learners' ICC.

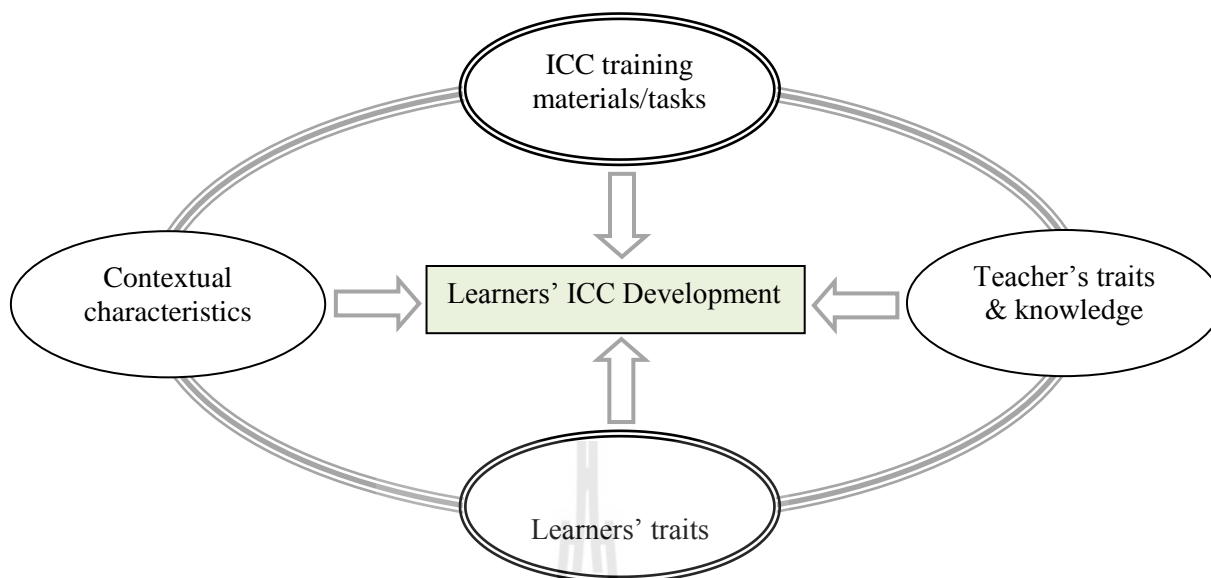


Figure 4.2 Factors affecting the development of learners' ICC

4.3.3 Additional Effects of the ICLT Model

The study indicated that the ICC training course had positive impacts on most of the learners' perceptions of the ICLT model, which were reflected in their awareness of the importance of ICC, beliefs about ICLT, and attitudes toward the teaching steps in the ICLT model. Nonetheless, some learners still had negative perceptions of the ICLT model.

4.3.3.1 Awareness of the Importance of ICC

The findings revealed that EFL learners were aware of the importance of ICC over a thirteen-week course. In other words, learners understood what ICC was, what it was for, and how LC and IC are composed (intercultural knowledge, attitudes, skills, and awareness). This may be the result of the teacher's awareness-raising teaching strategies through the training sessions, which are a crucial aspect of ICC instruction because learner awareness is one of the necessary conditions for the

learning process to take place (e.g., Cohen, 2014, p. 12; Robinson, 2003; Schmidt, 1995). Through a variety of teaching and learning activities (e.g., orientation, role-plays, discussions, mini-projects), learners were engaged in different situations in which ICC was involved. As a consequence, learners' awareness of the importance of ICC accumulated over the course of three months by using the ICLT model. As different empirical studies show that there is a strong relationship between learner awareness and language learning (e.g., Leow, 1997; Rosa & Leow, 2004; Robinson, 2003; Schmidt, 1995, 2001; Sachs & Suh, 2007), which implies that when learners understood what ICC is and what components it is comprised of, they become more aware of its importance, and they get more actively engaged in the learning processes.

In addition, the EFL learners were also aware of the roles of ICC after the training course as they understood that ICC was pivotal, necessary, and useful for their work, travel, and study. One of the possible explanations for this may be that EFL learners were aware that English is currently used as a communication tool, a lingua franca, and an international language around the world (e.g., Brumfit, 2004; Byram, 2008; Cogo, 2008; Leyland, 2011; Mauranen & Ranta, 2009; Pakir, 2009). Furthermore, many learners had experienced cultural differences before as around one third (34%) of learners had been abroad. Therefore, EFL learners realized that English "is an efficient and effective tool in the process of global integration and development" (Vietnam National Assembly, 1998, 2005, 2009), and being interculturally communicatively competent is critically important for them in order to 'function effectively and appropriately with people from another language culture background in multicultural contexts' (e.g., Bennett & Bennett, 2004; Byram, 1997; Fantini, 2001; Lustig & Koester, 2003; Sinicrope, Norris & Watanabe, 2007). This

was one of the factors that motivated learners to study intercultural content in English language classes and helped them to become successful ICC learners. Furthermore, scholars (e.g., Leow, 1997; Rosa & Leow, 2004; Sachs & Suh, 2007; Schmidt, 1995, 2001) confirm that there is a significant relationship between high levels of learner awareness¹ of a targeted form and better learning outcomes. This study discovered that learners' awareness of the roles of ICC was at the level of understanding since they understood the essence of ICC. Thus, the higher the learners' awareness of the roles of ICC, the more successful learners were in learning ICC.

Nevertheless, some EFL learners were unaware of the importance of ICC and its roles even after the thirteen-week course, as they were still unclear about its meaning and they did not acknowledge the importance of learning intercultural content on an English language course. The reason for this may be due to learners' low language proficiency, which meant that they only wanted to focus on learning the English language. Consequently, they did not pay much attention to the intercultural content during the ICC training course.

In brief, the ICC training course had positive impacts on most of the learners who were aware of the importance of ICC, although most of the learners (95.7%) had never taken an intercultural course before. Therefore, as learner awareness clearly plays a significant role in the ICC learning processes, it can provide a threshold for

¹ According to Schmidt (1995, 2001), there are two levels of awareness in learning: awareness at the level of noticing and awareness at the level of understanding. The former, a low level of awareness, is showing focal attention to a particular form or element; the latter, a higher level of awareness, is knowing or realizing how or why something happens, how it works and why it is important.

changing learners' perceptions of ICLT, i.e., when learners' awareness of the construct of ICC and its importance is raised, their perceptions of ICLT will be changed.

4.3.3.2 Beliefs in ICLT

The EFL learners were found to be aware of the importance of the integration of intercultural content into English language classes after the training ICC course. Learners believed that the inclusion of different cultures in English language teaching motivated them and encouraged them to learn more English and culture, and they realized that ICC would be useful and in their lives. Moreover, as a result of their training, they believed that learning intercultural content should be a part of English language learning. Furthermore, it may be possible that the learners' beliefs in ICLT were influenced by the learning context, in which the benefits of being interculturally communicatively competent were raised, and also by the teacher's beliefs in ICLT, which were manifested in his/her intercultural language teaching practice. Many scholars (e.g., Alanen, 2003; Barcelos, 2000; Pajares, 1992; Woods, 2003) point out that learners' beliefs are shaped by learning contexts and influenced by teachers' beliefs. This finding further confirms the results of the research conducted by Wang and Coleman (2009) who discovered that learners believed that intercultural learning was an important aspect of their intercultural language class.

The EFL learners were further seen to believe that they could improve their intercultural communication through the ICC training course in terms of intercultural knowledge, attitudes, awareness, and skills, apart from language proficiency. This may be due to learners' awareness of the fact that the ICC is one of the key competences in the twenty-first century (e.g., Deardorff, 2007; Delors, 1996;

UNESCO, 2006). Moreover, learners may believe that learning about other cultures could help them to understand more about their own culture and be aware of cultural differences, because in language classes where intercultural understanding is one of the goals, learners become more aware of their own culture and more knowledgeable about foreign cultures (Chastain, 1988). The main aims of teaching interculture are “to increase students’ awareness and to develop their interest in the target culture and their own, helping them to make comparisons among cultures” (Tavares & Cavalcanti, 1996, p. 19).

On the other hand, some of the learners were not convinced of the value of incorporating intercultural content into the English language classes. As a result, they did not believe that learning different cultures whilst learning the English language would widen their intercultural knowledge, adjust their intercultural attitudes, raise their intercultural awareness, and improve their intercultural skills. It is difficult to explain this result, but it may be that those EFL learners were not interested in learning cultures in English language classes due to their poor English language proficiency, hence they only wanted to focus on learning English. Another possible explanation for this might be that those learners believed that ‘English is now an international language, so such language belongs to no single culture, then it would seem that it is not necessary for language learners to acquire knowledge about the culture of those who speak it’ (McKay, 2000, p. 7). However, those EFL learners who only develop their English language proficiency may use English inappropriately which could lead to culture shock, misunderstandings, and communication breakdowns in multicultural situations due to their lack of IC.

4.3.3.3 Attitudes toward the Teaching Steps in the ICLT Model

With respect to the teaching procedure within the ICLT model, the findings from the quantitative data showed that the learners' order of preference of the four main teaching steps (*Input – Notice – Practice – Output*) in the ICLT model, was *Output – Practice – Input – Notice*, respectively. It seems possible that this result is due to the nature of each teaching step. The two teaching steps *Practice – Output* tended to be more learner-centered than *Input – Notice*. Thus, it may be inferred from this that EFL learners enjoyed learning with a learner-centered approach as “learner-centered design encourages active collaboration and engaging learners as active participants” (Carr-Chellman & Savoy, 2004, p. 704), and learner engagement through learner-centered approaches leads to a desirable learner outcome (Blumberg, 2008).

With regard to the qualitative data analysis of the learners' likes and dislikes of the teaching steps, the findings showed that they liked the teaching step *Input* because it motivated and aroused their interest and curiosity by using vivid pictures and video clips to illustrate different aspects of culture. However, some of the learners disliked this teaching step, because some of the information was hard to remember and difficult to understand, so they suggested there should be more video clips and pictures for this step. Understandably, EFL learners were very interested in learning more about foreign cultures in English language learning, but they preferred doing this by means of pictures and video clips rather than texts.

As regards the teaching step *Notice*, its main purpose is to encourage learners to notice and make comparisons between unfamiliar features and familiar features and to discuss the reasons for both language and intercultural features. It was found that learners liked this step as it played important roles in fostering their

understanding of English and cultural differences; yet, for some learners, it was their least favorite teaching step because the lesson content was quite abstract and rather hard to understand. A possible explanation for this may be that although learners realized the importance of this teaching step, they lacked previous knowledge of language and intercultural. Consequently, they found it difficult to link the new knowledge with their existing knowledge, and consequently they experienced problems in proceeding with the learning activities that followed.

The aim of the teaching step *Practice* is to guide learners to practice short, supported communicative tasks about elements of what they have recently learned, and to focus on their language and cultural needs. The findings indicated that learners enjoyed the teaching step *Practice* because it made the lesson useful, interesting, and interactive. Nevertheless, there were two drawbacks which were the time and activity constraints. It seems that there was not enough time for learners to practice, and that the activities were not varied enough. It may be that learners would have preferred learning activities that were more pertinent to their learning needs, and that the teaching step was learner-centered (e.g., Blumberg, 2008; Jones, 2007; Land & Hannafin, 1996; Weimer, 2004), so learners were fully engaged in the learning process. However, learners may have wanted more time and opportunity to practice what they had previously learned.

Regarding the last teaching step *Output* which aims to give learners a chance to produce the earlier input features and reflect on their correctness and appropriateness, and explore further new language and intercultural features by trying out new forms, expressions, or strategies derived from the earlier input in actual language use through language and intercultural tasks. It was found that this teaching

step was the learners' favorite step. Learners reported that this step made the class active and fun, and it helped them to improve their creativity as well as ICC. Nonetheless, akin to one of the drawbacks found in the teaching step *Practice*, learners also complained about the time constraints. This finding further supports the explanations discussed above that this teaching step was learner-centered, so the learners were fully engaged in learning activities that were less controlled by the teacher. In addition, this finding could explain by the fact that this teaching step consisted of different activities, such as oral presentations and mini-projects which were new to learners, so they triggered learners' learning engagement to get involved actively in the learning activities.

However, it was discovered that some learners had positive attitudes to all the teaching steps as they believed that all the teaching steps in the ICLT model were equally important. This finding may result from the fact that these learners believed that each teaching step was part of the ICLT model whose main aim was to help them to become intercultural speakers with ICC and to be able to interact effectively and appropriately with others from different cultures. Also, it may be that those learners felt that each teaching step in the ICLT model equipped them with particular knowledge, attitudes, awareness, and skills in order to function effectively and appropriately in multicultural situations.

In general, the study showed that the EFL learners' perceptions of the ICLT model were positive after a thirteen-week course as they were aware of ICC and the importance of the ICC, believed in the important roles of ICLT, and had positive attitudes toward the teaching steps in the ICLT model. This means that the learners' perceptions of the ICLT model changed positively after the ICC training course. This

finding is in line with that of the research carried out by Risner (2011) who conducted a research on developing IC through blended learning and found that learners experienced positive changes in their perceptions of intercultural learning. However, this finding is inconsistent with that found by Schenker (2012a) who carried out a study on IC and cultural learning through telecollaboration. By contrast, the results of this study indicated that the students did not develop their perceptions of intercultural language learning as their perceptions were already at a very high level before the course. The difference between Schenker's (2012a) study and the present study is that the research participants' perceptions of ICLT in this study was not at a high level at the beginning of the course, so there was a positive change in their perceptions of ICLT by the end of the course. It may not, thus, always be the case that learners' perceptions of intercultural language learning develop when they are already at a high level.

4.4 Summary

This chapter presented the research findings and discussed them. It first reported on the findings from both the quantitative and qualitative data analyses in an attempt to address the issues of the learners' ICC development, supportive factors and constraints on the development of the EFL learners' ICC, and their perceptions of the ICLT model. It then focused on discussions of the research findings with respect to three main issues: the effectiveness of the ICLT model, the factors affecting learners' ICC development, and the effectiveness of the ICLT model. The proposed ICLT model for EFL learners is presented in the following chapter.

CHAPTER 5

INTERCULTURAL COMMUNICATIVE LANGUAGE TEACHING (ICLT) MODEL FOR EFL LEARNERS

5.1 Introduction

Based on the previous chapter, this chapter presents the proposed ICLT model which is a complete framework for ICLT. It first presents details and a description of the construction of the ISD model for ICLT, followed by the training package for ICLT that includes the ICLT model with its guidelines, principles, activities, learning materials, assessment, and teachers' and learners' roles for ICLT. Then, an overview of the ICLT lessons and lessons learned from the application of the ICLT model are presented. Finally, this chapter ends with a summary.

5.2 Instructional Design (ISD) Model for ICLT

The linear theoretical ISD model consists of five stages (Analyze – Design – Develop – Implement – Evaluate) with nine steps and twelve elements as depicted in Figure 5.1. This ISD model aims at assisting the construction of an ICLT model to facilitate learners' ICC development.

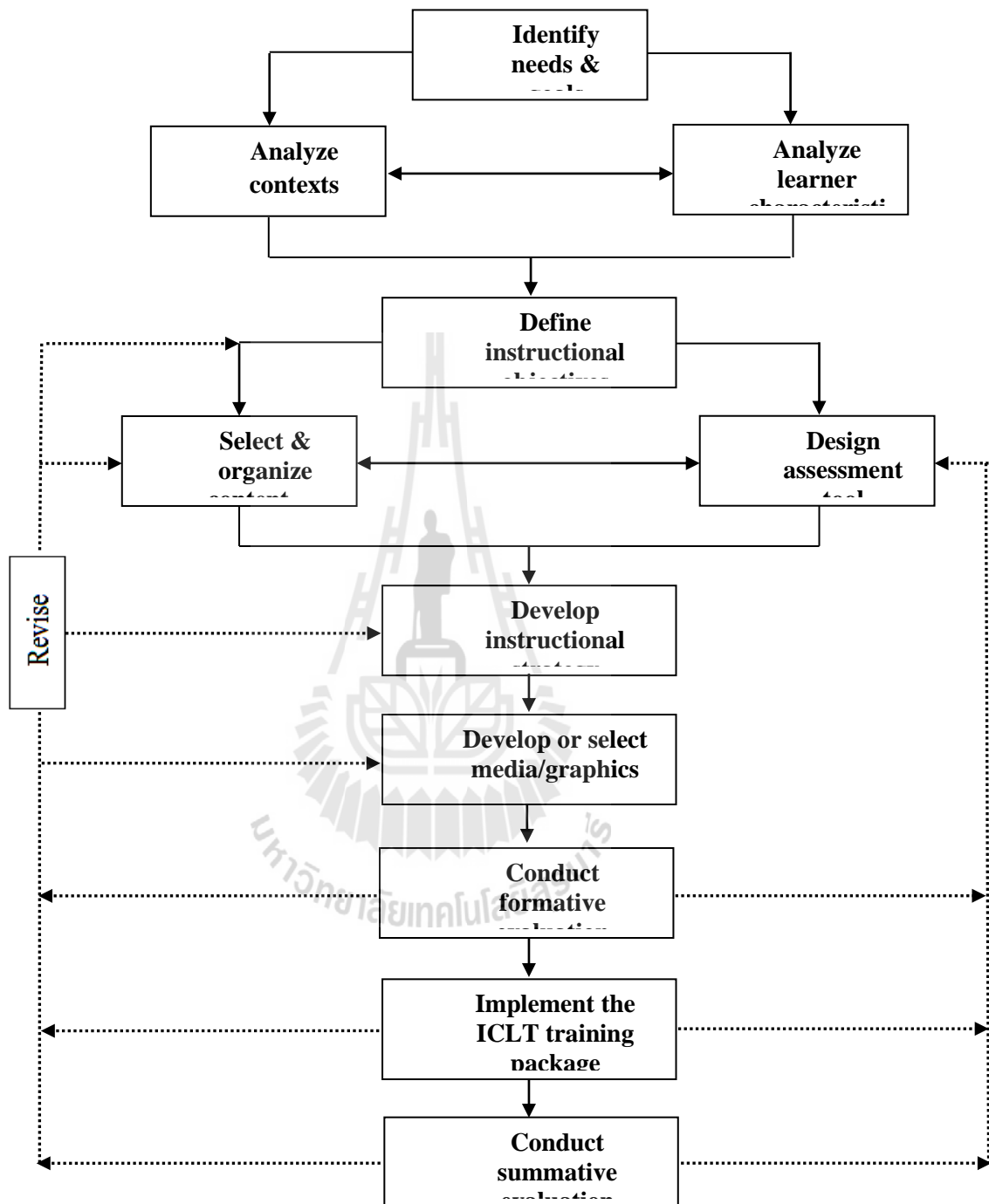


Figure 5.1 An ISD Model for ICLT

Stage 1: Analyze

This stage is aimed at identifying the probable causes for a performance gap, and identifying instructional goals in order to fill in the gaps. It then analyzed learning contexts and learner characteristics.

1. Identify Needs and Goals

This step examined the needs of learners and determined what new information and skills learners were expected to be able to master at the end of instruction. The needs assessment was to find out whether there was a need for intercultural language education to be developed, and this involved determining a gap between what learners already knew and what they were required to know. Instructional goals of intercultural language education were then built to fit learners' needs, describing what language skills and intercultural skills, knowledge, attitudes or awareness were necessary for learners to acquire by the end of the instruction.

2. Analyze Learning Contexts

This step analyzed the contexts in which learners learned language skills and intercultural skills, knowledge, attitudes, and awareness identified in the previous step, *Identify needs and goals*. The analysis of learning contexts focused on the characteristics of the teachers, the classes, facilities, and the organization system in which the new instruction took place.

3. Analyze Learner Characteristics

The analysis of learner characteristics involved gender, age, interest, socioeconomic background, academic ability, language proficiency, and level of intercultural competence. This step was simultaneously conducted with the step *Analyze learning contexts*. The information from these two steps was very important

for the following steps in the model, particularly the steps of *develop instructional strategy* and *develop and select materials and resources*.

Stage 2: Design

This stage was to establish the instructional objectives based on the instructional goals and learners' characteristics, to determine what type of tasks learners needed to do in order to achieve those instructional objectives, and to create an assessment tool to measure how well learners achieved those instructional objectives and goals.

4. Define Instructional Objectives

Based on the steps *Identify needs and goals*, *Analyze learning contexts* and *Analyze learner characteristics*, general and specific statements of what learners were able to perform at the end of instruction were determined. These statements related to the learning contexts and learner characteristics, and they described specific language skills and intercultural skills, knowledge, attitudes, and awareness in each unit. This step included what learners should be able to perform, under what conditions their performance was expected to take place, and what standard of performance was considered acceptable.

5. Select and Organize Content

This step determined the type and amount of language and intercultural content that helped learners to achieve the instructional goals. A sequence of intercultural language content was determined in order to fit instructional objectives and learner characteristics.

6. Design Assessment Tool

This step was simultaneously conducted with the step *Select and organize content*. It created an assessment instrument to measure learners' language and intercultural competence performance in relation to the instructional objectives/goals defined in the step *Define instructional objectives/goals*. The design of the assessment instrument consisted of assessment item specifications of LC and IC.

Stage 3: Develop

The purpose of the development stage was to develop and validate selected learning resources, resulting in a comprehensive set of learning resources such as content, intercultural language instructional strategies, lesson plans, educational media needed to support learning, and formative revisions.

7. Develop Instructional Strategy

Based on the previous steps, namely *identify needs and goals*, *analyze contexts*, *analyze learner characteristics*, and *define instructional objectives*, an ICLT model was developed. This ICLT model indicated how IC (knowledge, attitudes, skills and awareness) was integrated into English language classes in order to enhance EFL learners' ICC. Simultaneously, based on the *Define instructional objectives* step, intercultural language teaching strategies including instructional activities, presentation of content, learner participation, and time allocation within a lesson were developed.

8. Develop or Select Media/Graphics

Developing or selecting media/graphics was based on the intercultural language instructional objectives, learning contexts, and learner characteristics. The developed or selected media/graphics facilitated learners' construction of language

skills, and intercultural competence, and a set of criteria for developing or selecting media/graphics were established beforehand.

9. Conduct Formative Evaluation

This step was conducted to collect data used to provide feedback on the process of developing and selecting instructional learning resources. It was of importance since it ensured that the additional intercultural resources were suitable for the instructional objectives. In this context, one type of formative evaluation: *field-trial evaluation* was applied to test the ICLT model.

10. Revise

Data obtained from the step *Conduct formative evaluation* were used to revise all instructional matters used in the previous steps including the defining of intercultural language instructional objectives, the selection and organization of intercultural language instructional content, the designing of an ICC assessment tool, the teaching steps of the ICLT model, the development of intercultural language instructional strategy, and the selection of additional media/graphics for intercultural content.

Stage 4: Implement

11. Implement the ICLT Training Package

After revisions had been made in the step *Conduct formative evaluation*, the delivery of intercultural language instruction (the ICLT model) was carried out in order to facilitate learners in developing their ICC. Before the implementation of the ICLT model, teachers and learners were prepared for the ICLT training package. Furthermore, during the implementation of the ICLT model, assessment tools for ICC were also administered in order to measure learners' ICC performance.

Stage 5: Evaluate

12. Conduct Summative Evaluation

Upon the completion of the intercultural language instruction, the summative post-tests (both LC and IC) were used in order to assess the effectiveness of the ICLT model.

Further revision was carried out to the previous steps, including the defining of intercultural language instructional objectives, the selection and organization of intercultural language instructional content, the designing of an ICC assessment tool, the teaching steps of the ICLT model, the development of intercultural language instructional strategy, and the selection of additional media/graphics for intercultural content after the steps *Implement the ICLT Training Package* and *Conduct Summative Evaluation* had been carried out.

5.3 Training Package for ICLT

This section presents a training package for ICLT that includes guidelines on how to use the ICLT model, the principles, activities, learning materials, assessment, and teachers' and learners' roles for ICLT.

5.3.1 Intercultural Communicative Language Teaching (ICLT) Model

The ICLT model is an on-going process of ICC acquisition. There are three parts (Figure 5.2): Language-Culture, the main training process (*Input – Notice – Practice – Output*), and the ICC, which are systematically integrated. The second part is the main part consisting of four teaching steps to facilitate learners' ICC development, and each step reflects a step in the knowledge scaffolding and constructing process to facilitate learners' ICC development.

Language-Culture: This reflects the view of language and culture being closely intertwined, and it is the foundation for the ICLT model.

Input: This teaching step is aimed at providing learners with language knowledge and intercultural knowledge by exposing learners to a wide range of authentic texts and sources (oral, written, and visual) about language and different cultures. The theory of Krashen's Comprehensible Input Hypothesis (Krashen, 1985) is embedded in this teaching step to increase learners' learning motivation by exposing learners to comprehensible input that is understandable but one step beyond their understanding.

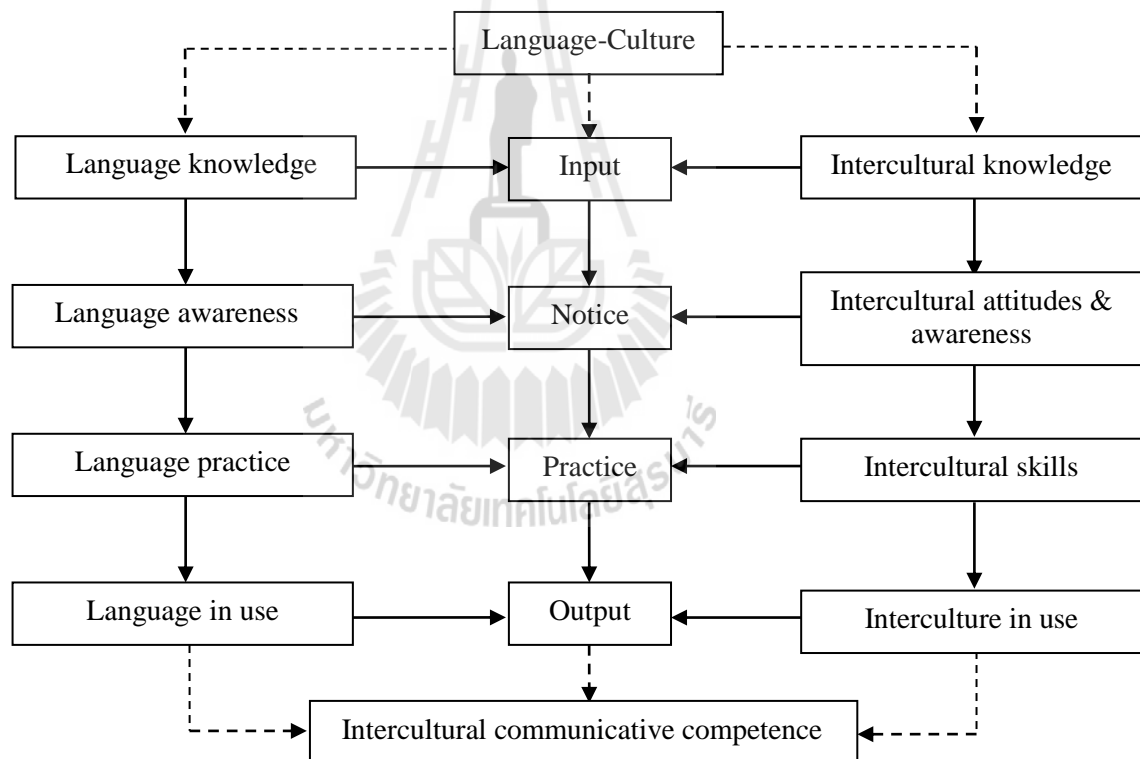


Figure 5.2 ICLT model

Notice: Based on their previous knowledge of language and interculture, learners are encouraged to notice and make comparisons between known features with unfamiliar ones. In addition, learners discuss the reasons for language and intercultural features

as well as their personal response to those language and intercultural features. This teaching step, which is the next step in the knowledge scaffolding and constructing process, utilizes the theory of Schmidt's Noticing Hypothesis (Schmidt, 1995, 2001, 2010) to help to raise learners' language awareness and intercultural awareness and adjust their intercultural attitudes by exposing learners to more authentic learning tasks / activities so that they can attend to and notice unknown features of the input.

Practice: Learners have had a variety of opportunities to practice short, supported and guided communicative tasks about elements of the new knowledge in the two previous teaching steps. Moreover, they have opportunities to practice using intercultural language strategies for communication in accordance with their language and cultural needs. The theory of Long's Interaction Hypothesis (Long, 1983, 1985, 1996) employed in this teaching step fosters learners' ICC development by assisting learners to make use of their previous comprehensible input to enhance their language skills (e.g., speaking, listening, reading, and writing) and intercultural skills (e.g., abilities to interpret the meanings in the target culture and relate them to one's own culture and to interact with people from different cultures).

Output: At this stage, learners are able to produce the earlier input features and reflect on their effectiveness and appropriateness. Furthermore, learners are able to explore further in the new language and intercultural features by trying out new forms, expressions, or strategies derived from the earlier input in actual language use through language and intercultural tasks (e.g., projects, drama, presentations, etc.). The underlying learning theory is the theory of Swain's Output Hypothesis (Swain, 1985, 1995, 2000) which aims to raise learners' awareness of a gap in his/her learning

process. This may trigger a new input for another process of the ICLT model as learners' output is a process rather than a product of their ICC learning.

Intercultural communicative competence: The ultimate goal of ICLT is to help learners to become intercultural speakers with ICC who can interact effectively and appropriately with others from different cultures.

In this ICLT model, the arrows between the components indicate the sequence of the process, and the dotted arrows depict the interrelationship between the main part and the foundation and the ultimate goal of the ICLT process.

5.3.2 Principles of ICLT

Based on principles of intercultural language teaching suggested by Newton et al. (2010), the six principles of ICLT were adopted and adapted in the context of Vietnam as follows:

Principle 1: ICLT integrates language and culture from the beginning

This principle emphasizes that language and culture are closely intertwined and interrelated, and views language-culture is the foundation for the ICLT model. Moreover, this principle suggests that the teaching of culture should be integrated into the teaching of language from the beginning of the intercultural language learning process in order to assist learners in acquiring their ICC.

Principle 2: ICLT engages learners in dynamic interaction

This principle suggests that learners can develop their ICC best when they are involved in dynamic interaction. ICLT engages learners in interaction in two ways. First, it engages learners in interaction through exploring linguistic and cultural boundaries, and raising awareness of one's own and others' ways of communicating and maintaining relationships as well as dealing with cross-cultural

misunderstandings and communication breakdowns. Second, it engages learners in interaction through directly exploring topics about cultural worlds, beliefs, values and attitudes of one's own and others' culture, which provide opportunities for explicit discussion of cultural comparisons.

Principle 3: ICLT encourages and develops an exploratory and reflective approach to culture and culture-in-language

This principle suggests that the ICLT should shift its focus from the transmission of cultural knowledge to the exploration of both visible and invisible culture and, most importantly, to the exploration of culture-in-language. Exploring culture involves learners in the construction of knowledge from experience and reflections by starting with exploring their own culture and cultural identity, raising self-awareness, and examining their attitudes toward the target language and culture.

Principle 4: ICLT fosters explicit comparisons and connections between languages and cultures

This principle highlights the fact that the comparison of languages and cultures is a fundamental process in ICLT, and it points out that the primary goal of ICLT is to encourage learners to reflect an experience in their own culture before getting them to interpret a new experience in another culture into an equivalent one in their own culture. Hence, in order to make the learning effective, ICLT should make comparisons reflective and interpretive so that learners can draw on their current knowledge as well as their new knowledge.

Principle 5: ICLT acknowledges and responds appropriately to diverse learners and learning contexts

This principle recognizes and embraces learners' diverse cultural and linguistic backgrounds in the classroom. ICLT should respond to the relationship between cultures and languages in two ways: the first way is through helping learners to contact the target language culture through interaction and cultural experience; the second way is through topics on these relationships which facilitate learning opportunities in which learners explore and learn cultures as part of language learning.

Principle 6: ICLT emphasizes ICC rather than native-speaker competence

This principle addresses the ultimate goal of ICLT and points out that from an intercultural perspective, the native-speaker model for CC is still incomplete since it involves only speakers within a speech community, but ICC expands the instructional goals to educate learners with attitudes, knowledge, skills, and awareness which enable them to meet the challenges of communication in a multicultural environment.

5.3.3 Activities for ICLT

The activities for ICLT are designed on the basis of a learner-centered approach which involves learners in most of the content so that learners can make the meaning out of the content by themselves. Most of the learning activities for ICLT are conducted in pair work or group work in order to construct their knowledge by collaborating and communicating with each other. Common activities for ICLT are role-plays, simulation drama (Barrett et al., 2013), discussions (e.g., Corbett, 2003; Gudykunst et al, 1996; Tomalin & Stempleski, 1993), quizzes or multiple-choice questions (Cullen, 2000), and oral presentations.

Quizzes or multiple-choice questions

The quizzes or multiple-choice questions (Cullen, 2000) can be used to test materials that the teacher has already taught, but it is also useful for learning new information. Quizzes or multiple-choice questions are high-interest activities that can keep learners involved as learners can find the answers through reading, watching a video, or other classroom activities.

Role-play, simulation and drama

Role-play, simulation, and drama (Barrett et al., 2013) are activities in which learners imagine themselves in an intercultural situation outside the classroom, and perform a role-play about a situation within their own culture or another culture. Through role play, simulation and drama, learners will experience what might happen in real situations, and they will develop their language proficiency and intercultural competence (attitudes of openness, curiosity and respect; skills of observation and interpretation, skills of learning about one's own culture and discovering other cultures, and skills of adapting and empathy; awareness and knowledge about similarities and differences).

Discussion

Discussion (e.g., Corbett, 2003; Gudykunst et al, 1996; Tomalin & Stempleski, 1993) is an activity in which learners in pairs or groups are encouraged to discuss different topics pertinent to their interests and needs and express their views and opinions on those topics. Learners can understand the deeper content of the lesson since they can learn from the content of the discussion and from each other and develop reflective thinking through discussion.

Oral presentation

Oral presentations can be divided into two types: student presentations and debates (Iberri-Shea, 2009). The former is either individual or group presentations based on the lessons or outside projects. The latter is an interactive task. Oral presentations provide learners with opportunities to practice all four language skills and develop their IC. In addition, oral presentations support the development of critical thinking skills and promote learning as they are given a chance to demonstrate what they have learned (ibid.).

5.3.4 Learning Materials for ICLT

From the principles of and activities for ICLT, the learning materials for ICLT should be designed with a views to applying the learner-centered approach in English language education, seeing the interdependent relationship between language and culture, and with the ultimate aim of educating learners to be intercultural speakers. Moreover, the learning materials should be designed in terms of authenticity and the relevancy to learners' age, interests, and needs.

5.3.5 Assessment for ICLT

Assessment is an integral part of ICLT, and it is an on-going process in order to promote learners' intercultural language learning. Assessment helps to determine how well learners are progressing, their strengths and weaknesses, and ways of assisting them to make further progress. Assessment for ICLT consists of both formative and summative evaluation. The former is composed of structured observation of learners' engagement in intercultural language learning tasks, role-plays, end of unit assessment tasks, quizzes, and projects, and portfolios of work

including oral and written samples (Liddicoat et al., 2003). The latter is comprised of achievement tests, assignments, and end of course assessment tasks and projects.

5.3.6 Teachers' and Learners' Roles for ICLT

Teachers' Roles

In the process of applying the ICLT model, teachers play a pivotal role in assisting learners to develop their ICC. They are responsible for the classroom environment which can be positive or negative because of their professional methodology and personae. In order to create a positive classroom environment, teachers should use amusing, attractive, motivating, and interesting teaching techniques, and they should be enthusiastic and committed to learners' intercultural language learning. Furthermore, teachers should have a role as a facilitator and mediator in order to help learners foster learner autonomy by acquiring ICC through pair work and group work. Teachers should also act as evaluators who constantly assesses learners' ICC through formal and informal assessments and provide feedback for improvement.

Learners' roles

As the ICLT model is based on a learner-centered approach, learners play active roles in acquiring their ICC. First of all, learners should have positive attitudes towards intercultural language learning so that they can get engaged actively in the learning process. Then, learners should learn how to collaborate with their peers in pair work and group work. Last but not least, learners should be encouraged and motivated to be autonomous learners so that they are responsible for self-learning in the process of constructing their ICC.

5.4 Overview of the ICLT Lessons

This section illustrates some lessons showing how intercultural content is integrated into the language content in terms of the four teaching steps of the ICLT model. The intercultural language course consists of six units, only half (units 2, 4, and 6) of which are integrated with intercultural content (Table 5.1), and all the lessons are computerized using Microsoft PowerPoint 2010.

Table 5.1 The content of ICLT lessons

Unit	Title	Content
1	Interests	<ul style="list-style-type: none"> - Ask and talk about interests. - Ask for repetition. - Ask someone to speak more slowly. - Ask and talk about sports and exercise habits. - Talk about people's free-time activities. <hr/> + Language competence: <ul style="list-style-type: none"> - Ask and answer about people's appearance. - Say what they think about people's appearance. - Ask and talk about people's appearance. - Describe their personality and appearance + Intercultural competence:
2	Descriptions + Concepts of beauty in different countries	<ul style="list-style-type: none"> - Know about concepts of beauty in different countries. - Develop appropriate attitudes to the ways people from different countries conceive beauty. - Be aware of cultural differences in concepts of beauty in different countries. - Know how to communicate in first conversations to avoid communication breakdowns in multicultural situations.

3	Rain or Shine	<ul style="list-style-type: none"> - Talk about the weather and seasons. - Ask for and give an opinion. - Talk about what learners would like to do. - Talk about a place learners would like to visit.
4	Life at home + Foods and drinks in different countries	<ul style="list-style-type: none"> + Language competence: <ul style="list-style-type: none"> - Ask and answer questions about learners' home. - Make and agree to requests. - Talk about household chores. - Describe a home. + Intercultural competence: <ul style="list-style-type: none"> - Know about traditional foods and drinks as well as bizarre foods from different countries. - Develop appropriate attitudes to the ways people from different countries eat and drink. - Be aware of the reasons why people from different countries eat and drink differently. - Know how to use simple strategies (negotiation and clarification) for intercultural communication.
5	Health	<ul style="list-style-type: none"> - Give and follow instructions. - Say how they feel. - Wish someone well. - Ask and talk about healthy habits. - Discuss ways to manage stress.

6	What's on TV? + Body languages in different countries	<ul style="list-style-type: none"> + Language competence: <ul style="list-style-type: none"> - Talk about types of TV shows they like. - Agree and disagree with an opinion. - Describe future plans. - Give their opinions about popular TV shows. + Intercultural competence: <ul style="list-style-type: none"> - Know about the common body languages in different countries. - Develop appropriate attitudes to the ways people from different countries use body languages. - Be aware of cultural differences in body language used by people in different countries. - Know how to use simple strategies (asking and answering for clarification) for intercultural communication.
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The examples of the ICLT lessons in which intercultural content is integrated into the language content in a sequence of four teaching steps of the ICLT model are presented in Appendix T.

5.5 Lessons Learned

As the ICLT model consists of four main teaching steps (*Input - Notice - Practice - Output*), the application of the ICLT model is a very rigorous and systematic process from the first step to the last. Through the process of applying the ICLT model, a number of lessons were learned as follows:

The Implementation of the ICLT Model

The teaching step *Input*, which is the first and vital step in assisting learners to enhance their ICC, aims to provide learners with language knowledge and intercultural knowledge. It was learned that learners improved their language knowledge and intercultural knowledge best when they were exposed to a variety of authentic texts and sources (oral, written, and visual) about language and culture. Moreover, learners were actively engaged in the learning processes when the learning topics were pertinent to the learners' age, interests, and needs. However, learners were found to encounter difficulties in understanding some abstract/intangible information relating to interculture when there were no illustrations in the form of pictures or video clips. Therefore, intercultural information, especially the invisible or intangible aspects (e.g., values, attitudes, norms of behavior) of interculture, should be simplified and illustrated in various ways (e.g., drawings, pictures, video clips) in order to facilitate the learners' processes of scaffolding and constructing knowledge.

A lesson learned from the teaching step *Notice* is that learners found it difficult to link their previous knowledge to their new knowledge as the purpose of this teaching step is to raise learners' language awareness and intercultural awareness and adjust their intercultural attitudes by encouraging learners to make comparisons between known and unfamiliar features. Thus, it is recommended that teachers should assist learners in recalling what they learned previously and linking it to their new knowledge through a variety of learning activities (e.g., quizzes, puzzles, discussions, games, mind-maps, and peer-reviews).

As regards the teaching step *Practice* whose aim is to facilitate learners to develop their language skills and intercultural skills, the lesson learned was that this

step could help learners to develop their language skills and intercultural skills when they were engaged in guided communicative tasks that were useful, interesting, and interactive. Nevertheless, some learners had difficulties in enhancing their language skills and intercultural skills because of time and activity constraints. In order to assist learners to improve their language skills and intercultural skills, it is imperative that teachers should pay close attention to different learners, prepare tasks for different learning activities effectively, and allow sufficient time for each learning activity in an appropriate way.

Concerning the teaching step *Output* whose aim is to help learners to apply their earlier input of ICC (knowledge, awareness, attitudes, and skills) in use and reflect on their correctness and appropriateness through interactive activities, it was learned, on the one hand, that this teaching step *Output* could engage learners in learning activities (e.g., oral presentations, discussions) that were learner-centered. Furthermore, the class was active and fun, and both learners' creativity and their ICC improved. On the other hand, it was learned that learners encountered some time constraints as learning activities such as oral presentations and mini-projects were new to learners, and they did not have enough time to accomplish the learning tasks. Hence, teachers should set aside an appropriate time for each learning task and guide learners towards preparing their learning tasks promptly and effectively.

Learning Materials for ICLT

Aside from the lessons learned from the teaching steps of the ICLT model, some other lessons were also learned from the preparation of the teaching materials, which were deemed to be limitations of the study. As this study aimed to integrate intercultural content into an English language training course, the additional

intercultural materials were based on the content of the language course. It was found that the language and intercultural content did not correspond at some points. In addition, the requirements for additional intercultural materials in terms of authenticity, and pertinence to learners' age, needs, and interests are very demanding. In order to remedy these drawbacks, intercultural language materials should be integrated with English language teaching materials or vice versa, and this requires collaborative and rigorous work.

Assessment Tools for ICLT

As far as the assessment of learners' ICC is concerned, there were two different assessments: one for learners' LC and the other for learners' IC. It was found that assessing learners' ICC was time-consuming. It is, hence, advisable that there should be only one assessment for learners' ICC.

5.6 Summary

This chapter provided a description of the construction of an ISD model for ICLT in which an ICLT model was developed. It further presented the guidelines for the ICLT model as well as the principles, activities, learning materials, assessments, and the teachers' and learners' roles for ICLT. The ICLT lessons were also been reviewed, and lessons learned from the application of the ICLT model were pointed out. The conclusions of the study, the pedagogical implications and recommendations for further study will be presented in the next chapter.

CHAPTER 6

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

6.1 Introduction

Based on the data analysis and discussions of the research findings, this chapter first presents the conclusions. It then suggests some pedagogical implications pertinent to the use of the ICLT model. Next, some limitations of the study are pointed out. Finally, recommendations for further research are made.

6.2 Conclusions

This section summarizes the main conclusions of the study in terms of the research questions, and it also presents the strengths and weaknesses of the ICLT model.

RQ1: *To what extent is EFL learners' ICC enhanced using the ICLT model?*

EFL learners' ICC was significantly improved after the implementation of the ICLT model. Concerning learners' LC, albeit their LC was relatively high before the implementation of the ICLT model, it was further enhanced after the implementation of the ICLT model. In addition, the oral and written results reveal a similar pattern. In respect of learners' IC, learners developed their IC significantly. Particularly, the four IC components increased in a similar pattern, but the most developed component was

intercultural knowledge, whilst intercultural awareness was the least improved. Most importantly, both LC and IC had a similar increasing pattern, but IC was slightly more enhanced than LC under the ICLT model, which indicated that the ICLT model was systematically integrated in order to facilitate learners to scaffold and construct their ICC.

RQ2: *What are the supportive factors and constraints that affect the development of EFL learners' ICC using the ICLT model?*

Under the ICLT model, the developing process of learners' ICC received more support in developing their ICC than constraints to hinder their ICC development. Four supportive factors were interrelated in assisting learners to develop their ICC. The first supportive factor was the *learners* who were active in their learning process which was reflected by the affective, meta-cognitive, and social dimensions of their ICC learning. The second supportive factor, the *inspirational teacher*, was committed to enhancing learners' ICC development through his/her teaching methodology, professional roles, and professional personae. The third supportive factor was the *interactive learning materials and tasks* which activated learners to get closely involved in the learning processes through the use of authentic, up-to-date and informative topics/themes and motivating types of learning tasks/activities. The last but not the least supportive factor, the *context*, was dynamic at two different levels: in both the learning context and the social context. Meanwhile, two constraints were *learner differences* (internal) and *task administration* (external). Although the *learners* were seen as a supportive factor, they were also a constraint that hindered the developing process of their ICC as learners were at various different levels in their ability to learn English as well as having different personal characteristics. The

second factor in constraints was *task administration* which prevented learners from achieving maximum efficiency in terms of enhancing their ICC due to inadequate time and tasks.

RQ3: *What are EFL learners' perceptions of the ICLT model?*

EFL learners had positive perceptions of the ICLT model. Under the ICLT model, EFL learners became aware of ICC and its importance, and they came to believe in the importance, need, and necessity of the integration of intercultural content into English language teaching, and they also had positive attitudes toward the teaching steps in the ICLT model. Furthermore, they believed that the teaching steps in the ICLT model could engage them in intercultural language learning so that they could improve their ICC; however, of the four teaching steps, learners liked the teaching step *Output* the most whilst the teaching step *Notice* was their least favorite step as they preferred the teaching steps which were less controlled by the teacher and most engaged them in learning activities.

Thus, the ICLT model was shown to be an effective model for intercultural language education to enhance learners' ICC; however, apart from its strengths, the ICLT model still had some weaknesses.

Strengths of the ICLT model

First, the ICLT model, which is ISD-based, is designed based on the needs and goals of English language education in the specific context of Vietnam. The goal of the ICLT model is one of the ultimate goals set by English language education in the twenty-first century which is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexities and take part in multicultural situations (e.g., Deardorff, 2009; Jæger, 2001). Moreover, the learners' characteristics

are analyzed before the materials are designed, in order to make the learning materials pertinent to learners' age, interests, and needs.

Second, the ICLT model is designed using a learner-centered approach, so it focuses on learners and their interactional activities. Hence, learners are actively engaged in various learning activities, namely, role-plays, simulations, drama, discussions, oral presentations, and mini-projects. Under this ICLT model, apart from developing their ICC, learners also improve other skills, such as their thinking, communication, and social skills.

Third, the ICLT model has three systematically integrated parts, which indicates a long-term process of developing learners' ICC at different learning levels. The first part is the foundation of the model, which indicates the interrelationship between language and culture. The second part is the teaching procedure with four teaching steps (*Input – Notice – Practice – Output*) reflecting different theories of language learning, and they depict an on-going process of developing learners' ICC. The last part indicates the ultimate goal of the model, which is to produce an effective intercultural speaker and which is equally the ultimate goal of intercultural language education. All three parts of the model are interdependent and interrelated with one another (Figure 6.1).

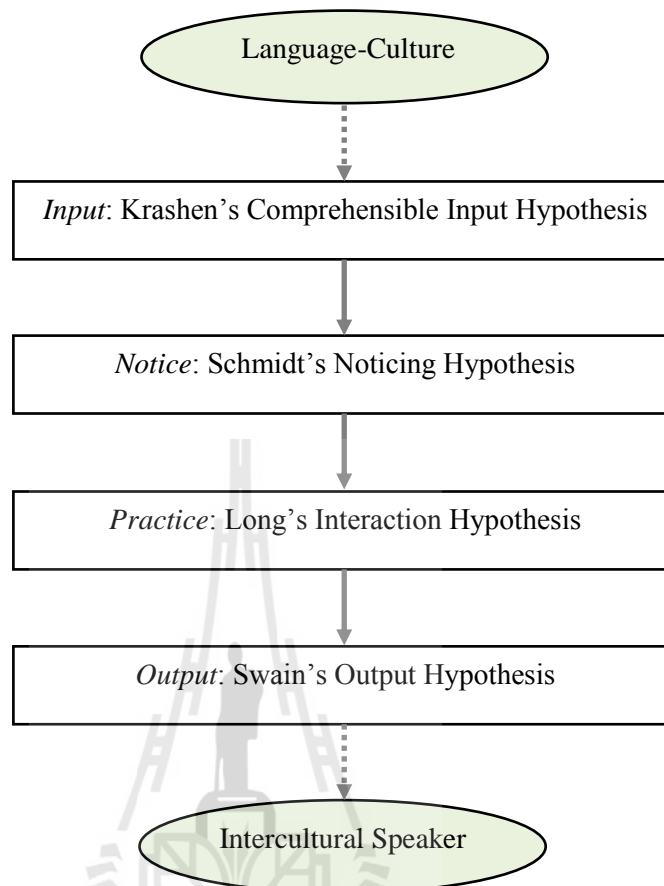


Figure 6.1 Systematic integrated teaching steps in the ICLT model

Fourth, the ICLT model can change learners' perceptions of ICLT positively and develop their ICC significantly. Specifically, learners are able to understand more about other cultures (Knowledge), adjust their attitudes to other cultures (Attitudes), be aware of cultural differences (Awareness), be able to function appropriately and effectively with people from other cultures (Skills), and communicate appropriately and effectively with others in a language other than their mother tongue (Language proficiency). Most importantly, under the ICLT model, both learners' LC and IC are developed in a similar pattern. This proves that learners can learn language content through learning intercultural content, and vice versa.

Hence, the intercultural content should be spontaneously and permanently embedded in English language education from a beginner's level to an advanced level.

Fifth, the ICLT model facilitates learners to develop their ICC rather than hindering their ICC development. The supportive factors (learner – teacher – material/task – context) are interrelated and interdependent in fostering the acquisition of ICC. However, the constraints (learner differences and task administration) on learners' ICC development are limited and they are manageable.

Weaknesses of the ICLT model

Although the ICLT model is an effective model that can be applied in different contexts and at different levels of learning, it has some weaknesses as follows:

First, as the ICLT model is ISD-based, it takes time to prepare for its implementation of the ICLT. Learners' characteristics are first analyzed, and then the general goals, designs of the instructional materials and the assessment tools, and the development of the instructional strategies are determined. Nevertheless, if the preparation steps are properly carried out, the ICLT model will lead to the development of the learners' ICC, so that eventually they can become effective intercultural speakers.

Second, the ICLT model reflects the intercultural language approach which is based on the idea that learners learn language content through intercultural content, and vice versa; however, intercultural language learning materials have not yet been designed for commercial purposes. Consequently, ESL/EFL teachers have to design their own intercultural language learning materials when they apply the ICLT model, and this is not an easy task for a single teacher. Therefore, there should be a call for the design of intercultural language learning materials which can be used at different levels.

Third, the ICLT model is designed based on the interrelationship between language and culture, so the teachers who apply the ICLT model should be, to some extent, interculturally communicatively competent. Therefore, teachers, especially novice teachers should be trained in the use of ICC and how to apply the ICLT model in their teaching practices.

6.3 Pedagogical Implications for ICLT

From the findings, discussions, and conclusions of this study, the pedagogical implications for ICLT can be explained in terms of EFL teachers, ELF learners, learning materials/tasks, and the learning context.

EFL Teachers

As the teaching of intercultural content in the English language is still alien to EFL teachers in the Vietnamese context, there should be a shift from the current teaching approach to an intercultural language approach in the context of English language education in Vietnam. In order to assist EFL teachers to change their current teaching practice, there should be regular training sessions or seminars to introduce teachers to the use of intercultural language practice so that they will gradually acknowledge the importance of integrating intercultural content into standard English language classes, and they will also understand the underlying reasons why they should change their current teaching approach to the intercultural language approach, and for what purposes and with what benefits. In addition, the new intercultural language approach should be included in teacher training programs, so that pre-service EFL teachers will become aware of it, practice it, and be familiar with it before they apply it in a real teaching context.

Furthermore, the findings of this study indicated that the learners' learning moods were greatly affected by the teacher's teaching techniques (teaching methodology) which were fun, motivating, and interesting; the teacher's professional role was as a facilitator and a mediator, and the teacher's professional persona were enthusiastic and committed to the learners' intercultural language learning. Therefore, this implies that the teacher should be flexible in using different teaching techniques for different groups of learners and different types of activities so as to motivate the learners and to encourage them to get actively involved in the learning process. The teachers should attempt to constantly update and upgrade their professional expertise and practice through further education, self-instruction, training, seminars, conferences, professional journals, and other publications. Furthermore, taking new roles as a facilitator and moderator, teachers should conduct their teaching practice based on the seven principles for a learner-centered environment suggested by Weimer (2002), namely, (1) teachers do less learning tasks; (2) teachers do less telling; students do more discovering; (3) teachers do more design work; (4) teachers do more modeling; (5) teachers do more to get students to learn from and with each other; (6) teachers work to create a suitable climate for learning; (7) teachers give more feedback.

EFL learners

Learners were found to be one of the factors in both supporting and hindering ICC development. As far as the supportive factors are concerned, the findings indicated that due to their high motivation, deep interest, and positive attitudes towards intercultural language learning, learners were actively engaged in the learning process and adjusted their learning styles accordingly. Therefore, learners should be both intrinsically and extrinsically motivated so that they can develop an interest and

positive attitudes to intercultural language learning. Moreover, as the acquisition process of ICC seems to be a matter of life-long learning, learners should be encouraged and motivated to be autonomous learners.

With respect to the constraints that hinder learners' ICC enhancement, this study found that due to the learners' low ability to learn English language and some negative characteristics, such as being shy and lacking in confidence, they encountered difficulties in improving their ICC. Hence, it is recommended that teachers should pay attention to the strengths and weaknesses of each learner in their class so that s/he adopts suitable teaching methods and techniques in order to improve the learners' strengths and overcome their weaknesses. Furthermore, learners should be given appropriate tasks/activities in accordance with their ability and their personal characteristics so that they can gradually develop their ability to learn as well as to become accustomed to the learning context.

Learning materials for ICLT

This study found that the learning materials could help to elevate learners' learning moods because of their authentic, up-to-date and informative content along with topics that were pertinent to learners' daily lives and appropriate to their age, needs, and interests. Accordingly, the learning materials chosen for ICLT should promote learners' ICC, and the content of the learning materials should be authentic, up-to-date, informative, and appropriate for the learners' ages and interests. Furthermore, in the ASEAN context, English is an official language for business, so it is advisable that English textbooks used in ASEAN countries should be developed based on the importance of intercultural language education, i.e., the learning of culture should be explicitly embedded in the learning of language. Intercultural

content in new English textbooks should focus not only on the cultures from English speaking countries, but also on other cultures around the world, in particular the diverse cultures of the ASEAN community should be strongly emphasized, and both visible or tangible cultural content (e.g., food, costumes, places, artifacts) and invisible or intangible cultural content (e.g., values, attitudes, norms of behavior) as well as culture in general (i.e., a broad understanding of generalizability emerging from cross-cultural comparisons that illuminate human similarities amid their cultural diversity) and culture-specific (i.e., a deep understanding of one cultural context through detailed cultural knowledge) content should be taken into equal account in new English textbooks.

The learning tasks/activities were found not only to enable learners to develop their ICC but also prevented them from improving their ICC. Learning tasks/activities were a supportive factor since they were learner-centered, whilst at the same time they could be a constraint because of the limitation of time and inappropriate tasks/activities for learners to practice. Therefore, material designers should pay attention to the types of the task/activity for ICLT that are based on a learner-centered approach, and the curriculum designers should clearly define the aims and objectives of each lesson, so that teachers will be able to allow an appropriate amount of time for each learning task/activity and also deliver adequate content for the different types of learning tasks/activities in each lesson.

Learning Contexts

This study found that both learning and multicultural contexts greatly affected the development of learners' ICC in relation to other factors, namely learners (e.g., personality, learning strategies), teachers (e.g., teaching methodologies, teaching

roles, and personality), and learning materials/tasks (e.g., relevance, authenticity, appropriateness). This demonstrates the importance of teachers being able to create an anxiety-free and dynamic learning environment so that learners can get fully engaged in their learning processes. There should be a variety of resources of ICC such as references, books, journals and other publications that are accessible to all teachers and learners, so that both teachers and learners can obtain up-to-date information about the prevailing social situations. Moreover, different activities such as orientations, English speaking clubs, guest speakers, English camps, and cultural exchange programs should be organized to facilitate learners' ICC learning.

6.4 Limitations of the Study

There were some limitations in this study that arose during Phase Two of the study (the implementation of the ICLT model). Firstly, the learning materials for this intercultural language course were separated in terms of language content and intercultural content inasmuch as the *Four Corners* textbook (language content) was the core content of the training course. Hence, the additional intercultural material was designed to be integrated into this English language course, so the intercultural themes were not very well matched. Secondly, learners' LC and IC were separately assessed due to the fact that the language tests which were extracted from the assessment package for *Four Corners* level 2 by Cambridge University Press were scheduled to be administered during the course. Finally, since the main purpose of this study is to test the effectiveness of the developed ICLT model, the time allotted for implementing the ICLT model accounted for only 50% of the course time. Therefore, in order the ICLT model to be effective, the drawbacks of this study should be taken into account.

6.5 Recommendations for Further Research

In order to further confirm the effectiveness of the ICLT model as well as to improve the weaknesses of this study, it is recommended that some potential directions for further research should be taken into account.

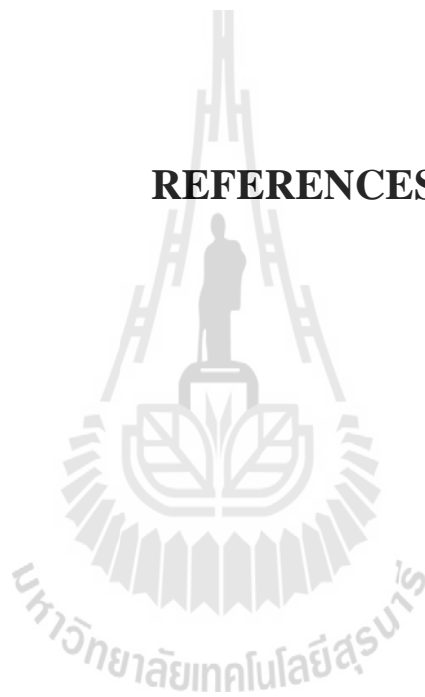
Firstly, further research may conduct a similar study to test the effectiveness of the ICLT model by using a complete intercultural language materials package and assessment tools for ICC in order to make sure that the nature of the intercultural language materials and the assessment tools do not interfere with the reliability and validity of the results of the study.

Secondly, there should be a study in which the course is designed for teaching ICC, i.e., learning intercultural content through learning English language, and vice versa so that researchers can observe the whole learning process of ICC during the course.

Thirdly, there should be a research which examines learners' self-regulated learning in the process of acquiring ICC using the ICLT model in order to see how the individual process of ICC development occurs.

Fourthly, it is recommended that the ICLT model should be applied in a blended learning class in which learners are instructed in the main content of an intercultural language course, and that they should then engage in computer-mediated activities, such as watching video clips, posting intercultural topics, and discussing intercultural topics on an online platform.

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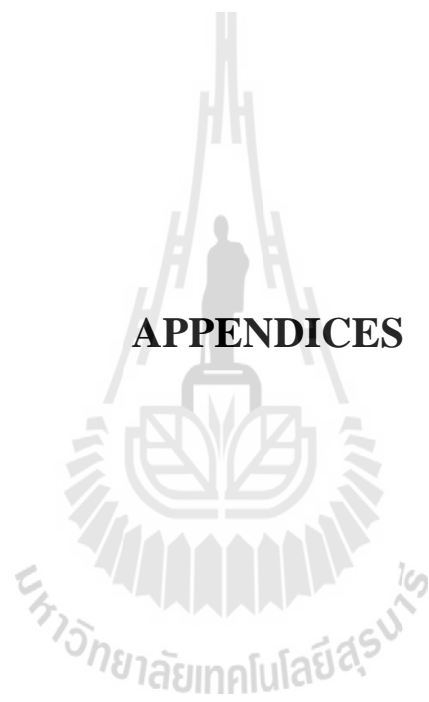
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APPENDICES

APPENDIX A

A THEORETICAL ISD MODEL FOR ICLT

This linear theoretical ISD model consists of five stages (Analyze – Design – Develop – Implement – Evaluate) with nine steps and twelve elements.

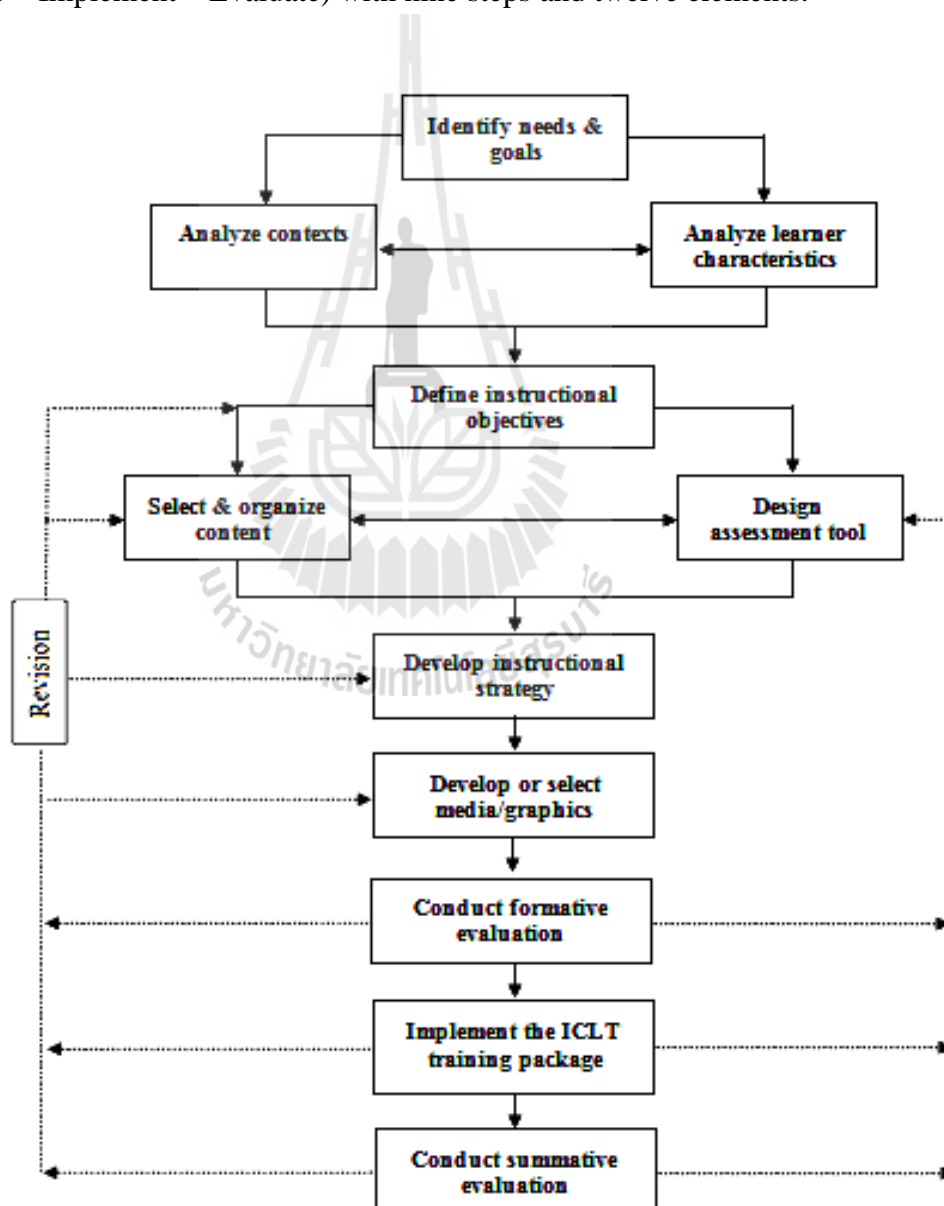


Figure.: A Theoretical ISD Model for ICLT (Adopted and adapted from ADDIE model; Dick & Carey model; Kemp model; Gerlach & Ely model)

Stage 1: Analyze

This stage is aimed at identifying the probable causes for a performance gap, and identifying instructional goals in order to fill in the gaps. It then analyzes learning contexts and learner characteristics.

1. Identify Needs and Goals (from Dick & Carey model):

This step examines the needs of learners and determines what new information and skills learners are expected to be able to master at the end of instruction. The needs assessment is to find out whether there is a need for new instruction to be developed, and it involves determining a gap between what learners already possess and what they are required to know. Instructional goals are then built to fit learners' needs, describing what language skills and intercultural skills, knowledge, attitudes or awareness are necessary for learners to acquire at the end of the instruction.

2. Analyze Learning Contexts (from Dick & Carey model)

This step analyzes the contexts in which learners will learn language skills and intercultural skills, knowledge, attitudes, and awareness identified in the previous step, *Identify needs and goals*. The analysis of learning contexts focuses on characteristics of the teachers, the classes, facilities, and the school or organization system in which the new instruction takes place.

3. Analyze Learner Characteristics (from Kemp model)

The analysis of learner characteristics involves gender, age, interest, socioeconomic background, academic ability, language proficiency, and level of intercultural competence. This step is simultaneously done with the step *Analyze learning contexts*. The information from these two steps is very important for the following steps in the model, particularly the steps of *develop instructional strategy* and *develop and select materials and resources*.

Stage 2: Design

This stage is to establish the instructional objectives based on the instructional goals and learners' characteristics, to determine what type of tasks that learners need to do in order to achieve those instructional objectives, and to create an assessment tool to measure how well learners achieve those instructional objectives and goals.

4. *Define Instructional Objectives* (from Gerlach & Ely model; Dick & Carey model; ADDIE model)

Based on the steps *Identify needs and goals*, *Analyze learning contexts* and *Analyze learner characteristics*, general and specific statements of what learners will be able to perform at the end of instruction are determined. These statements fit to the learning contexts and learner characteristics, and they describe specific language skills and intercultural skills, knowledge, attitudes, and awareness of each unit. This step includes what learners should be able to perform, under which conditions their performance is expected to happen, and what standard of performance is considered acceptable.

5. *Select & Organize Content* (From Kemp model)

This step determines the type and amount of language and intercultural content that help learners to achieve instructional goals. A sequence of content will be also determined in order to fit instructional objectives and learner characteristics.

6. *Design Assessment Tool* (From Kemp model; ADDIE model)

This step is simultaneously done with the step *Select and organize content*. It creates an assessment instrument to measure learners' language and intercultural competence performance in relation to with instructional objectives/goals defined in the step *Define instructional objectives/goals*. The design of assessment instrument consists of assessment item specifications, which include a statement of the objectives, descriptions of the test form, sample items, question characteristics, and response characteristics (Popham, 1978; cited in Smith and Ragan, 1999).

Stage 3: Develop

The purpose of development stage is to develop and validate selected learning resources, resulting in a comprehensive set of learning resources such as content, ICLT instructional strategies, lesson plans, educational media needed to support learning, and formative revisions.

7. *Develop Instructional Strategy* (from Dick & Carey model; ADDIE model)

Based on the previous steps, namely *identify needs and goals*, *analyze contexts*, *analyze learner characteristics*, and *define instructional objectives*, an ICLT model was developed. This ICLT model indicates how IC (knowledge, attitudes, skills and awareness) is integrated into English language classes in order to enhance EFL learners' ICC. Simultaneously, based on *Define instructional objectives* step, instructional strategies including pre-instructional activities, presentation of content, learner participation, time allocation, assessment, and follow-through activities within a course (Dick et al., 2005) were developed. The instructional strategies should be, moreover, suitable for learning contexts and learner characteristics.

8. *Develop or Select Media/Graphics* (From ADDIE model)

Developing or selecting media/graphics should be based on the instructional objectives, learning contexts, and learner characteristics. The developed or selected media/graphics must facilitate learners' construction of language skills, and intercultural competence, and a set of criteria for developing or selecting media/graphics should be done beforehand.

9. *Conduct Formative Evaluation* (from Dick & Carey model; ADDIE model)

This step is conducted to collect data used to provide feedback on the process of developing and selecting instructional learning resources. This step is of importance since it ensures that learning resources are suitable for instructional objectives. In this context, one type of formative evaluation: *field-trial evaluation* will be applied to test the model.

10. *Revise* (from Dick & Carey model)

Data gained from the step *Conduct formative evaluation* are used to revise all instructional matters done in the previous steps including the defining of instructional objectives, the selection and organization of instructional content, the designing of assessment tool, the development of instructional strategy, and the development or selection of media/graphics. A dotted line indicates the feedback from the *Conduct formative evaluation* step to the earlier steps which modify one another.

Stage 4: Implement

This stage endeavors to prepare the learning environment and engage learners in achieving the instructional goals.

11. *Implement* (from ADDIE model)

After revisions have been made in the step *Conduct formative evaluation*, the delivery of instruction is carried out in order to facilitate learners to achieve the instructional goals. This step consists of preparing learners and teachers, and delivering instruction.

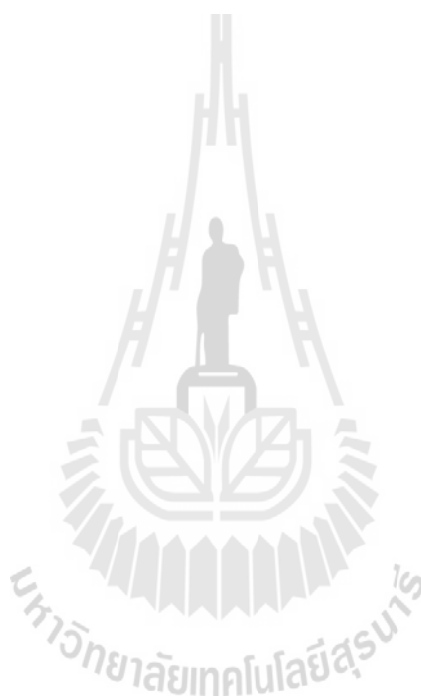
Stage 5: Evaluate

The purpose of the Evaluation stage is to assess the effectiveness of the instructional products and processes.

12. *Conduct Summative Evaluation* (from Gerlach & Ely mode; Dick & Carey model; ADDIE model)

The step *Conductive summative evaluation* is conducted upon the completion of the instruction in order to assess the effectiveness of the instructional products and processes. It involves determining evaluation criteria, choosing evaluation tools, and conducting evaluations.

Further revision is carried out to the previous steps including the defining of intercultural language instructional objectives, the selection and organization of intercultural language instructional content, the designing of ICC assessment tool, the teaching steps of the ICLT model, the development of intercultural language instructional strategy, and the selection of additional media/graphics for intercultural content after the steps *Implement the ICLT Training Package* and *Conduct Summative Evaluation* have been done.



APPENDIX B

QUESTIONNAIRE FOR LEARNERS' NEEDS ANALYSIS

Dear respondents,

I am conducting a survey on EFL learners' language competence and intercultural competence. It aims at finding out the level of learners' competences in these two aspects in order to design the course materials at the right level. There are no **right** or **wrong** answers. Please kindly spare some time to fill out this survey. Your responses will be confidentially and anonymously treated. Thank you for your cooperation.

Sincerely,

Thao Q. Tran

Part A: PERSONAL INFORMATION

- Gender: Male Female
- Age range: under 20 21-30 31-40 Over 40
- English level: Beginner Elementary Intermediate Advanced
- Class: _____
- Highest degree: Bachelor's Master's Doctorate Other: _____
- Job: _____
- How long have you been using English: _____
- Have you ever been abroad? Yes No If yes, what country: _____
- Have you ever taken any (inter)cultural course(s)? Yes No
If yes, how long _____
- If yes, how long _____ - What kind of course(s): _____
Describe the course(s) briefly: _____

- Email address: _____

Part B: QUESTIONNAIRE CONTENT

I. Language Competence

Please rate the following language skills by writing the number that best represents your ability

(1) Very low (2) Low (3) Average (4) High (5) Very high

1 2 3 4 5

1. Listening					
2. Reading					
3. Speaking					
4. Writing					

II. Intercultural Competence

Attitudes

Please rate these statements by ticking (✓) the box that best represents your intercultural attitudes

(1) Very low (2) Low (3) Average (4) High (5) Very high

1 2 3 4 5

1. I am interested in talking with people from different countries or cultures.					
2. I am willing to talk with people from different countries or cultures whenever I have a chance to meet them.					
3. I respect the ways that people from different countries or cultures behave.					
4. I am open-minded to people from different countries or cultures.					
5. I like to learn something new from people from different countries or cultures.					
6. When talking with people from different countries or cultures, I am willing to explain to					

them what they do not understand from me.					
7. I am willing to ask for their explanation if I do not understand what people from different countries or cultures talk to me.					
8. I am ready to adapt my behaviors in accordance to what is considered “appropriate” to people from different countries or cultures.					

Knowledge

Please rate these statements by ticking (✓) the box that that best represents your intercultural knowledge

(1) Very low (2) Low (3) Average (4) High (5) Very high

I know about..... of more than TWO countries or cultures.

1. greetings					
2. daily routines					
3. festivals					
4. food and drink					
5. leisure activities					
6. famous landscapes					
7. national sports					
8. hand and arm gestures					
9. eye contact					
10. head movements					
11. facial expression					
12. physical space					
13. physical postures					
14. typical weather					
15. typical interests					
16. typical physical appearances					
17. conventions of communication					

18. norms and taboos					
19. concept of beauty					
20. concept of health					
21. concept of humor					

Skills

Please rate these statements by ticking (✓) the box that best represents your intercultural skills

(1) Very low (2) Low (3) Average (4) High (5) Very high

I am able to...	1	2	3	4	5
1. understand a document (e.g. in the media, in political speech or historical writing) or event from different cultural views.					
2. identify the causes of misunderstanding from different cultural views.					
3. explain the causes of misunderstanding from different cultural views.					
4. ask people from different countries or cultures for explanation of a document (e.g. in the media, in political speech or historical writing) or event that I do not understand in English.					
5. recognize conventions of communication of people from different countries or cultures when talking with them.					
6. describe my own culture in English to people from different countries or cultures.					
7. learn something new from people from different countries or cultures when talking with them.					

8. ask for their explanation if I do not understand what people from different countries or cultures are talking in English.					
9. explain if people from different countries or cultures do not understand what I am talking in English.					

Awareness

Please rate these statements by ticking (✓) the box that best represents your intercultural awareness

(1) Very low (2) Low (3) Average (4) High (5) Very high

I am aware that...

1 2 3 4 5

1. people from different countries or cultures may interpret the same document (e.g. in the media, in political speech or historical writing) or event differently.					
2. people from different countries or cultures have different norms and taboos.					
3. people from different countries or cultures have different ways of expressing themselves.					
4. people from different countries or cultures have different conventions of communication.					
5. interacting with people from different countries or cultures helps me understand my culture better.					
6. understanding people from different countries or cultures helps me interact with them better.					

Thank you very much

(Adopted and adapted from Han, 2009; Sercu et al., 2005)

VIETNAMESE VERSION

PHIẾU KHẢO SÁT

Hướng dẫn: Phiếu khảo sát này nhằm thu thập thông tin về năng lực ngoại ngữ và năng lực liên văn hóa (Intercultural competence) của người học tiếng Anh. Nội dung của phiếu gồm hai phần chính: Phần A: thông tin cá nhân; Phần B: Nội dung phiếu khảo sát. Nội dung các câu trả lời trong phiếu khảo sát này không mang tính chất “đúng” hay “sai”. Những thông tin cá nhân của Anh/Chị sẽ được bảo mật.
Xin chân thành cảm ơn sự cộng tác của Anh/Chị.

Phần A: Thông Tin Cá Nhân

- Giới tính: Nam Nữ
- Độ tuổi: Dưới 20 21-30 31-40 Trên 40
- Trình độ tiếng Anh: Bắt đầu Sơ cấp Trung cấp Cao cấp
- Trình độ học vấn: HS ĐH Th.S TS Khác
- Nghề nghiệp: _____
- Học viên lớp: _____
- Tính đến nay, bạn đã sử dụng tiếng Anh được bao lâu: _____
- Đã từng đi nước ngoài: Có Chưa
Nếu có, nước nào: _____
- Đã tham gia khóa học về văn hóa: Có Chưa
- Nếu có, bao lâu: _____ - Tên khóa học: _____
Nội dung chính: _____

- Địa chỉ email: _____

Phần B: Nội Dung Phiếu Câu Hỏi**I. Năng lực tiếng Anh**

Xin anh/chị vui lòng đánh dấu (✓) vào ô phản ánh đúng nhất về năng lực tiếng Anh của mình.

(1) Rất thấp (2) Thấp (3) Trung bình (4) Cao (5) Rất cao

	1	2	3	4	5
1. Nghe					
2. Nói					
3. Đọc					
4. Viết					

II. Năng lực liên văn hóa

Hướng dẫn: Xin anh/chị vui lòng đánh dấu (✓) vào ô phản ánh đúng nhất về năng lực liên văn hóa của mình.

(1) Rất thấp (2) Thấp (3) Trung bình (4) Cao (5) Rất cao

+ Thái độ:

	1	2	3	4	5
1. Tôi thích nói chuyện với người nước ngoài.					
2. Tôi sẵn sàng nói chuyện với người nước ngoài bất cứ khi nào tôi có cơ hội gặp họ.					
3. Tôi tôn trọng cách cư xử của người nước ngoài.					
4. Tôi không có thành kiến đối với người nước ngoài.					
5. Tôi thích học những điều mới từ người nước ngoài.					
6. Tôi sẵn sàng giải thích những gì người nước ngoài không hiểu khi họ nói chuyện với tôi.					
7. Tôi sẵn sàng yêu cầu người nước ngoài giải thích những gì tôi không hiểu khi tôi nói chuyện với họ.					
8. Tôi sẵn sàng thay đổi hành vi của mình cho phù hợp văn hóa của người nước ngoài khi nói chuyện với họ.					

+ **Kiến thức:**

Tôi biết..... của Hai hay nhiều nước khác nhau.

	1	2	3	4	5
1. cách chào hỏi					
2. hoạt động hàng ngày					
3. lễ hội					
4. ẩm thực					
5. hoạt động giải trí					
6. danh lam thắng cảnh nổi tiếng					
7. thể thao quốc gia					
8. cử chỉ bằng tay					
9. giao tiếp bằng mắt					
10. cử động của đầu					
11. biểu cảm qua nét mặt					
12. khoảng cách không gian trong giao tiếp					
13. tư thế và điệu bộ trước người khác					
14. thời tiết đặc trưng					
15. sở thích đặc trưng					
16. diện mạo con người đặc trưng					
17. quy ước/tác giao tiếp					
18. điều cấm kỵ					
19. khái niệm về cái đẹp					
20. khái niệm về sức khỏe					
21. khái niệm về tính hài hước					

+ Kỹ năng:**Tôi có thể...**

	1	2	3	4	5
1. hiểu một văn bản hay sự kiện dưới nhiều góc độ văn hóa khác nhau.					
2. nhận biết được nguyên nhân dẫn đến hiểu lầm dưới các góc độ văn hoá khác nhau.					
3. giải thích được nguyên nhân dẫn đến hiểu lầm dưới các góc độ văn hoá khác nhau.					
4. yêu cầu người nước ngoài giải thích những gì tôi không hiểu khi tôi đọc sách báo bằng tiếng Anh.					
5. nhận biết các quy tắc giao tiếp của người nước ngoài khi tôi giao tiếp với họ.					
6. dùng tiếng Anh để miêu tả văn hoá của mình cho người nước ngoài.					
7. học những điều mới từ người nước ngoài khi tôi giao tiếp với họ.					
8. yêu cầu người nước ngoài giải thích những gì tôi không hiểu khi tôi giao tiếp với họ.					
9. giải thích nếu người nước ngoài không hiểu những gì tôi đang nói với họ.					

+ Nhận thức:**Tôi nhận thức rằng...**

	1	2	3	4	5
1. người từ các nước khác nhau nhìn nhận một vấn đề khác nhau.					
2. người từ các nước khác nhau có các điều cấm kỵ khác nhau.					
3. người từ các nước khác nhau có cách diễn đạt ý kiến của mình khác nhau.					
4. người từ các nước khác nhau có các quy tắc giao tiếp khác nhau.					
5. giao tiếp với người nước ngoài giúp tôi hiểu về văn hóa của mình tốt hơn.					
6. hiểu văn hóa của người nước ngoài giúp tôi giao tiếp với họ tốt hơn.					

Xin chân thành cảm ơn

ANALYSIS OF LEARNER CHARACTERISTICS

In order to obtain learner characteristics, a questionnaire (See page 144), which was partially adopted and adapted from Han's (2009) and Sercu et al.'s, (2005) studies, was designed. This questionnaire consisted of two main parts: personal information and questionnaire content. The former involves learners' personal background such as gender, age, job, English level, duration of learning English, foreign countries that learners have ever been to, and (inter)cultural courses that learners have ever taken. The latter which was based on Byram's (1997) educational objectives included two parts: the language proficiency (4 items), and IC: attitudes (8 items), knowledge (21 items), skills (9 items), awareness (6 items). All of the items used five Likert-like scales: (1) very low, (2) low, (3) average, (4) high, (5) very high. The total reliability, calculated by Cronbach, was .775. This questionnaire taking around twenty minutes to complete was translated into Vietnamese in order to make sure that the language difficulty did not hinder respondents from understanding those items, and they were allowed to write their answers in their mother tongue.

There were fifty-four participants who were conveniently sampled in the first stage of the two the elementary level in General English courses at SEAMEO RETRAC in Ho Chi Minh City, Vietnam. As seen in Table 1, there were more males (59.2%) than females (40.8%), and the majority (59.2%) of them were high school students and university students aged not more than thirty. In addition, most of the learners (94.4%) have learned English for at least three years, and around one-fourth (24.1 %) of the learners have ever been to abroad for their holidays such as Australia, China, Japan, Malaysia, Russia, Singapore, Thailand, the USA. However, only a small number (5.6%) of the learners has ever taken a cultural course about different cultures.

Table 1: Learners' general information

		N = 54	%
Gender	Male	32	59.2
	Female	22	40.8
Age	Under 20	22	40.8
	20-30	23	42.6
	31-40	5	9.2
	Over 40	4	7.4
Highest degree	High school	39	72.1
	Bachelor's	13	24.1
	Master's	1	1.9
	Doctorate	1	1.9
Job	Student	32	59.2
	Office worker	7	12.9
	Architect	4	7.3
	Receptionist	3	5.6
	Businessperson	3	5.6
	Accountant	2	3.7
	Salesperson	1	1.9
	Lecturer	1	1.9
	Nurse	1	1.9
Years of learning English	under 1	0	0
	- > under 3	3	5.6
	3-> 5	17	31.4
	over 5	34	63.0
Overseas experience	Yes	13	24.1
	No	41	75.9
Previous intercultural course	Yes	3	5.6
	No	51	94.4

Language competence

Despite the fact that most of the learners have learned English for many years, their English language proficiency (Table 2) was still quite low (overall M=1.40 over 5). Specifically, the listening skill (M=1.25 over 5) was the lowest, and the reading skill (M=1.49 over 5) was the highest among four skills.

Table 2: Learners' language competence

Skills	N=54	
	M	SD
Listening	1.25	.78
Speaking	1.44	.95
Reading	1.49	1.0
Writing	1.41	1.1
Average	1.40	.69

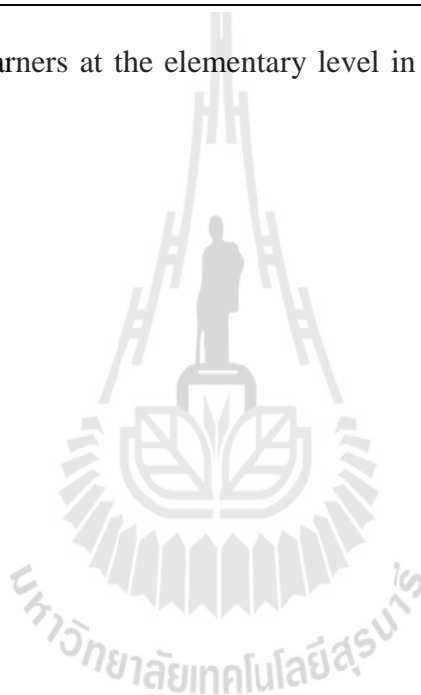
Intercultural competence

The results in Table 3 show that the overall mean score of learners' IC was 1.82 (out of 10), i.e. learners' IC was not low. Among intercultural elements, learners' intercultural attitudes were the highest (M=3.21), which means that learners were willing to talk with people from different countries or cultures, were open-minded to people from different countries or cultures, and respected the ways that people from different countries or cultures behave. Nonetheless, learners had low intercultural knowledge (M=1.46), intercultural skills (M=1.24), and intercultural awareness (M=1.36). This means that learners had low knowledge of the culture of different countries, did not have high ability to interact effectively and appropriately with people from different countries or cultures, and were not highly aware of cultural difference.

Table 3: Learners' intercultural competence

Intercultural competence	N=54	
	M	SD
Attitudes	3.21	.89
Knowledge	1.46	.50
Skills	1.24	.39
Awareness	1.36	.37
Average	1.82	.32

To sum up, learners at the elementary level in General English courses have low level of ICC.



APPENDIX C

GENERAL OBJECTIVES OF THE COURSE IN TERMS OF ICC

Intercultural Communicative Competence	
Language competence (*)	<p>Speaking</p> <ul style="list-style-type: none"> - communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; - handle very short social exchanges, even though one can't usually understand enough to keep the conversation going oneself; - use a series of phrases and sentences to describe in simple terms one's family and other people, living conditions, one's educational background and one's present or most recent job.
	<p>Listening</p> <ul style="list-style-type: none"> - understand and extract essential information from short recorded passages dealing with every matters (e.g., interest, people's personalities, weather in different cities, etc.). - identify the topic of discussion around him/her; - understand what is said to him/her in simple every day conversation.
	<p>Reading</p> <ul style="list-style-type: none"> - understand short simple personal letters, emails, and blogs about aspects of everyday y life; - identify specific information in simpler written material such as brochures, short newspaper articles, and webpages.
	<p>Writing</p> <ul style="list-style-type: none"> - write about aspects of his/her everyday life (e.g., people, places, family, hobbies, job, school); - write very simple personal letters and emails using simple expressions for greeting, addressing, asking, or thanking somebody. - describe events, past activities, and personal experiences in simple sentences.
	<p>Functions</p> <ul style="list-style-type: none"> - use the language in an appropriate way; - use communication strategies effectively to discover and negotiate for meanings.

Intercultural competence (**)		- be interested in and eager to engage with otherness in a relationship of equality;
	Attitudes	- be willing to seek out or take up opportunities to engage with otherness in a relationship of equality; - be curious to learn about different cultures. (e.g., beauty concepts)
	Knowledge	Know about differences and similarities in: - conventions of communication and interaction (e.g., in one's own country and foreign countries); - markers of national identity (e.g., beauty concepts, food and drink) in one's own country and foreign countries; - norms and taboos (e.g., greetings, dressing, behaviors,) of different countries or cultures.
	Skills	- identify similar and dissimilar processes of interaction, verbal and nonverbal, and negotiate an appropriate use of them in specific circumstances; - identify significant references within and across cultures and elicit their significance and connotations; - elicit from an interlocutor the concepts and values of documents or events and develop an explanatory system susceptible of application to other phenomena; - mediate between conflicting interpretations of phenomena.
	awareness	- realize explicit and implicit values in documents and events in one's own and other cultures; - be aware of one's own and other ideologies; - be aware of potential conflict between one's own and other ideologies, and is able to establish common criteria of evaluation of documents or events.

(*) adopted and adapted from *Four Corners* -Teacher's Edition (Richards & Bohlke, 2013, pp. xxxiii-xli).

(**) adopted and adapted from the educational objectives by Byram (1997) and from the analysis of learning context and learner characteristics.

APPENDIX D

OBJECTIVES OF EACH UNIT IN TERMS OF ICC

Unit 2 Descriptions – The Concepts of Beauty in Different Countries

COMPETENCE	
Language competence	Speaking <ul style="list-style-type: none"> - ask and answer about people’s appearance. - say what they think about people’s appearance. - ask and talk about people’s appearance. - describe their personality and appearance.
	Listening <ul style="list-style-type: none"> - listen and understand people’s personalities and online profiles.
	Reading <ul style="list-style-type: none"> - read and understand a short online article about online profiles.
	Writing <ul style="list-style-type: none"> - write about description of one’s personality and appearance
	Function <ul style="list-style-type: none"> - Say one thinks something is or isn’t true.
Intercultural competence	Attitudes <ul style="list-style-type: none"> Be interested, eager, willing, and curious to learn about: - conventions of expressing certainty and uncertainty, opinions and attitudes in different countries/cultures; - concepts of beauty in different countries/cultures; - physical appearance in different countries/cultures.
	Knowledge <ul style="list-style-type: none"> Know about: - conventions of expressing certainty and uncertainty, opinions and attitudes in different countries/cultures; - concepts of beauty in different countries/cultures; - physical appearance in different countries/cultures.
	Skills <ul style="list-style-type: none"> Be able to identify similar and dissimilar: - conventions of expressing certainty and uncertainty, opinions

and attitudes in different countries/cultures;

- concepts of beauty in different countries/cultures;

- physical appearance in different countries/cultures.

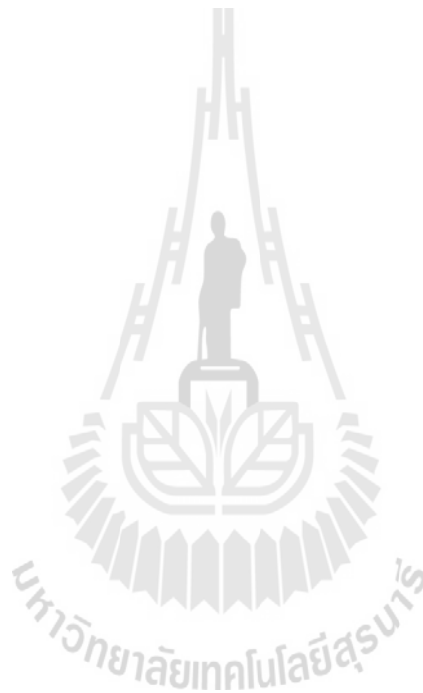
Be aware of similarities and differences in:

- conventions of expressing certainty and uncertainty, opinions

Awareness and attitudes in different countries/cultures;

- concepts of beauty in different countries/cultures;

- physical appearance in different countries/cultures.



Unit 4: Life at home – Foods and Drinks in Different Countries

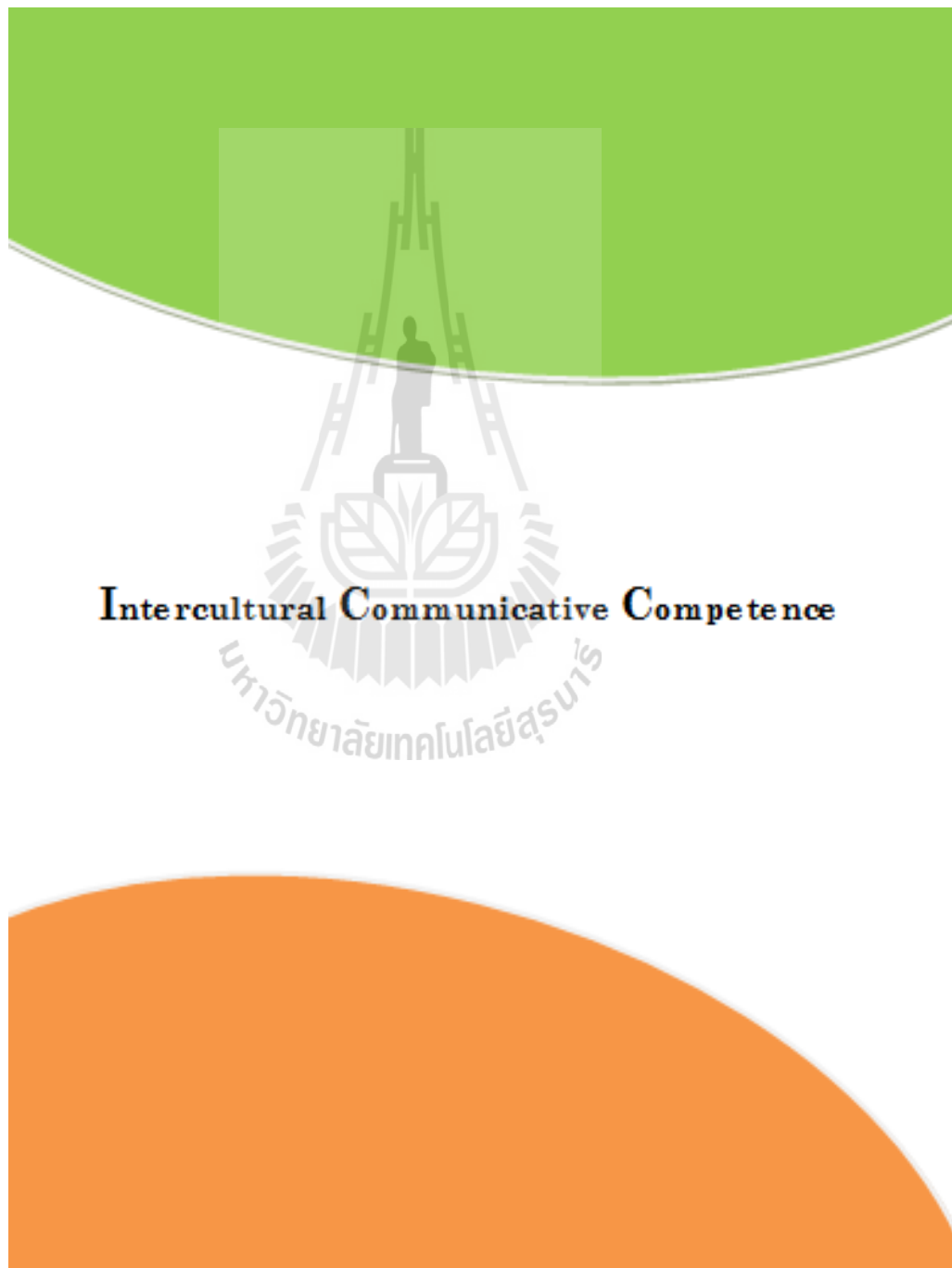
COMPETENCE	
Language competence	<p>Speaking</p> <ul style="list-style-type: none"> - ask and answer questions about their home. - make and agree to requests. - talk about household chores. - describe a home.
	<p>Listening</p> <p>listen and understand friendly requests.</p>
	<p>Reading</p> <ul style="list-style-type: none"> - read and understand a short online article about unusual houses from around the world.
	<p>Writing</p> <ul style="list-style-type: none"> - write about a dream house.
	<p>Functions</p> <ul style="list-style-type: none"> - make a request and agree to a request.
Intercultural competence	<p>Attitudes</p> <p>Be interested, eager, willing, and curious to learn about:</p> <ul style="list-style-type: none"> - conventions of polite forms of address/requesting in different countries/cultures; - common foods and drinks in different countries/cultures.
	<p>Knowledge</p> <p>Know about:</p> <ul style="list-style-type: none"> - conventions of polite forms of address/requesting in different countries/cultures; - common foods and drinks in different countries/cultures.
	<p>Skills</p> <p>Be able to identify similar and dissimilar:</p> <ul style="list-style-type: none"> - conventions of polite forms of address/requesting in different countries/cultures; - common foods and drinks in different countries/cultures.
	<p>Awareness</p> <p>Be aware of similarities and differences in:</p> <ul style="list-style-type: none"> - conventions of polite forms of address/requesting in different countries/cultures; - common foods and drinks in different countries/cultures.

Unit 6: What's on TV? – Body Languages in Different Countries

COMPETENCE	
Language competence	<p>Speaking</p> <ul style="list-style-type: none"> - talk about types of TV shows one likes. - agree and disagree with an opinion. - describe future plans. - give their opinions about popular TV shows.
	<p>Listening</p> <ul style="list-style-type: none"> - listen and understand a short extract about what to watch on TV and favorite TV shows.
	<p>Reading</p> <ul style="list-style-type: none"> - read and understand a short online article about reality shows.
	<p>Writing</p> <ul style="list-style-type: none"> - write a short paragraph about one's favorite TV show.
	<p>Functions</p> <ul style="list-style-type: none"> - agree and disagree with an opinion
Intercultural competence	<p>Attitudes</p> <p>Be interested, eager, willing, and curious to learn about:</p> <ul style="list-style-type: none"> - opinions and attitudes toward non-verbal communication in different countries/cultures; - non-verbal communication in different countries/cultures.
	<p>Knowledge</p> <p>Know about:</p> <ul style="list-style-type: none"> - opinions and attitudes toward non-verbal communication in different countries/cultures; - non-verbal communication in different countries/cultures.
	<p>Skills</p> <p>Be able to identify similar and dissimilar:</p> <ul style="list-style-type: none"> - opinions and attitudes toward non-verbal communication in different countries/cultures; - non-verbal communication in different countries/cultures.
	<p>Awareness</p> <p>Be aware of similarities and differences in:</p> <ul style="list-style-type: none"> - opinions and attitudes toward non-verbal communication in different countries/cultures; - non-verbal communication in different countries/cultures.

APPENDIX E

ADDITIONAL INTERCULTURAL MATERIALS



Content

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Graphics and Video Clips Credit	



TOPIC 1

Concepts of Beauty in Different Countries

By the end of unit, you will be able to:

- know the concepts of beauty as well as the current trends of making beauty from different countries / cultures;
- develop appropriate attitudes to the ways people from different countries / cultures make beauty;
- realize cultural differences in concepts of beauty in different countries / cultures;
- know how to communicate in the first conversations to avoid communication breakdowns in multicultural situations.

A. INTERCULTURAL KNOWLEDGE - INPUT

Activity 1: Group work

Read the text and match the descriptions to the correct pictures.

Concepts of Beauty in Different Countries

1. Slender Body

In the Western culture, the ideology of beauty means having a slender body that is crucial to being considered as an attractive woman.

2. Long Neck

Women with a long neck in the Pa Dong tribe near the Thai/Burmese border are considered beautiful and attractive.

3. The Bigger the Better

In many African countries, such as Mauritania and Nigeria, a skinny woman would be ugly, so big and fat



a_____



b_____

women are most definitely beautiful.

4. Lip Plate

Some African and Amazonian tribes consider that beauty is achieved by stretching the lip. They make a hole, which is gradually increased by inserting larger plates.



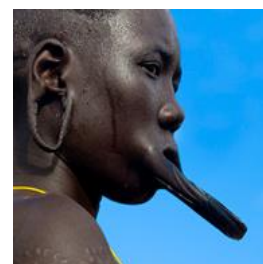
c _____



d _____

5. Fairness of Skin

In many Southeast Asian countries, the fairness of skin is considered to be a definition of beauty.



e _____

Activity 2: Pair work

You have more information about the weird beauty in different countries, but some information is missing. Ask your partner questions to get the information.

Example:

A: What is the beauty in the photo 1?

B: Bagel-shaped forehead injection.

A: Where do people have it?

B: In Japan?

A: Why do people want to have it?

B: It is a body modification art.

Student A

 <p>1. Bagel-Shaped Forehead Injection</p> <p>Japan - _____</p>	 <p>2. Facial Tattoo</p> <p>_____</p>	 <p>3. Binding Feet</p> <p>_____.: a symbol of chastity</p>
 <p>4. Cutting Scars into Women's Bellies</p> <p>The Karo tribe in southern Ethiopia - _____</p> <p>_____</p>	 <p>5. Small Face</p> <p>_____</p> <p>_____</p>	 <p>6. _____</p> <p>Masai tribes in Kenya, the Huaorani tribe in the Amazon Basin, and Hmong youth in Thailand - religion, coming of age ceremonies, sexual enhancement.</p>

(Student B: Look at page 23)

Intercultural tip:

Keep in mind that the concepts of beauty vary from one country / culture to another. This person may look weird in this country / culture, but she may be beautiful in another country / culture.

B. INTERCULTURAL ATTITUDES AND AWARENESS - NOTICE

Activity 3: Pair work Tick (✓) the box

What does a beautiful woman look like in your country?

Description	
Body	<input type="checkbox"/> Slender <input type="checkbox"/> Skinny
	<input type="checkbox"/> Fat Others: _____
Skin	<input type="checkbox"/> Fair <input type="checkbox"/> Brown
	<input type="checkbox"/> Dark Others: _____
Face	<input type="checkbox"/> Round <input type="checkbox"/> Oval
	<input type="checkbox"/> Square Others: _____
Personality	<input type="checkbox"/> Talkative <input type="checkbox"/> Funny
	<input type="checkbox"/> Shy Others: _____

Activity 4: Group work Discuss the questions

- What are the similarities and differences in the concepts of beauty in your countries and others?
- Do you ever see any person with her weird beauty? If yes, what do you think of that weird beauty?
- What are the current trends of making beauty in your country? What do you think of them?

Intercultural tip:

Never make a judgment on how people from different countries / cultures look like. Developing curiosity, openness and readiness to learn about different concepts of beauty will help to understand more about other cultures. Be aware of cultural differences in the concepts of beauty from different countries / cultures can help you understand the value of beauty in your country / culture.

C. INTERCULTURAL SKILLS - PRACTICE

Activity 5: Pair work

Complete the dialogue, and then practice with a partner

You are visiting the North-West Thailand, and you meet a Pa Dong girl with her long neck.

beautiful	mean	where	are	interesting
-----------	------	-------	-----	-------------

You: Good morning.

Pa Dong girl: Good morning.

You: (1) _____ you Thai?

Pa Dong girl: Yes, I am. (2) _____ are you from?

You: I'm from Vietnam. I see many people around here have a long neck. What does your long neck (3) _____ ?

Pa Dong girl: To us, a long neck is considered (4) _____ and attractive.

You: Oh, it is so (5) _____ to know that, and you are a beautiful girl.

Activity 6: Pair work

Use information in Activity 1 to make similar conversations

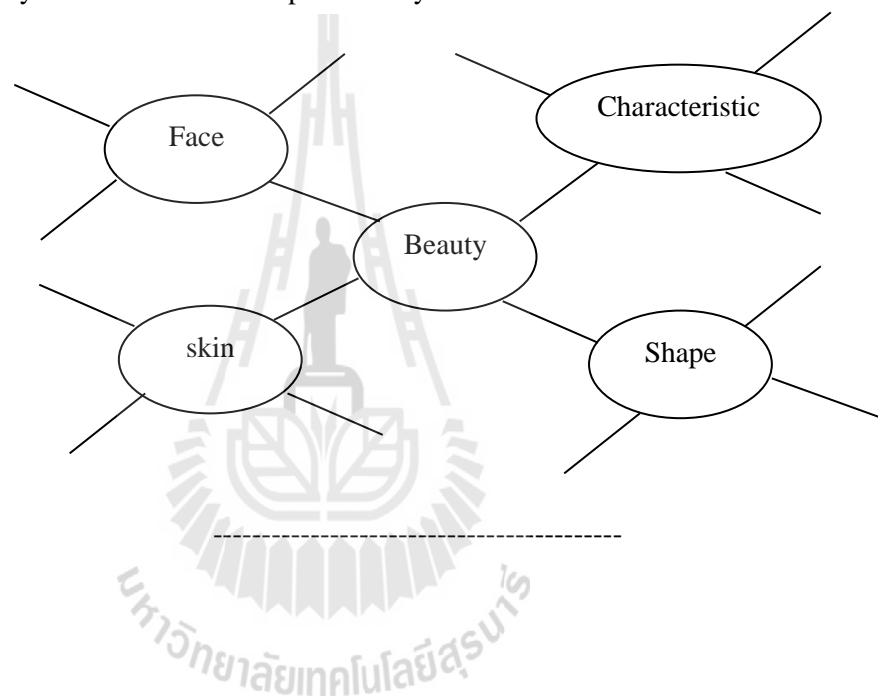
Intercultural tip:

Try to use both open and closed questions politely during the first conversations in order to avoid communication breakdowns in multicultural situations.

D. INTERCULTURE IN USE - OUTPUT**Activity 7: Group work**

Draw a mind map of a beautiful person from one country/culture, and then present it.

- Where is the beautiful person from?
- What does the beautiful person look like?
- How is it similar to and different from the beautiful person in your country?
- What do you think of this concept of beauty?



TOPIC 2

Foods and Drinks in Different Countries





By the end of unit, you will be able to:



- know traditional foods and drinks as well as bizarre foods from different countries / cultures;
- develop appropriate attitudes to the ways people from different countries / cultures eat and drink;
- realize the reasons why people from different countries / cultures eat and drink differently;
- use simple strategies (negotiation and clarification) for intercultural communication.

A. INTERCULTURAL KNOWLEDGE - INPUT

Activity 1:

a. Group work: Match the names of foods and drinks to the correct descriptions

<p>1. _____</p> <p>It is one typical drink in Indonesia. This drink is made from coconut milk and brown sugar.</p>	 
<p>2. _____</p> <p>Mango sticky rice is a Thai classic. It includes sticky rice, fresh mango, and some coconut sauce.</p>	<p>a. Khao Niao Ma Muang b. Biryani</p>
<p>3. _____</p> <p>It is one of the most popular dishes in south India. It consists of chicken marinated with rice.</p>	 
<p>4. _____</p> <p>It is one of the most popular drinks in</p>	

<p>Malaysia. It has grass jelly, syrup and sugar.</p> <p>5. _____</p> <p>It is one of the most popular drinks in Great Britain. It is often served with ice and lemon.</p> <p>6. _____</p> <p>It is one of the most famous dishes in the Philippines. It has meat (chicken or pork) in vinegar and soy sauce.</p>	<p>c. Adobo</p> <p>d. Bajigur</p>   <p>e. Sirap Bandung</p> <p>f. Gin</p>
---	--

b. Pair work: *You and your partner have information about the bizarre foods and drinks from different countries, but some information is missing. Ask questions to get the information.*

Example:

A: *What is the food in photo 1?*

B: *Fried spider.*

A: *Where is it common?*

B: *In Cambodia.*

A: *How is it served?*

B: *With lime and black pepper dip.*

Student A

 <p>1. Fried spider, Cambodia With _____</p>	 <p>2. _____ With wine</p>	 <p>3. Balut (boiled fertilized duck embryo in the shell), the Philippines</p>
 <p>4. _____, India</p>	 <p>5. _____</p>	 <p>6. Kopi Luwak (Civet coffee), Indonesia</p>

(Student B: Look at page 22)

Activity 2: Group work

Share with your friends about foods and drinks from different countries that you know from movies, magazines, books, etc.

- What is its name?
- Whose country is it?
- How is it served?

Food and drink taboos:

Christians in countries such as the Philippines, USA, Brazil don't eat meat on Fridays.

Buddhists in countries such as Cambodia, Laos, Vietnam don't drink alcohol and eat meat.

Hindus in countries such as India, Nepal, Indonesia, Myanmar don't eat beef because they worship the cow for their life-sustaining dairy products.

Muslims in countries such as Brunei, Indonesia, Malaysia don't drink alcohol and eat pork.

B. INTERCULTURAL ATTITUDES AND AWARENESS - NOTICE**Activity 3: Group work**

Write the names of foods and drinks that are famous and bizarre in your country.

Famous	Bizarre
Foods	Foods
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
 Drinks	 Drinks
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Activity 4: Group work *Discuss the questions*

- Are there any similarities and differences in foods and drinks in your country and others? If yes, what are they?
- What makes people around the world eat and drink differently? (e.g., weather, religion, superstition, etc.)
- Do you ever see any food or drink from other countries in your country? If yes, what is it?
- Do you ever try any food or drink from other countries? If yes, what do you think of it?

Intercultural tip:

It is always important to respect and be tolerant of what people from different countries / cultures eat and drink. Do not judge foods and drinks that people from different countries / cultures eat and drink because they eat and drink in relation to the weather, religion, and superstition.

C. INTERCULTURAL SKILLS - PRACTICE**Activity 5: Pair work**

Number the sentences in conversations 1 and 2 in a correct order, and practice the conversations

Conversation 1: You are going to have a birthday party, and apart from your fellow friends you are going to invite some of your friends who come from America, India, Indonesia, the Philippines, and Thailand. But you do not know what foods and drinks they can eat. You talk to a Filipino.

_____ **Filipino:** Great! I'd love to.

_____ **Filipino:** I'd love soft drink.

_____ **You:** I am having a birthday party this Friday. Would like to join us?

_____ **You:** What kind of food can you eat?

_____ **Filipino:** Well, if it is on Friday, I like not eating meat.

_____ **You:** What about drink?

Conversation 2: During your birthday party, your Indonesian friend who is a Muslim cannot eat pork, but you forget and offer it to him. He thinks that it is an insult, and you try to explain to him.

_____ **Indonesian:** OK. I'd love to, but I can't.

_____ **You:** Oh, I'm terribly sorry. I forgot you cannot eat pork. I just want that you should try the dish that my mom cooks. I don't mean anything.

_____ **Indonesian:** Oh, dear. What does that mean?

_____ **You:** This pork is very delicious. Would you like to try it?

Strategies for intercultural communication

Negotiating	Clarifying
What kind of...?	I just want that...
What would you like to have?	I just mean that...
Is there anything special you want to have?	What I want is...
What about...?	What I think is...
How about...?	What I mean is...

Activity 6: Pair work

Make similar conversations to conversations 1 and 2, and then act them out.

(You may use information in Activity 1)

Intercultural tip:

Be sensitive to cultural differences in eating and drinking. Try to negotiate what you want to know and explain / clarify what you mean politely and warmly in order to avoid misunderstanding and communication breakdown.

D. INTERCULTURE IN USE - OUTPUT

Activity 7: Group work

Make a poster of food or drink from one country, and then present it.

- What is its name?
 - Whose country is it?
 - When do people have it?
 - Is it similar to or different from the food or drink in your country?
 - What do you think of this type of food or drink?
-

TOPIC 3

Body Language in Different Countries

By the end of unit, you will be able to:

- know the common body languages in different countries / cultures;
- develop appropriate attitudes to the ways people from different countries / cultures use body languages;
- realize cultural differences in body language used by people from different countries / cultures in order to avoid culture shock;
- know how to use simple strategies (asking and answering for clarification) for intercultural communication.

A. INTERCULTURAL KNOWLEDGE - INPUT

Activity 1:

a. **Pair work:** Watch the video clips and number the types of body language in the correct order

____ Facial Expressions ____ Head Movements ____ Physical Space
 ____ Physical Postures ____ Eye Contact ____ Touching
 ____ Hand and Arm Gestures

b. **Group work:** Read the text, and put the missing phrases in the correct paragraphs, then present one act of body language.

strange and even impolite	look suspicious	the opposite
rest with their feet	standing so close	“OK sign”
acceptable almost everywhere		

Facial Expressions

A smile is one of the most common examples of a facial expression in different cultures. While Americans smile freely at strangers, in Russia this is considered (1) _____. In Asian cultures a smile isn't necessarily an expression of joy and friendliness, but it can be used to convey pain and embarrassment.

Head Movements

In many cultures in the Middle East and Bulgaria, the head movement for “Yes” is just (2) _____ of the head movement for “Yes” in almost any other culture.

Hand and Arm Gestures

Hand and arm gestures vary widely among cultures. The “thumbs up” gesture or the (3) _____ - have vulgar meanings in Iran and Latin America, respectively. Yet, in other countries the “OK” sign means just “zero”, which is not offensive.

Physical Space

In Latin America and the Middle East the acceptable distance is much shorter than what most Europeans and Americans feel comfortable with. This is why an American or a European might wonder why the other person is invading his or her personal space by (4) _____, while the other person might wonder why the American/European is standing so far from him or her (are they trying to run away or what?).

Touching

Handshakes are usually (5) _____, even between strangers; however, kissing on the cheek, patting on the shoulder, embracing, or touching other bodily parts aren't – for many people in Asia and other parts of the world such actions are interpreted as an offense or even a violation of one's private space.

Eye Contact

In America and Latin America not looking the other person in the eyes is a sign of disrespect and, it might even (6) _____ (“he or she doesn't dare to look me in the eye, so he or she is hiding something”). In other cultures, i.e. Asian cultures, prolonged eye contact is especially offensive.

Physical Postures

Physical postures are also different between cultures. The most common example is the habit of many American executives to (7) _____ on their desk, which in Asia, the Middle East, and Europe is considered highly offensive.

Activity 2: Group work

Share with your friends about body language in different countries that you know from movies, magazines, books, etc.

Intercultural tip:

Always keep in mind that people around the world have different ways to express their body language. Do not assume that people from different countries / cultures may have the same understanding of the same act of body language.

B. INTERCULTURAL ATTITUDES AND AWARENESS - NOTICE**Activity 3: Group work:**

a. Write common body language in your country.

Body language

1. _____
2. _____
3. _____
4. _____
5. _____

b. Choose one act and present it. Other groups guess what it means.

Activity 4: Group work *Discuss the questions*

- Are there any similarities and differences in body language in your country and others? If yes, what are they?
- Does body language make people from different countries misunderstand one another? If yes, how?
- Do you ever misunderstand anyone's body language? If yes, give an example. What do you think of it?
- Would you like to learn the acts of body language from other cultures? If yes, which type would you like?

Intercultural tip:

Be open to, respectful and tolerant of cultural differences in body language, and you will see the values of body language in different cultures. Be aware that body language is one of the most common reasons that causes misunderstanding among people from different countries / cultures.

C. INTERCULTURAL SKILLS - PRACTICE**Activity 5: Pair work:**

You meet an Indian who uses his/her head movements, and you cannot understand his/her body language. You want to understand what s/he means.

Read the following conversations, which one is more polite?

Conversation 1

You: Hey. There is a rock show tonight. Want to go?

Indian: (shake his head repeatedly)

You: What?

Indian: “yes”.

You: Oh, my God. It is confusing. I don't like that at all.

Conversation 2

You: Hey. There is a rock show tonight. Would you like to go?

Indian: (shake his head repeatedly and smile)

You: Sorry. What do you mean?

Indian: I mean “yes”.

You: Really? That's interesting to know.

Strategies for intercultural communication

Asking for clarification	Clarifying
What do you mean?	I mean...
What does it mean?	It means...
What does it imply?	It implies

Activity 6: Pair work:

Make similar conversations to conversations 2, and then act them out.

(You may use information in Activity 1)

Intercultural tip:

Remember that *when you are in Rome, do as the Romans do*. Always try to ask for clarification of any body language you may misunderstand and clarify any body language that may confuse others.




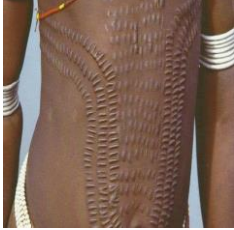


D. INTERCULTURE IN USE - OUTPUT**Activity 7: Group work**

Choose one act of the body language from different country/culture, and act it out. Then present it.

- What does it mean?
- Whose country is it?
- When do people use it?
- Is there any similar act in your country? If yes, how is it similar to?
- What do think of this act?

Handout Topic 1:

Student B

 <p>1. _____</p> <p>Japan - a body modification art</p>	 <p>2. _____</p> <p>Maori culture in New Zealand - a sacred beauty ritual</p>	 <p>3. _____</p> <p>China: a symbol of chastity</p>
 <p>4. Cutting Scars into Women's Bellies</p> <p>_____ - an ace to get husbands</p>	 <p>5. _____</p> <p>South Korea – an ideal face</p>	 <p>6. Stretching Ears</p> <p>Masai tribes in Kenya, the Huaorani tribe in the Amazon Basin, _____ and _____</p> <p>- religion, coming of age ceremonies, _____ sexual enhancement.</p>

Handout - Topic 2

Student B

 <p>1. _____, Cambodia</p> <p>With lime and black pepper dip</p>	 <p>2. Witchetty grub, Australia</p> <p>_____</p>	 <p>3. Balut (boiled fertilized duck embryo in the shell),</p> <p>_____</p> <p>With black pepper salt</p>
 <p>4. Gau Jal (cow water),</p> <p>_____</p>	 <p>5. Snake wine, South-east Asia</p> <p>_____</p>	 <p>6. _____</p> <p>_____</p>

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Graphics and Video Clips Credit

Topic 1

Graphics:

- Selena Gomez: <https://movies.yahoo.com/person/selena-gomez/>
- Long neck: Photo Credit: <http://allwomenstalk.com/8-different-ideas-of-beauty-around-the-world>
- The Bigger the Better: Ngozi Okonjo-Iweala
- <http://www.zimbio.com/pictures/1FpLGRCHBDX/Arrivals+at+the+TIME+100+Gala/xGCn-uAgy47/Ngozi+Okonjo-Iweala>
- Lip Plate: Photo Credit: <http://allwomenstalk.com/8-different-ideas-of-beauty-around-the-world/6/>
- Fairness of skin: <http://giambeohieuqua.net/cach-giam-can-nhanh-nhu-minh-hang.html>
- Binding feet: <https://dimensionsofbeauty.wordpress.com/tag/strange-beauty-practices-around-the-world/>
- Facial tattoo, cutting scars into women's bellies, Small face, stretching ears: <http://www.uncoverdiscover.com/facts/6-different-beauty-standards-around-the-world/scars/>

Topic 2

Graphics

- Sticky rice with mango <http://thaifood.about.com/od/thaidesserts/r/mangoricepuddin.htm>
- Adobo: http://en.wikipedia.org/wiki/Philippine_adobo
- Biryani: <http://mammuskitchen.com/hyderabadi-dum-chicken-biryani/>
- Bajigur: <http://www.hanjuang.com/apa-saja-jenis-minuman-sehat-tradisional-di-indonesia.html>
- Kofi Luwak: http://en.wikipedia.org/wiki/Kopi_Luwak
- Gin: <http://www.pinterest.com/dennisberens/gin-tonic/>
- Sirup Bandung: <http://www.hanjuang.com/resep-bajigur-bandung-asli-yang-jebreet-ow-ow-ow.html>

- Gau Jal: <http://listverse.com/2013/12/07/10-of-the-worlds-most-bizarre-beverages/> Fried spider, Balut, Witchetty Grub, Snake wine:
<http://www.telegraph.co.uk/foodanddrink/foodanddrinkpicturegalleries/9997605/20-strange-foods-to-try-before-you-die.html?frame=2539077>

Topic 3

Video clips:

- Hand gesture: <http://www.youtube.com/watch?v=RykpVfxODGY>
- Facial expression: <http://www.youtube.com/watch?v=Y0q95gVRPDo>
- Eye contact: <http://www.youtube.com/watch?v=eQ7eKREaVWM>
- Head movement: <http://www.youtube.com/watch?v=Uj56IPJOqWE>
- Physical space: http://www.youtube.com/watch?v=gKTIVkdC_dI
- Physical postures: <http://www.youtube.com/watch?v=pHWySDe3yH0>
- Touching: <http://www.youtube.com/watch?v=bpS7PhQOzdw>



APPENDIX F

ICLT MODEL REVIEW FORM

Research Title: *An Intercultural Communicative Language Teaching (ICLT) Model for EFL Learners*

Objectives: To develop and evaluate an intercultural communicative language teaching (ICLT) model for EFL learners

Reviewer:

Age: Under 30 30-40 41-50 Over 50

Highest degree: M.A. Ph.D.

Nationality: Chinese Thai Vietnamese

Number of years' teaching: Under 10 11-15 16-20 Over 20

Please tick (✓) the boxes that best represent your options

1. This ICLT model has THREE parts:

1.1 The part *Language-Culture* is to indicate the foundation for the ICLT model.

Appropriate Inappropriate

1.2 The part *teaching process* is the main component of the ICLT model.

Appropriate Inappropriate

1.3 The part *intercultural communicative competence* (ICC) is to indicate the ultimate goal of ICLT model.

Appropriate Inappropriate

Suggestions _____

2. There are FOUR stages in the ICLT model:

2.1 The teaching stage *Input* is to provide learners with knowledge of language content and intercultural content.

Appropriate Inappropriate

2.2 The teaching stage *Notice* is to raise language awareness and intercultural attitudes and awareness to learners about the correctness and appropriateness of ICC.

Appropriate Inappropriate

2.3 The teaching stage *Practice* is to help learners practice the input of language and culture.

Appropriate Inappropriate

2.4 The teaching stage *Output* is to help learners to produce their earlier input features and reflect on their correctness and appropriateness.

Appropriate Inappropriate

Suggestions _____

ANALYSIS OF ICLT MODEL REVIEW

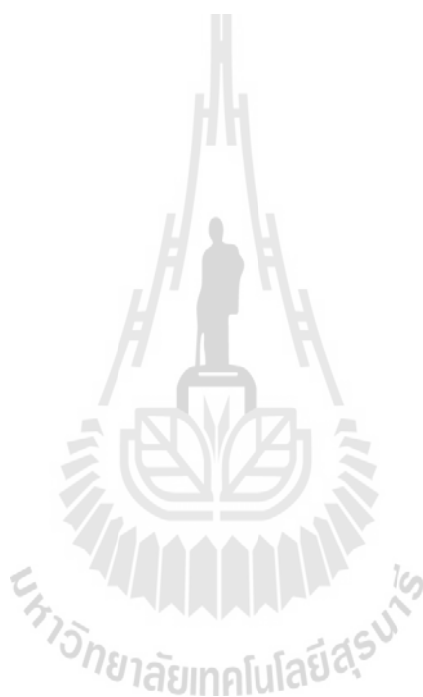
In order to collect the data on reviewing the ICLT model, a review form (see page 312) containing two main parts: personal information and review content. The former asked about reviewers' gender, age, nationality, highest degree, and years of teaching English. The latter had two questions (closed-ended items and spaces for suggestion) asking about the development process and feasibility of the ICLT model. The closed-ended questions were designed with *appropriate* and *inappropriate*.

Based on a set of criteria: experts must know about IC/ICC and ISD model development, and be experienced EFL teachers, a group of three experts (1 Chinese; 1 Thai; 1 Vietnamese), who were all Ph.D. degree holders and had more than sixteen years' teaching experience) were invited to review the ICLT model. The detailed information is presented in the following table.

Table: ICLT model reviewers' general information

		N = 3
Gender	Male	1
	Female	2
Age	Under 30	0
	30-40	0
	41-50	1
	Over 50	2
Nationality	Chinese	1
	Thai	1
	Vietnamese	1
Highest degree	M.A.	0
	Ph.D.	3
	Other	0
Years of teaching English	Under 10	0
	11-15	0
	16-20	2
	Over 20	1

The findings revealed that all three experts, in general, agreed with the teaching procedure and feasibility of the ICLT model; yet, one expert recommended that the last teaching step *Output* should focus more on the appropriateness of ICC than correctness. The revision of the ICLT model was made accordingly.



APPENDIX G

TEACHING ALLOCATION AND SYLLABUS FOR

ELEMENTARY LEVEL ENGLISH COURSE

Teaching allocation

Details	Teacher 1 (Vietnamese)	Teacher 2 (English Native)	External Teachers (Both)
Total teaching periods	48	24	4
Teaching components	- Student book Four Corners 2A (Unit 1 – 6) - Language summary (Unit 1 – 6)	- Speaking worksheet 1 (Unit 1 – 6) - Speaking worksheet 2 (Unit 1 – 6) - Oral quizzes (Unit 1 – 6) - Video program (Unit 1 – 6) - Unit quizzes (Unit 1 – 6)	End-of-module assessment: - Unit 1 – 6 Written Test - Unit 1 – 6 Oral Test

Syllabus

Week	Session	Teacher1 (Vietnamese)	Session	Teacher 2 (English Native Speaker)
1	1	Welcome – Classroom language (SB p 2 - 4) Unit 1 – Warm-up (SB p 5) Unit 1 – Lesson A1, 2, 3, 4, 5 (SB p 6 - 7)	1	Welcome & introduction by teacher Speaking practice: Worksheet 1 Unit 1
	2	Unit 1 – Lesson B1, 2, 3, 4 (SB p 8 - 9)		

2	3	Unit 1 – Lesson C1, 2, 3, 4, 5 (SB p 10 - 11)	2	Video Unit 1 Speaking practice: Worksheet 2 Unit 1
	4	Unit 1 – Lesson D1, 2, 3 (SB p 12 - 13) Unit 1 – Wrap-up (SB p 14) + Language Summary		
3	5	Unit 2 – Warm-up (SB p 15) Unit 2 – Lesson A1, 2, 3, 4, 5 (SB p 16 - 17)	3	Unit 1 Oral Quiz Unit 1 Written Quiz
	6	Unit 2 – Lesson B1, 2, 3, 4 (SB p 18 - 19)		
4	7	Unit 2 – Lesson C1, 2, 3, 4, 5 (SB p 20 - 21)	4	Video Unit 2 Speaking practice: Worksheet 1 Unit 2 Worksheet 2 Unit 2
	8	Unit 2 – Lesson D1, 2, 3, 4 (SB p 22 - 23) Unit 2 – Wrap-up (SB p 24) + Language Summary		
5	9	Unit 3 – Warm-up (SB p 25) Unit 3 – Lesson A1, 2, 3, 4, 5 (SB p 26 - 27)	5	Unit 2 Oral Quiz Unit 2 Written Quiz
	10	Unit 3 – Lesson B1, 2, 3, 4 (SB p 28 - 29)		
6	11	Unit 3 – Lesson C1, 2, 3, 4, 5 (SB p 30 - 31)	6	Video Unit 3 Speaking practice: Worksheet 1 Unit 3 Worksheet 2 Unit 3
	12	Unit 3 – Lesson D1, 2, 3, 4 (SB p 32 - 33) Unit 3 – Wrap-up (SB p 34) + Language Summary		
7	13	Unit 4 – Warm-up (SB p 35) Unit 4 – Lesson A1, 2, 3, 4, 5 (SB p 36 - 37)	7	Unit 3 Oral Quiz Unit 3 Written Quiz
	14	Unit 4 – Lesson B1, 2, 3, 4 (SB p 38 - 39)		
8	15	Unit 4 – Lesson C1, 2, 3, 4, 5 (SB p 40 - 41)	8	Video Unit 4

	16	Unit 4 – Lesson D1, 2, 3, 4 (SB p 42 - 43) Unit 4 – Wrap-up (SB p 44) + Language Summary		Speaking practice: Worksheet 1 Unit 4 Worksheet 2 Unit 4
9	17	Unit 5 – Warm-up (SB p 45) Unit 5 – Lesson A1, 2, 3, 4, 5 (SB p 46 - 47)	9	Unit 4 Oral Quiz Unit 4 Written Quiz
	18	Unit 5 – Lesson B1, 2, 3, 4 (SB p 48 - 49)		
10	19	Unit 5 – Lesson C1, 2, 3, 4, 5 (SB p 50 - 51)	10	Video Unit 5 Speaking practice: Worksheet 1 Unit 5 Worksheet 2 Unit 5
	20	Unit 5 – Lesson D1, 2, 3, 4 (SB p 52 - 53) Unit 5 – Wrap-up (SB p 54) + Language Summary		
11	21	Unit 6 – Warm-up (SB p 55) Unit 6 – Lesson A1, 2, 3, 4, 5 (SB p 56 - 57)	11	Unit 5 Oral Quiz Unit 5 Written Quiz Speaking practice: Worksheet 1 Unit 6
	22	Unit 6 – Lesson B1, 2, 3, 4 (SB p 58 -59)		
12	23	Unit 6 – Lesson C1, 2, 3, 4, 5 (SB p 60 - 61)	12	Unit 6 Oral Quiz Unit 6 Written Quiz Video Unit 6 Speaking practice: Worksheet2 Unit 6
	24	Unit 6 – Lesson D1, 2, 3, 4 (SB p 62 - 63) Unit 6 – Wrap-up (SB p 64) + Language Summary		

Week 13 End-of-module Written Test (60 minutes)

End-of-module Oral Test (6 minutes/pair of students)

(Source: *Guidelines for the New General English Program* by Than, 2013).

APPENDIX H

INTERCULTURAL MATERIAL REVIEW FORM

Title of the material: **Intercultural Communicative Competence**

Level of English proficiency: **Elementary**

Number of topics: **Three**

Reviewer:

Gender: Male Female Other

Age: Under 30 30-40 41-50 Over 50

Highest degree: Master's Doctorate Other: _____

Nationality: Thai Vietnamese

Number of years of teaching: Under 10 11-15 16-20
Over 20

Please tick (✓) the box that best represents your option.

1. The content of this intercultural material is authentic in terms of authentic cultural experience.

Strongly disagree Disagree Agree Strongly agree

Suggestions _____

2. The content of this intercultural material is appropriate in terms of learners' language proficiency.

Strongly disagree Disagree Agree Strongly agree

Suggestions _____

3. The content of this intercultural material is accurate in terms of information.

Strongly disagree Disagree Agree Strongly agree

Suggestions _____

4. The content of this intercultural material is activity-based in terms of context and intercultural activity.

Strongly disagree Disagree Agree Strongly agree

Suggestions _____

5. The content of graphics and video clips are directly aligned with the intercultural topics in this material.

Strongly disagree Disagree Agree Strongly agree

Suggestions _____

6. The content of graphics and video clips are accurate in terms of content about the contemporary world.

Strongly disagree Disagree Agree Strongly agree

Suggestions _____

7. The content of graphics and video clips are not related to offensive content (e.g., nudity, sexual act, drug, crime, cruelty, violence).

Strongly disagree Disagree Agree Strongly agree

Suggestions _____

Thank you very much ☺

ANALYSIS OF INTERCULTURAL MATERIAL REVIEW

A review form for intercultural material which was designed and sent to a panel of reviewers included two main parts: personal information and review content. The former asked about reviewers' gender, age, nationality, highest degree, and years of teaching English. The latter had seven questions (closed-ended items with a four-point scale: *strongly disagree* to *strongly agree*; and spaces for suggestion) asking about the authenticity, appropriateness, accuracy, and type of activity for the intercultural content and the quality, relevancy, and appropriateness of the graphics and video clips.

Table: Intercultural material reviewers' general information

		N = 3
Gender	Male	1
	Female	2
Age	Under 30	0
	30-40	1
	41-50	1
	Over 50	1
	Thai	1
	Vietnamese	2
Highest degree	Master's	2
	Doctorate	1
	Other	0
Years of teaching English	Under 10	0
	11-15	1
	16-20	1
	Over 20	1

Based on a set of criteria: experts must know about IC/ICC and material development, and be experienced EFL teachers, three experts (two Vietnamese and one Thai) in the field were invited to review the intercultural content in order to validate the intercultural material. Among three reviewers, one was a PhD holder, while the other two were Master's degree holders. The findings indicated that all reviewers agreed with the content and design of the intercultural material.



APPENDIX I

SAMPLE OF LESSON PLAN

Weeks: 3-4

Unit 2 Descriptions – Concepts of Beauty in Different Countries

Level: Elementary

Objectives: By the end of this unit, learners will be able to:

COMPETENCE		
Language competence	Speaking	<ul style="list-style-type: none"> - Ask and answer about people’s appearance. - Say what they think about people’s appearance. - Ask and talk about people’s appearance. - Describe their personality and appearance.
	Listening	- Listen and understand people’s personalities and online profiles.
	Reading	- Read and understand a short online article about online profiles
	Writing	- Write about description of one’s personality and appearance
	Function	- Say one thinks something is or isn’t true.
Intercultural competence	Attitudes	Be interested, eager, willing, and curious to learn about: <ul style="list-style-type: none"> - conventions of expressing certainty and uncertainty, opinions and attitudes in different countries/cultures; - concepts of beauty in different countries/cultures; - physical appearance in different countries/cultures.
	Knowledge	Know about: <ul style="list-style-type: none"> - conventions of expressing certainty and uncertainty,

	<p>opinions and attitudes in different countries/cultures;</p> <ul style="list-style-type: none"> - concepts of beauty in different countries/cultures; - physical appearance in different countries/cultures.
Skills	<p>Be able to identify similar and dissimilar:</p> <ul style="list-style-type: none"> - conventions of expressing certainty and uncertainty, opinions and attitudes in different countries/cultures; - concepts of beauty in different countries/cultures; - physical appearance in different countries/cultures.
Awareness	<p>Be aware of similarities and differences in:</p> <ul style="list-style-type: none"> - conventions of expressing certainty and uncertainty, opinions and attitudes in different countries/cultures; - concepts of beauty in different countries/cultures; - physical appearance in different countries/cultures.

Language content:

Vocabulary: about personality and appearance

Grammar structure: What...like? What...look like?

Intercultural content:

- Concepts of Beauty in different countries/cultures

Materials: Textbook *Four Corners* level 2, graphics

Teaching aids: Computer, projector

Week: 3 **Session:** 1

LESSON PLAN

Title: *Unit 2 – Warm up + Lesson A: He’s talkative and friendly* **Duration:** 2 hours

Level: Elementary

Objectives: By the end of this lesson, learners will:

Language competence: be able to ask and talk about people’s personalities

IC: Knowledge about concepts of beauty in different countries (intercultural knowledge).

Language content:

Vocabulary: Personality adjectives

Grammar structure: What...like?

Intercultural content: Concepts of beauty in different countries

Materials: Textbook *Four Corners* level 2, additional graphics about concepts of beauty in different countries

Teaching aids: Computer, projector

Suggested activities/procedures:

Unit 4: Warm up (p. 15)

Activity 1: A:

- Go over the instructions.
- Have students (Ss) work in pairs to match the comments and the people.
- Go over the answers with the class

Activity 2: B

- Ask: *What else can you say about the people in the pictures?* Elicit ideas from the class.
- Tell Ss that they will learn how to talk about personality in this unit.

Lesson A: He's talkative and friendly.

- **Input** (Language content: 1)

1. Vocabulary: Personality adjectives

Activity 3: A: Match the words and the pictures. Then listen and check your answer (p. 16)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different personalities.
- Have Ss read the words in the box. Explain the word *personality* means how someone is as a person, not the way he/she looks.
- Go over the instructions. Model the activity. Point to the first picture. Ask: *What word describes this person? (Serious)*
- Have Ss work individually to match the words and the pictures.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Possible answers:

- | | | |
|------------|--------------|----------------|
| 1. serious | 4. confident | 7. generous |
| 2. funny | 5. talkative | 8. friendly |
| 3. shy | 6. creative | 9. hardworking |

- **Notice** (Language content: 1)

Activity 4: B: Pair work (p. 16)

- Go over the instructions. Have Ss read the example. Then give another example. Say the sentence about the teacher that is true.
- Have Ss work in pairs to ask and answer the questions using the words in Part A.
- Call on Ss to tell the class about their partners.

- **Practice** (Language content: 1)

2. Language in context: Find an e-pal! (p. 16)

Activity 5: A:

- Direct Ss' attention to the pictures to set the scene. Ask: *What's Nick doing? (Writing something on the computer).*
- Go over the instructions.
- Play the audio. Have Ss listen and read silently.
- Have Ss work individually to complete the form with their own information.

Activity 6: B:

- Have Ss work in groups to compare their forms and answer the questions.
- Elicit answers from the class.

3. Grammar: What... like?; be + adjective (+ noun) (p.17)

- **Input** (Language content: 2)

Activity 7:

- Direct Ss' attention to the grammar box. Read the questions and answers aloud.
- Focus on the form in questions with adjectives. Write on the board: *What + is/are + subject + like?*
- Explain that the structure.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

- **Notice** (Language content: 2)

Activity 8:

- Ask Ss to look back activity 5, and have them to point out the structures they have just learned.

- **Practice** (Language content: 2)

Activity 9: A: Put the words in order. Then practice with a partner.

- Go over the instructions. Do the first sentence as a whole class. Write the answer on the board (*Mrs. Jenkins is a creative teacher.*)
- Have Ss work individually to put the words in order.
- Go over the answers with the class.

Possible answers:

1. Mrs. Jenkins is a creative teacher.
2. Melissa is a serious student.

3. Bruno is funny and talkative.
4. Rodrigo and Miguel are confident men.
5. Marin and Elisa are hardworking women.
6. Carrie is friendly and generous.

Activity 10: B: Read the answers. Write what... like? questions. Then practice with a partner.

- Go over the instructions. Do the first sentence as a class. Write the answer on the board (*What are you like?*)

- Have Ss work individually to write the questions.

- Go over the answer with the class.

Possible answers:

1. What are you like?
2. What's she like?
3. What are you like?
4. What are they like?
5. What are you like?
6. What's he like?

- Have Ss practice with a partner. Tell them to take turns asking and answering the questions.

• **Output** (Language in use: 1+2)

4. Speaking: He's hardworking (p. 17)

Activity 11: Pair work

- Direct Ss' attention to the "can do" statement at the bottom of the page.

- Go over the instructions. Have two Ss read the dialogue.

- Direct Ss' attention to the two sentences. Have Ss read the dialogue.
- Have Ss work in pairs to describe three family members using the example dialogue. Encourage Ss to keep the conversation going by giving examples.

Activity 12: Group work

- Have Ss work in groups to share information about people they know.

• **Input** (intercultural knowledge)

Activity 1:

a. Group work: *Read and match the descriptions to the correct pictures*

- Direct Ss' attention to the pictures
- Go over the instructions.
- Have Ss work in group to match the descriptions to the correct pictures.
- Go over the answers with the class.

Possible answers:

a – 3 b – 1 c – 5 d – 2 e – 4

Activity 2: Pair work: *You and your partner have information about the weird beauty in different countries, but some information is missing. Ask questions to get the information.*

- Go over the instructions.
- Direct Ss' attention to the pictures.
- Have a S to read out the example.

- Have Ss work in pairs to ask and answer the fill in the information.

- Go over the answers with the class.

Student A:

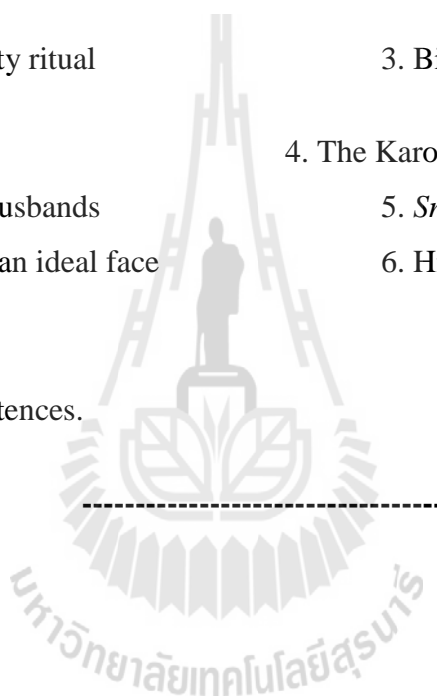
1. a body modification art
Injection
2. Maori culture in New Zealand

- a sacred beauty ritual
3. China
4. an ace to get husbands
5. South Korea – an ideal face
6. Stretching Ears

Student B

1. Bagel-Shaped Forehead
2. Facial Tattoo
3. Binding Feet
4. The Karo tribe in southern Ethiopia
5. *Small Face*
6. Hmong youth in Thailand

- Have Ss read out sentences.



Week: 3 **Session:** 2

LESSON PLAN

Title: *Unit 4 – Lesson B: I don't think so.*

Duration: 2 hours

Level: Elementary

Objectives: By the end of this lesson, learners will:

Language competence: be able to say you think something is or isn't true.

- IC:**
- be interested, eager, willing, and curious to learn about concepts of beauty in different countries or cultures (intercultural attitudes);
 - be aware of similarities and differences in concepts of beauty in different countries or cultures (intercultural awareness).

Language content:

Interactions: say you think something is or isn't true.

Pronunciation: is he or is she

Listening: people's personalities

Speaking: discussion about people at a party

Intercultural content: concepts of beauty in different countries or cultures.

Materials: Textbook *Four Corners* level 2

Teaching aids: Computer, projector

Suggested activities/procedures:

Unit 4: Lesson B: I don't think so

• Input (Language content: 1)

1. Interactions: When you're not sure (p. 18)

Activity 1: A: Look at the picture. Where are the people?

- Direct Ss' attention to the picture to set the scene. Ask: *Where are the people? (in a park); What do you think people are talking about (a person they know)*

Activity 2: B: Listen to the conversation. Then practice the conversation

- Go over the instructions.
- Play the audio. Have Ss answer the questions as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Possible answer:

No. Joe and Will don't know Mike well.

- Have Ss practice the conversation in pairs, then change roles and practice again.

• Notice – Practice (Language content:1)

Activity 3: C: Listen to the expressions. Then practice the conversations again with the new expressions

- Point out the target expressions in the conversation (*I think so. / I don't think so*).

- Go over the expressions in the box. Explain that all of these expressions are polite and can be used in formal or informal situations.
- Play the audio. Have Ss listen and read silently.
- Model the activity. Read the part of Keisha, and have a S read the part of Carlos. Read the first part of the conversation, substituting *I believe so* for the sentence in red and *I don't believe so* for the sentence in blue.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

Activity 4: D Complete each response with one of the expressions from Part C. Then practice with a partner.

- Go over the instructions. Explain the questions on the left are requests, and the sentences on the right are responses. Do the first one together as a whole class.
- Have Ss work individually to match the requests and responses.
- Go over the answers with the class.

Possible answers:

- | | | |
|------------------------|------------------------|------------------|
| 1. I believe so. | 3. I believe so. | 5. I believe so. |
| 2. I don't believe so. | 4. I don't believe so. | |

- Have Ss work in pairs to practices the requests and responses and then change roles and practice again.

2. Pronunciation: Intonation in request (p. 19)

• Input - Notice (Language content: 2)

Activity 5: A Listen and repeat. Notice the pronunciation of *is he* and *is she*.

- Go over the instruction. Model the pronunciation. Explain that in order to correctly pronounce *is he* and *is she*

- Play the audio. Have Ss listen, paying particular attention to pronunciation of *is he* and *is she*.

- Play the audio again. Have Ss listen and repeat.

• Practice (Language content: 2)

Activity 6: B Listen and write *he* or *she*. Then practice with a partner.

- Go over the instructions and the questions.

- Play the audio. Have Ss listen and write *he* or *she* to complete each question.

- Go over the answers with the class.

Possible answers:

- | | |
|--------|--------|
| 1. She | 3. He |
| 2. He | 4. She |

- Have Ss practice saying the questions in pairs.

3. Listening: People we know

Activity 7: A Listen to two friends talk about different people. Who are they talking about? Check (✓) the correct answers.

- Set the scene.

- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Possible answers

1. a teacher 2. a neighbor 3. classmates

Activity 8: B Listen again. Circle the words you hear.

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the words they hear
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Possible answers

1. Great; funny 2. Talkative; shy; friendly 3. Serious; nice; talkative

• **Output** (Language in use: 1+2)

4. Speaking: Is he friendly (p.19)

- Direct Ss' attention to the "can do" statements at the bottom of the page.

Activity 9: A: Talk about the people at the party. Use the words in the box and your own ideas.

- Direct Ss' attention to the pictures to set the scene.
- Go over the instructions. Have Ss read the dialogue.

- Have Ss work in pairs to discuss the picture. .

- Go over the answers with the class.

Activity 10: B: Pair work: You want to meet one person at the party. Who do you talk to? Why?

- Go over the instructions.

- Have Ss work in pairs to role-play the situations.

• **Notice: (Intercultural attitudes and awareness)**

Activity 3: Pair work:

Tick (✓) the box: What does a beautiful woman look like in your country?

- Go over the instructions.

- Have Ss work in pairs.

- Ask Ss to read their answers.

Activity 4: Group work: *Discuss the questions*

- Go over the instructions.

- Direct Ss' attention to questions.

- Have Ss discuss the questions in groups and share their ideas with class.

- Give comments on Ss' ideas.

- Direct Ss' attention to the intercultural tip.

- Have Ss read sentences out.

- Ask Ss for their reflection on this intercultural tip.

Week: 4 **Session:** 3

LESSON PLAN

Title: *Unit 4 – Lesson C: What do they look like?*

Duration: 2 hours

Level: Elementary

Objectives: By the end of this lesson, learners will:

Language competence: be able to ask and answer about people's appearance.

IC: - be able to identify similar and dissimilar concepts of beauty in different countries or cultures (intercultural skills)

Language content:

Vocabulary: appearance

Grammar structure: What...look like? order of adjectives

Speaking: Guessing game about physical appearance

Intercultural content: Concepts of beauty in different countries

Materials: Textbook *Four Corners* level 2

Teaching aids: Computer, projector

Suggested activities/procedures:

Lesson C: What do they look like?

- **Input:** (Language content: 1)

1. Vocabulary: Appearance (p.20)

Activity 1: A: Complete the descriptions with the correct words. Then listen and check your answers

- Direct Ss' attention to the words and the pictures. Explain that the pictures show three couples getting married at different ages.

- Go over the instructions.

- Have Ss work individually to complete the descriptions.

- Play the audio. Have Ss listen and check their answers.

Possible answers:

1. tall / short

2. Middle-aged / red

3. Bald / mustache

- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

- **Notice:** (Language content: 1)

Activity 2: B Pair work: Describe people in your family using the words in part A.

- Go over the instructions. Have a S read the examples.

- Have Ss work in pairs to describe at least three family members using words from part A. .

- Call on Ss to tell the class about their partners' family.

- **Practice :** (Language content: 1)

2. Conversation: That's not my husband! (p.20)

Activity 3: A: Listen and practice

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are these people? (in a restaurant) Who is the woman talking to? (a waitress)*

- Play the audio. Have Ss listen and read silently.
- Have Ss work in pairs to practice the conversation.

Activity 4: B Listen to the rest of the conversation. Who is Mr. Gray with?

- Go over the instructions. Explain that Ss are going to hear the rest of the conversation.
- Play the audio. Have Ss listen for the answer to the question Who is Mr. Gray with?
- Go over the answer with the class.

Possible answer:

He is with his new boss, Mr. Tanaka.

3. Grammar: What...look like?; order of adjective (p. 21)

• Input - Notice: (Language content: 2)

Activity 5:

- Direct Ss' attention to the grammar box. Read the questions and call on Ss to read the answers.
- Explain: *What...look like?; order of adjective*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

• Notice (Language content: 2)

Activity 6:

- Ask Ss to look back exercise 2A, and have them to point out the structures they have just learned.

• **Practice** (Language content: 2)

Activity 7: A: Look at the picture. Complete the sentences with two adjectives. Then compare with a partner.

- Go over the instructions and the example.
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.

Possible answers:

- | | |
|-----------------|----------------|
| 1. Young / thin | 3. Short brown |
| 2. Long wavy | 4. Big round |

Activity 8: Put the words in order. Then ask and answer the questions

- Go over the instructions and the example.
- Have Ss work individually to put the words in order
- Have Ss compare answers with a partner. Have them take turns reading the sentences aloud.

Possible answers

1. What do you look like?
2. What does your best friend look like?
3. What does your favorite singer look like?

• **Output** (Language in use: 1+2)

4. Speaking: Who is it? (p. 21)

- Direct Ss' attention to the "can do" statement in the bottom of the page.

Activity 9: A Pair work: Describe a person in one of the pictures below, but don't say his or her name. Your partner guesses the person. Take turns.

- Direct Ss' attention to the chart. Go over the instructions. Model the activity.
- Have Ss work in pairs to describe a person in one of the pictures

• **Practice:** (Intercultural skills)

Activity 5: Pair work: *Complete the dialogue and practice with a partner*

- Direct Ss' attention to instructions.
- Have Ss work in pairs to complete the dialogue.
- Go over the answers with the class.

Possible answers:

1. are 2. Where 3. Mean 4. interesting

- Have Ss read the conversations in pairs and change role and practice again.

Activity 6: Pair work

Use information in Activity 5 to make similar conversations

- Go over the instructions.
- Have Ss work in pairs and present their conversations to class.
- Direct Ss' attention to the intercultural tip.
- Have Ss read sentences out.
- Ask Ss for their reflection on this intercultural tip.

Week: 4 **Session:** 4

LESSON PLAN

Title: *Unit 4 – Lesson D: People’s profile*

Duration: 2 hours

Level: Elementary

Objectives: By the end of this lesson, learners will:

Language competence: be able to describe their personality and appearance.

IC: Talk about concepts of beauty in different countries/cultures (Interculture in use)

Language content:

Reading: online profiles

Listening: an online profile

Intercultural content: Concepts of beauty in different countries

Suggested activities/procedures:

Lesson D: What a home!

• Input (Language content)

1. Reading: (p.42)

Activity 1: Read the webpage profiles. What is each person like?

- Set the scene. Ask: Do you use a social networking website? Like Facebook or blog
- Explain that SS are going to read four online profiles of people on the board.
- Direct Ss’ attention to the pictures.

- Explain vocabulary

Activity 2: B: Read the website again. Write the name of the person under the correct photo.

- Go over the instructions.

- Call on Ss to read the profiles again and work individually and write the names under the correct photo.

Possible answer:

Marco – Bea – Suchin – Luc

Activity 3: C. Who wrote each sentence. Write the names.

- Have Ss read the article again.
- Have Ss work individually to answer the questions.
- Go over the answers with the class.

Possible answers:

1. Marco 2. Suchin 3. Bea 4. Luc

• **Notice** (Language content)

Activity 4: D Pair work: Which person do you think is interesting? Why? Tell your partner.

- Go over the instructions.

- Have Ss work in pairs to discuss the questions Which person do you think is interesting? Why?

- Call on Ss to share their partner's information with the class.

2. Listening: Starting a profile (p. 23)

Activity 5: A: Listen to Brian help his mom join a social networking site. Check the picture that Lind posts on the site.

- Direct Ss' attention to the pictures to set the scene. Ask: *are these photos of the same person or different? (the same person)*

- Go over the instructions.

- Play the audio. Have Ss listen and check the pictures that Linda posts on the site.

- Have Ss compare answers with a partner.

Activity 6: B: Listen again. Check the information Brian's mother includes in her profile.

- Go over the instructions.

- Play the audio. Have Ss listen and check the information.

- Have Ss compare answers with a partner

- Go over the answers with the class.

Possible answers:

Appearance – Favorite singer – personality

• Practice (Language content)

3. Writing and speaking: Guess who (p. 23)

Activity 7: A: Think about your appearance and personality. Answer the questions.

- Direct Ss' attention to the “can do” statement in the bottom of the page.

- Go over the instructions and questions.
- Have Ss work individually to free-write about their answers to the questions.

Activity 8: B: Write a description of yourself, but don't write your name.

- Draw Ss' attention to the example of student writing.
- Have Ss read the text. Point out that the questions in Part A are answered in the writing model. Call on Ss to find the answers to the questions.
- Have Ss write the text in class.

Activity 10: C: Group work

- Go over the instructions. Have Ss read the dialogue.
- Have Ss work in pairs to share their writing. Tell Ss to ask and answer questions for more information.
- Call on Ss to describe their partner's personality and appearance .

• **Output** (Interculture in use)

Activity 7: Group work:

Draw a mind map of a beautiful person from one country/culture and present it

- Go over the instructions.
- Direct Ss' attention to questions.
- Have Ss work in groups and present their mind-map to the class.
- Give comments on Ss' ideas.

APPENDIX J

QUESTIONNAIRE FOR LEARNERS

Dear learner,

I am conducting a survey on EFL learners' perceptions of intercultural language learning, which is part of my thesis to be submitted for the degree of Doctor of philosophy in English language studies at Suranaree University of Technology, Thailand. **There are no right or wrong answers, and it does not account for your course grade.** Please kindly spare some time to fill out this questionnaire. Your personal information will be confidentially and anonymously treated. Thank you for your cooperation.

Sincerely,

Thao Q. Tran

Part A: PERSONAL INFORMATION

- Gender: Male Female
- Age range: Under 20 21-30 31-40 Over 40
- English level: Beginner Elementary Intermediate Advanced
- Class: _____
- Highest degree: Bachelor's Master's Doctorate Other: _____
- Job: _____
- How long have you been using English: _____
- Have you been abroad? Yes No
If yes, what country: _____
- Have you taken an (inter)cultural course(s)? Yes No
- If yes, how long _____ - What kind of course(s): _____
- Describe the course(s) briefly: _____

Email address: _____

Perceptions of Intercultural Language Teaching

Please rate how much you think these statements are true about you by ticking (✓).

(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5)
Strongly agree

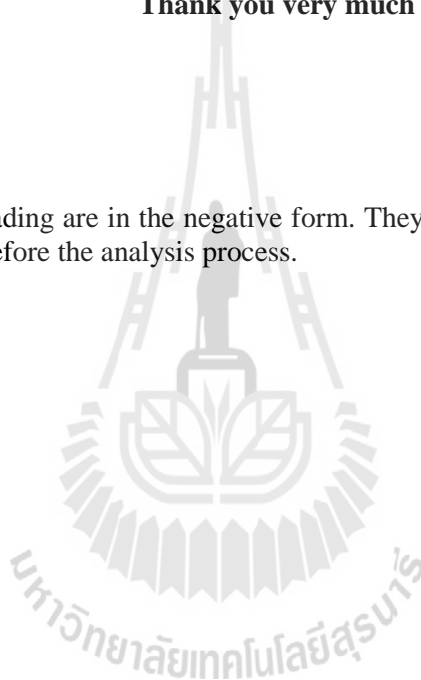
1 2 3 4 5

i1. Integrating foreign cultures into English language classes interests learners to learn English.					
i2. It is useless to integrate foreign cultures into English language classes.					
i3. There should be a strong focus on foreign cultures in English language classes.					
i4. Integrating foreign cultures into English language classes is important.					
i5. There is no need to integrate foreign cultures into English language classes.					
i6. Learners should develop both language competence and intercultural competence in English language classes.					
i7. It is important for learners to learn about foreign cultures in English language classes.					
i8. Learning about foreign cultures in English language classes helps learners to understand more about their own culture.					
i9. Learners should develop positive attitudes toward foreign cultures in English language classes.					
i10. In English language classes, it is necessary to develop learners' curiosity, openness, and readiness to learn about foreign cultures.					
i11. Knowledge of foreign cultures should not be included in English language classes.					
i12. In English language classes, learners should be taught how to communicate with people from different countries effectively and appropriately.					

i13. It is necessary to provide learners with knowledge of foreign cultures in English language classes.					
i14. Raising learners' awareness of foreign cultures in English language classes is important.					
i15. Strategies for intercultural communication should be taught to learners in English language classes.					

Thank you very much ☺

Note: Three items in shading are in the negative form. They are inverted, and their responses are positively recoded before the analysis process.



VIETNAMESE VERSION

PHIẾU KHẢO SÁT

Hướng dẫn: Phiếu khảo sát này nhằm thu thập thông tin về nhận thức đối với việc học văn hóa trong quá trình học tiếng Anh và năng lực giao tiếp liên văn hóa (Intercultural communicative competence) của người học tiếng Anh. Nội dung của phiếu gồm hai phần chính: Phần A: thông tin cá nhân; Phần B: Nội dung phiếu khảo sát. Xin anh/chị vui lòng cung cấp thông tin cá nhân và trả lời các câu hỏi theo ý kiến riêng của mình. Nội dung các câu trả lời trong phiếu khảo sát này không tính vào điểm quá trình học của học viên và không đánh giá đúng hay sai. Những thông tin cá nhân của bạn sẽ được bảo mật.

Xin chân thành cảm ơn sự cộng tác của anh/chị.

Phần A: Thông Tin Cá Nhân

- Giới tính: Nam Nữ
- Độ tuổi: Dưới 20 21-30 31-40 Trên 40
- Trình độ tiếng Anh: Bắt đầu Sơ cấp Trung cấp Cao cấp
- Trình độ học vấn: HS CĐ/ĐH Th.S TS Khác
- Nghề nghiệp: _____
- Học viên lớp: _____
- Tính đến nay, bạn đã sử dụng tiếng Anh được bao lâu: _____
- Đã từng đi nước ngoài: Có Chưa
Nếu có, nước nào: _____
- Đã tham gia khóa học về văn hóa: Có Chưa
- Nếu có, bao lâu: _____ - Tên khóa học: _____
- Nội dung chính: _____

- Địa chỉ email: _____

Phần B: Nội Dung Phiếu Câu Hỏi

Xin anh/chị vui lòng đánh dấu (✓) vào ô phản ánh đúng nhất quan điểm của mình

(1) Hoàn toàn không đồng ý (2) Không đồng ý (3) Không ý kiến

(4) Đồng ý (5) Hoàn toàn đồng ý

1 2 3 4 5

1. Lồng ghép văn hóa các nước khác nhau trong các bài học tiếng Anh giúp cho người học hứng thú học.					
2. Lồng ghép văn hóa các nước khác nhau trong trong các bài học tiếng Anh thì vô ích.					
3. Nên chú trọng học văn hóa vào các bài học tiếng Anh.					
4. Lồng ghép văn hóa các nước khác nhau trong các bài học tiếng Anh thì quan trọng.					
5. Không cần thiết phải lồng ghép văn hóa các nước khác nhau trong các bài học tiếng Anh.					
6. Trong các bài học tiếng Anh, người học nên được phát triển cả về năng lực ngôn ngữ lẫn năng lực giao tiếp văn hóa.					
7. Học kiến thức về văn hóa nước ngoài trong các bài học tiếng Anh thì quan trọng đối với người học.					
8. Học về văn hóa nước ngoài trong các bài học tiếng Anh giúp cho người học hiểu rõ về văn hóa của mình hơn.					
9. Người học nên được phát triển thái độ tích cực đối với văn hóa nước ngoài trong quá trình học tiếng Anh.					
10. Phát triển cho người học tính tò mò, cởi mở và sẵn sàng học văn hóa nước ngoài trong là cần thiết.					
11. Kiến thức về văn hóa nước ngoài không nên được lồng ghép trong các bài học tiếng Anh.					
12. Trong các bài học tiếng Anh, người học nên được dạy cách giao tiếp với người nước ngoài một cách hiệu quả và phù hợp như thế nào.					
13. Trong các bài học tiếng Anh, cung cấp kiến thức về văn hóa nước ngoài cho người học là cần thiết.					
14. Trong các bài học tiếng Anh, nâng cao nhận thức về văn hóa nước ngoài cho người học là quan trọng.					
15. Người học nên được dạy các chiến lược giao tiếp với người nước ngoài trong các bài học tiếng Anh.					

Xin chân thành cảm ơn ☺

APPENDIX K

SAMPLE OF SUMMATIVE TEST

units **1-6** Test

Name: _____

Date: _____

Total Score

A  [Track 14] Listen to the phone conversation between Anita and her brother Dennis.

Write T (true) or F (false).

1. Anita doesn't like very hot weather. _____
2. Dennis thinks summers in San Francisco are nice. _____
3. Dennis's new home doesn't have a yard. _____
4. Anita would like to visit her brother's family in December. _____

A _____ / 8 points (2 points each)

B  [Track 15] Listen to a man ask Cheryl some questions about her lifestyle. Circle the correct answers to complete his notes.

HEALTH SURVEY	
Name:	<u>Cheryl Jones</u>
Diet:	<u>healthy, balanced, sometimes she doesn't</u> <u>have breakfast / lunch / dinner</u>
Exercise:	<u>usually two / ¹three / five times a week</u> ₂
Sleep:	<u>about five / ³seven / eight hours a night</u>
How healthy:	<u>somewhat / ⁴fairly / very</u>

B _____ / 8 points (2 points each)

C Look at the picture. Circle the correct answers to complete the description.



Ben is **thin** / **middle-aged**. He is short and **medium height** / **overweight**. His hair is gray and **wavy** / **straight**, and he has a **long** / **tall** beard.

C _____ / 4 points (1 point each)

D. Complete the paragraph with the correct verbs from the box.

do	make	play	take
----	------	------	------

My roommates and I love rainy days! We usually stay home and _____ some popcorn, and then we watch TV. After lunch, I usually _____ a nap. In the evenings, my roommates like to _____ board games, but I prefer to read a book or _____ a crossword.

D _____ / 4 points (1 point each)

E Complete the chart. Which room usually has these things? Write the words from the box in the correct columns.

Armchair	bathtub	bed	dishwasher	dresser	shower	sofa	stove
----------	---------	-----	------------	---------	--------	------	-------

kitchen	living room	bathroom	bedroom
_____	_____	_____	_____
_____	_____	_____	_____

E _____ / 8 points (1 point each)

F Look at the example. Complete the sentences with *it* or *them* and the correct verbs from the box.

<input type="checkbox"/> hang up	pick up	put away	take out	wipe off
----------------------------------	---------	----------	----------	----------

- I put your clean clothes on your bed. Can you *hang them up* _____, please?
- The kitchen counter is a mess! Can you _____, please?
- The dishes are on the table. Can you _____, please?
- The garbage is in a bag in the kitchen. Can you _____, please?
- Your magazines are on the floor. Can you _____, please?

F _____ / 4 points (1 point each)

G Cross out the word that doesn't belong in each list.

- personality:** confident creative serious elderly
- parts of the body:** shoulder ankle fever wrist
- health problems:** fashion cough cold flu
- weather:** windy sunny wavy cloudy

G _____ / 4 points (1 point each)

H Complete the conversation with the correct words and phrases from the box.

Are you	Do you	I am	I do	I would	it is	love	plays	we're playing
Would you								

- Emma:** Hi! I'm in your gym class. Is your name Maria?
- Maria:** Yes, _____ . _____ Emma?
- Emma:** Yes, _____ . Our gym class is great, isn't it?
And they have so many sports here. _____ play any sports?
- Maria:** Yes, _____ . My favorite is golf. What about you?
- Emma:** Oh, I _____ golf! My friend Rita _____ golf,
too, and _____ tomorrow. _____ like to play with
us?
- Maria:** Yes, _____ . Thanks!

H _____ / 10 points (1 point each)

I **Circle the correct answers to complete each conversation.**

- A:** Does it snow **a lot of / a lot** in Moscow in the winter?
B: Yes, it snows **really / quite a bit**.
- A:** How **much / many** closets are there in your apartment?
B: There are **a little / a few** closets, but they're not very big.
- A:** How **often / well** does it rain here in the summer?
B: It doesn't rain **somewhat / at all**.
- A:** Is it **very / a lot** warm here in the winter?
B: No, it's **pretty / very much** cold.

I _____ / 8 points (1 point each)

J **Circle the correct answers to complete the conversation.**

- A:** What **do you do / are you doing** tonight?
- B:** **I stay / I'm staying** home. I want **to see / seeing** a documentary about healthy diets.
- A:** Really? I don't enjoy **to watch / watching** documentaries. Anyway,
I go / I'm going to the gym later.
- B:** Again? How often **do you go / are you going** there?
- A:** Quite a bit. I dislike **to sit / sitting** at home after work, and **I'd like / I like** lifting weights.
- B:** Sounds interesting. I'd like **trying / to try** that some time.
- A:** Well, how about tonight? **Record / Recording** the documentary, and come with me!

J _____ / 10 points (1 point each)

K **Check (☐) the correct answer to complete each conversation.**

- A:** What's she like?
B: _____
a. She likes music and literature.
b. Yes, all of her friends like her.
c. She's funny, kind, and generous.
- A:** What do you like?
B: _____
a. Yes, I like sports.
b. I love art and fashion.
c. I'm pretty creative.

2. **A:** What does your father look like?

B: _____

- a. He's tall and thin with blond hair.
- b. Well, he doesn't like technology.
- c. He's shy and very hardworking.

4. **A:** Would you like to play chess?

B: _____

- a. Yes, I would.
- b. No, I don't.
- c. Yes, I like you.

K _____ / 4 points (1 point each)

L Number the lines of the conversations in the correct order.

1. _____ I think that reality shows are really boring.
 _____ Oh, I don't think so. They're pretty funny sometimes.
 _____ What type of shows? Could you say that again?
 _____ Yes. Reality shows. They're boring.
2. _____ No, I don't feel so good.
 _____ Could you open the window, please?
 _____ Oh, sorry. Take it easy, OK?
 _____ Sure. No problem. Are you OK?

L _____ / 8 points (1 point each)


M Read the magazine article. Check () the correct answer for each question.

BEST FRIENDS
In Their Own Words

Evie Williams and Juliana Olsen are best friends. They are also the writer and the artist behind *The Dragon's Tail*, a storybook for children. You can find it in bookstores this June.

Evie says: "Juliana is my best friend. But in many ways, we're opposites. She's short, and I'm tall. She's 38 years old, and I'm 50. She's talkative and funny, but I'm a shy person and I don't make friends easily. In cold weather, I like to sit quietly and read a book by the fire, but Juliana is very active and full of energy. She likes to ski and play in the snow with her kids. It's fun to hear her talk about her trips to places like France and Mexico and Japan. I don't travel, so her stories help me see the world through her eyes. She's a very good storyteller!"

Juliana says: "Evie can sit for hours at her computer, and she loves searching the Internet. Not me! When I have problems with my computer and cell phone, I always go to Evie for help! She's really good with these things. Evie has lots of great ideas, too. She doesn't have kids, but she's really interested in children and how they see the world. I guess that's why she writes such good children's books! On summer nights, my two small children and I love to go to her house. We sit in her yard and she tells us great stories. It's funny: she loves to tell stories at those times, but most of the time she doesn't talk much. People say I'm the talkative one!"



Who . . . ?	only	only	Evie and
	Evie	Juliana	Juliana
1. is quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. is a parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. tells interesting stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. likes to travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. is interested in technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M _____ / 10 points (2 points each)

N Read the email. Check () the correct answer to complete each sentence.

✉ Mail

Inbox | **Outbox** | **Sent** | **Drafts** | **Trash**

To: emily567@cup.org
From: jess21@cp.org
Subject: New job, new apartment!

Hi, Emily,

How are things in New York? I'm very happy here in my new job in Chicago. My new apartment is very close to my office, so I walk or ride my bike to work.

I love my apartment! It has one bedroom with two closets and a small living room with lots of windows all around. The kitchen is really nice, too. I'm going shopping this weekend for a table and chairs for the kitchen and a sofa for the living room.

I love my new job, too. The people are really friendly, and I get an hour for lunch. I usually go to the office restaurant and get a salad – and guess what! I don't drink coffee anymore! My lifestyle is quite healthy nowadays. I also leave work on time now. That's right – I go home at 5:00 p.m.! I don't work late like I did in New York, and I'm never tired. I think it's because I get a lot of exercise. There's a park across from the office, and I go for a walk every day after work.

In the evenings, I usually read a book or watch TV. My favorite show is *Stay Healthy*. Do you know it? It's about a real group of friends who are trying to be healthy. Every week they can win or lose points for their diet, their sleeping habits, and their exercise routine. It's really interesting, and I'm learning a lot about how to stay healthy.

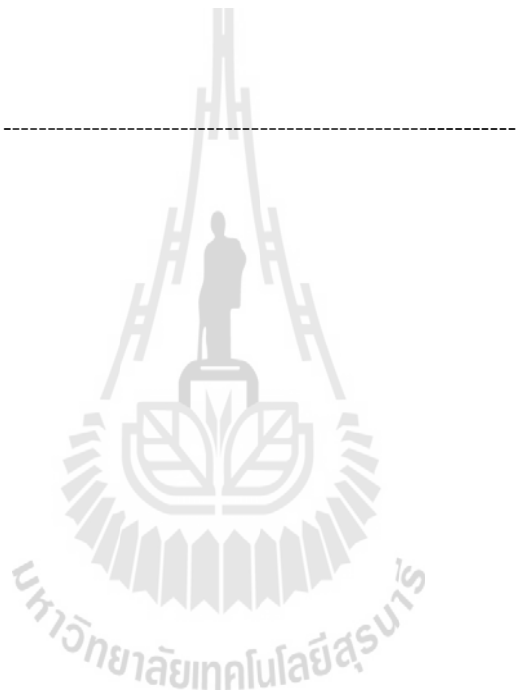
How about you? What are you doing these days?

Write soon,
 Jessica

1. Jessica _____ every weekday.
 - a. gets up late
 - b. walks in the park
 - c. rides her bike to work
4. Her favorite TV show is a _____.
 - a. reality show
 - b. sitcom
 - c. soap opera
5. She doesn't write about _____.

2. Her living room has a lot of _____.
- a. tables
 - b. light
 - c. closets
 - a. the people at work
 - b. her healthy habits
 - c. her weekend routine
3. In the evenings, she usually _____.
- a. works late
 - b. goes out with friends
 - c. stays home

N _____ / 10 points (2 points each)



units **1-6** Oral Test

Student A

A Ask your partner these questions.

1. Are you interested in sports?
2. Are you shy or confident?
3. Do you like winter here? Why?
4. What household chores do you do?
5. What do you like to do on rainy days?
6. Do you eat breakfast every day?
7. How often do you exercise?
8. Do you like to watch reality shows?

B Now answer your partner's questions.

C Read the information about Greg. Answer your partner's questions.

Name	Greg Hamilton
Hometown	Boston
Appearance	tall; short red hair
Personality	friendly and funny
Interests	politics and music
Favorite sport	soccer
TV	like cartoons dislike dramas
Rainy-day activity	chess with friends

D Now ask your partner these questions about Julie. (Use the simple present.)

1. Where ____ (Julie / be) from?
2. What ____ (she / look) like?
3. What ____ (she / be) like?
4. What ____ (she / be) interested in?
5. ____ (basketball / be) her favorite sport?
6. ____ (she / like / do) jigsaw puzzles?
7. ____ (she / enjoy / watch) talk shows?
8. What ____ (she and her friends / do) **on weekends?**

Student B

A Answer your partner's questions.

B Now ask your partner these questions.

1. Are you interested in travel?
2. Are you talkative or quiet?
3. Do you like summer here? Why?
4. What household chores do you dislike?
5. What do you like to do on sunny days?
6. Do you eat a healthy lunch every day?
7. How often do you go for a walk?
8. Do you like watching game shows?

C Ask your partner these questions about Greg. (Use the simple present.)

1. Where ____ (Greg / be) from?
2. What ____ (he / look) like?
3. What ____ (he / be) like?
4. What ____ (he / be) interested in?
5. ____ (soccer / be) his favorite sport?
6. ____ (he / like) cartoons?
7. What ____ (he / dislike / watch) on TV?
8. What ____ (he and his friends / like / do) on rainy days?

D Now read the information about Julie. Answer your partner's questions.

Name	Julie Lewis
Hometown	New York
Appearance	thin; long blond hair
Personality	serious and shy
Interests	art and literature
Favorite sport	baseball
Hobby	jigsaw puzzles
TV	like sitcoms dislike talk shows
Weekend activity	yoga in the park

units **1-6** Answer Key

Test

- A 1. T 2. T 3. F 4. F
- B 1. lunch
2. five
3. five
4. very
- C 1. middle-aged
2. overweight
3. wavy
4. long
- D 1. make
2. take
3. play
4. do
- E *Order of answers may vary:*
kitchen: dishwasher; stove
living room: armchair; sofa
bathroom: bathtub; shower
bedroom: bed; dresser
- F 2. wipe it off
3. put them away
4. take it out
5. pick them up
- G 1. elderly
2. fever
3. fashion
4. wavy
- H 1. it is; 2. Are you
3. I am
4. Do you
5. I do
6. love
7. plays
8. we're playing
9. Would you
10. I would
- I 1. a lot
2. quite a bit
3. many
4. a few
5. often
6. at all
7. very
8. pretty
- J 1. are you doing
2. I'm staying
3. to see
4. watching
5. I'm going
6. do you go
7. sitting
8. I like
9. to try
10. Record
- K 1. c
2. a
3. b
4. a
- L 1. 1 4 2 3
2. 3 1 4 2
- M 1. only Evie
2. only Juliana
3. Evie and Juliana
4. only Juliana
5. only Evie
- N 1. b
2. b
3. c
4. a
5. c

Oral Test

A Student B's own answers

Sample answers:

1. Yes, I am. / No, I'm not. / No, I'm interested in [fashion].
2. I'm shy. / I'm confident. / I'm not really shy or confident.
3. Yes, I do. [I love snow.] / No, I don't. [I hate cold weather.]
4. I [put away the dishes and take out the garbage].
5. I like to [stay home and watch movies] on rainy days.
6. Yes, I do. / No, I don't.
7. I exercise [three times a week].
8. Yes, I do. / No, I don't. / No, I prefer [documentaries].

B Student A's own answers

Sample answers:

1. Yes, I am. / No, I'm not. / No, I'm interested in [politics].
2. I'm talkative. / I'm quiet. / I don't think I'm talkative or quiet.
3. Yes, I do. [I love warm, sunny weather.] / No, I don't. [Summers are too hot here.]
4. I dislike [doing laundry and cleaning out my closet].
5. I like to [ride my bicycle] on sunny days.
6. Yes, I do. / I [usually] do. / No, I don't.
7. I go for a walk [twice a week].
8. Yes, I do. / No, I don't. / No, I prefer [reality shows].

C Student B's questions

1. Where's Greg from?
2. What does he look like?
3. What's he like?
4. What's he interested in?
5. Is soccer his favorite sport?
6. Does he like cartoons?
7. What does he dislike watching on TV?
8. What do he and his friends like to do on rainy days?

Student A's answers

Sample answers:

1. He's from Boston.
2. He's tall, and he has short red hair. / He's tall with short red hair.
3. He's friendly and funny.
4. He's interested in politics and music.
5. Yes, it is.
6. Yes, he does.
7. He dislikes watching dramas.
8. They like to play chess.

D Student A's questions

1. Where's Julie from?
2. What does she look like?
3. What's she like?
4. What's she interested in?
5. Is basketball her favorite sport?
6. Does she like to do / doing jigsaw puzzles?
7. Does she enjoy watching talk shows?
8. What do she and her friends do on weekends?

Student B's answers

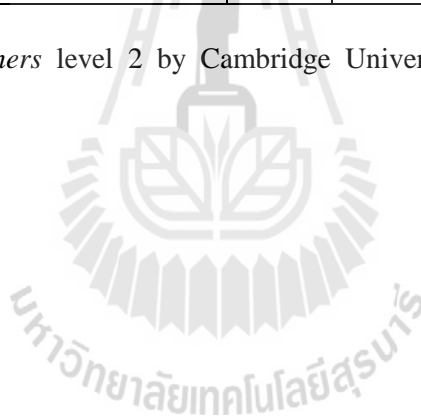
Sample answers:

1. She's from New York.
2. She's thin, and she has long blond hair. / She's thin with long blond hair.
3. She's serious and shy.
4. She's interested in art and literature.
5. No, it isn't. / No, her favorite sport is baseball.
6. Yes, she does.
7. No, she doesn't. / No, she dislikes talk shows.
8. They do yoga in the park.

SPECIFICATION FOR ORAL TEST

	Description	Poor	Fair	Good	Very good	Excellent
Grammar	Accurate use of grammar structures	2	4	6	8	10
Vocabulary	Correct and effective use of vocabulary	2	4	6	8	10
Pronunciation	Effective pronunciation and intonation	2	4	6	8	10
Fluency	Speed, flow, naturalness, and comfort with words	2	4	6	8	10
Communication	Ability to comprehend, interact, and make oneself understood	2	4	6	8	10
Total		10	20	30	40	40

Source: *Four Corners* level 2 by Cambridge University Press (Richards & Bohlke, 2012).



APPENDIX L


SAMPLE OF FORMATIVE TEST

unit **2** Quiz

Name: _____

Date: _____

Total Score

- A  [Track 03] Listen to two conversations. Circle the correct word to complete each sentence.

Conversation 1

1. They're talking about Jack's **brother** / teacher / classmate.
2. The person is **talkative** / serious / shy.

Conversation 2

3. They're talking about Roger's **friend** / teacher / classmate.
4. The person is **blond** / middle-aged / tall.

A _____ / 8 points (2 points each)

- B Match the sentences with similar meanings.

- | | |
|---|---------------------------|
| 1. They're 80 and 85 years old. _____ | a. They're medium height. |
| 2. They're not tall, and they're not short. _____ | b. They're serious. |
| 3. They aren't funny. _____ | c. They're generous. |
| 4. They buy nice gifts for their friends. _____ | d. They're hardworking. |
| 5. They're at the office from morning to night. _____ | e. They're elderly. |

B _____ / 5 points (1 point each)

- C Read the sentences. Look at the first letter of the missing word. Write the missing letters to complete each word.

1. Jane doesn't have short hair. Her hair is l _____.
2. Dan doesn't have straight hair. His hair is w _____.
3. My father has a mustache and a b _____.
4. Pat isn't middle-aged. She's y _____.
5. My uncle doesn't have any hair. He's b _____.

C _____ / 5 points (1 point each)

D Complete the conversation with the correct words and phrases from the box.

curly	does he look like	friendly	is he like	medium height	red
-------	-------------------	----------	------------	---------------	-----

A: Tell me about your brother. What _____?

B: He's really nice. He's _____. Oh, and he's talkative, too.

A: And what _____? Is he tall?

B: No, he's _____, and he has _____ hair.

D _____ / 12 points (2 points each)

E Read each sentence. Is it grammatically correct?

Write C (correct) or NC (not correct).

1. Jim is short and overweight. _____
2. Tanya is generous girl. _____
3. They're serious but friendly. _____
4. She has blue new glasses. _____

E _____ / 4 points (1 point each)

F Complete the conversation with the correct sentences from the box.

I'm not sure.	I don't think so.	I think so.
---------------	-------------------	-------------

A: Is Bruno from Italy?

B: Yes, _____. He speaks Italian, and his parents live in Rome.

A: Does he like sports?

B: _____. He doesn't play tennis or soccer, and he doesn't watch sports on TV.

A: Is he interested in art?

B: Well, _____. He doesn't like art museums, but he can paint and draw.

F _____ / 6 points (2 points each)

G Read the online chat. Write T (true) or F (false).

Sandra: Hi, Kathy! Tell me more about your new roommate.

Kathy: Hi, Sandra! Well, her name's Danielle. She's not very tall, and she has black hair. Short and wavy.

Sandra: Oh, that's funny. My roommate's the opposite. Lauren is very tall, and she has blond hair. It's long and really straight.

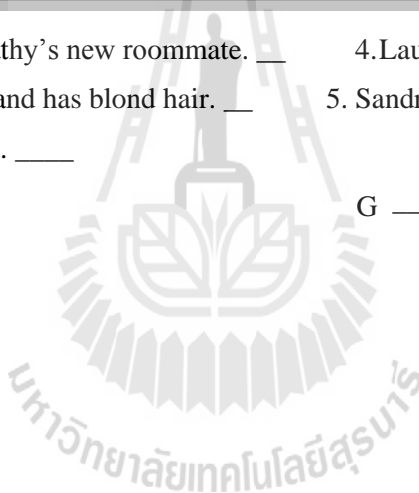
Kathy: Is your roommate talkative? Danielle doesn't say much, but I like her – she's very easy to talk to. And you know me! I love to talk!

Sandra: Lauren is my opposite in lots of ways, but I like her. Lauren goes out every weekend, and she loves parties. Everyone loves her. She isn't shy at all. I'm very different. I don't go out much. I go to school, eat dinner, and then it's homework, homework, homework!

Kathy: Me, too. I spend hours and hours on my homework – and I do homework seven days a week.

1. Sandra knows Kathy's new roommate. ___
2. Danielle is short and has blond hair. ___
3. Kathy is talkative. ___
4. Lauren is friendly and confident. ___
5. Sandra and Kathy are hardworking. ___

G _____ / 10 points (2 points each)



unit **2** Oral Quiz

Student A

A Ask your partner these questions.

1. Do you have straight hair?
2. Are you shy?
3. What is your best friend like?
4. What does our teacher look like?

B Now answer your partner's questions.

**C Look at the pictures of Mike and Laura.
Answer your partner's questions.**



Mike

Laura

**D Now ask your partner these questions
about
Zack and Joan. (Use the simple present.)**

1. _____ (Zack / have) a beard?
2. _____ (he / be) short?
3. _____ (Joan / have) glasses?
4. _____ (Zack and Joan / be) middle-aged?

Student B

A Answer your partner's questions.

B Now ask your partner these questions.

1. Do you have curly hair?
2. Are you talkative?
3. What does your best friend look like?
4. What is our teacher like?

**C Ask your partner these questions
about Mike and Laura. (Use the
simple present.)**

1. _____ (Mike / have) a mustache?
2. _____ (he / be) elderly?
3. _____ (Laura / be) overweight?
4. _____ (Mike and Laura / have) long hair?

**D Now look at the pictures of Zack and
Joan. Answer your partner's questions.**



Zack

Joan

unit **2** Answer Key

Quiz

- A**
- classmate
 - talkative
 - teacher
 - middle-aged
- B**
- e
 - a
 - b
 - c
 - d
- C**
- long
 - wavy
 - beard
 - young
 - bald
- D**
- is he like
 - friendly
 - does he look like
 - medium height
 - curly
 - red
- E**
- C
 - NC
 - C
 - NC
- F**
- I think so.
 - I don't think so.
 - I'm not sure.
- G**
- F
 - F
 - T
 - T
 - T

Oral Quiz

A Student B's own answers

Sample answers:

- Yes, I do. / No, I don't. / No, I have [curly] hair.
- Yes, I am. / No, I'm not. / No, I'm [confident and friendly].
- [He's hardworking and serious].
- [She's tall and thin]. / [She's young] and has [short blond hair].

B Student A's own answers

Sample answers:

- Yes, I do. / No, I don't. / No, I have [straight] hair.
- Yes, I am. / No, I'm not. / No, I'm [shy].
- [She's short and has long blond hair].
- [He's funny and confident].

C Student B's questions

- Does Mike have a mustache?
- Is he elderly?
- Is Laura overweight?
- Do Mike and Laura have long hair?

Student A's answers

Sample answers:

- No, he doesn't. / No, he has a beard.
- No, he's not. / No, he isn't. / No, he's middle-aged.
- No, she's not. / No, she isn't. / No, she's thin.
- No, they don't. / No, Laura has short hair, and Mike is bald.

D Student A's questions

- Does Zack have a beard?
- Is he short?
- Does Joan have glasses?
- Are Zack and Joan middle-aged?

Student B's answers

Sample answers:

- No, he doesn't.
- No, he's not. / No, he isn't. / No, he's tall.
- Yes, she does.
- No, they aren't. / No, they're not. / No, Zack is young, and Joan is elderly.

	Description	Poor	Fair	Good	Very good	Excellent
Grammar	Accurate use of grammar structures	1	2	3	4	5
Vocabulary	Correct and effective use of vocabulary	1	2	3	4	5
Pronunciation	Effective pronunciation and intonation	1	2	3	4	5
Fluency	Speed, flow, naturalness, and comfort with words	1	2	3	4	5
Communication	Ability to comprehend, interact, and make oneself understood	1	2	3	4	5
Total		5	10	15	20	25



APPENDIX M

Name:.....

INTERCULTURAL TEST

Class:.....

Duration: 50 minutes

I. Choose the best option (a, b, c or d) that best fits the sentence

1. In Western culture, a woman with a _____ is considered to be beautiful.

- a. lip plate b. slender body c. facial tattoo d. fat body

2. Pa Dong girls in Thailand with _____ are considered to be beautiful.

- a. binding feet b. a long neck c. a bagel-shaped forehead d. stretching ears

3 In Nigeria, an ugly woman is _____.

- a. skinny b. fat c. overweight d. slim

4. Hindus in countries such as India, Nepal, Indonesia, Myanmar don't eat _____.

- a. chicken b. pork c. beef d. fish

5. The fried spider is one of the bizarre (unusual) foods in _____.

- a. the USA b. India c. the Philippines d. Cambodia

6. Muslims in Brunei don't drink _____ and eat pork.

- a. tea b. alcohol c. fruit juice d. milk

7. Indonesia is famous for its _____.

a. Kopi Luwak (Civet coffee) c. Balut (boiled fertilizer duck embryo in the shell)

b. Gau Gal (Cow water) d. Birayani (Rice with marinated chicken)

8. In America, not looking the other person in the _____ is a sign of disrespect.

a. mouth b. nose c. eyes d. ears

9. The “Thumbs up” gesture has an offensive meaning in _____.

a. China b. Iran c. Singapore d. England

10. _____ people tend to stand closer to each other during conversation than people in Western countries.

a. Russian b. American c. Indonesian d. Australian

II. Choose the best option (a, b, c or d) that best fits the situation

11. When you see someone with a weird (strange) beauty from a different country, you ...

a. try to avoid that person. c. go away as soon as possible.

b. try to know about that weird beauty. d. are not willing to talk to that person.

12. You are visiting one of African countries, and you meet a girl with a lip plate. You...

a. make fun of her. c. show your dislike to her.

b. say bad about her lip. d. show your interest in meeting her.

13. You and your Cameroonian friend are watching TV, and you both see a Karo tribe woman with cutting scars on her belly (in Ethiopia). You...

a. ask your friend if he knows this tribe.

b. say that you don't like this tribe.

c. tell your friend to turn off the TV.

d. ask your friend to make a judgment on this tribe.

14. When you see a bizarre (unusual) food from a different country in your country, you...

a. make a judgment on it.

c. show your dislike to it.

b. are curious to know about it.

d. go away quickly.

15. One of your foreign friends often eats bizarre (unusual) food from his country, you...

a. try to avoid meeting him.

c. try to get familiar with that.

b. try to tell him not to eat that food.

d. try to show your annoyance to him.

16. One of your Indian friends drinks Gai Jal (Cow water), a typical drink in India, and he invites you to drink it. You...

a. say bad about that drink.

c. try to refuse politely.

b. go away without saying any word.

d. try to drink it and blame him.

17. You are talking to one of your American friends, but you do not look at his eyes during the conversation. He says that you do not respect him. You...

a. keep silent and go away.

c. get angry with him.

b. ask him for the reason.

d. keep talking without looking at him.

22. You know that it is inappropriate _____ how people from different countries / cultures look like.

- a. to judge b. not to judge c. to discuss d. not to discuss

23. If you are _____ to learn about different concepts of beauty, you can understand more about other cultures.

- a. open b. not open c. clear d. not clear

24. You are _____ that one of the common reasons that people worldwide eat and drink differently is due to their religion.

- a. aware b. not aware c. respectful d. not respectful

25. You know that it is important _____ what people from different countries / cultures eat and drink when interacting with them in multicultural situations.

- a. to be familiar with c. to be respectful of
b. not to be familiar with d. not to be respectful of

26. You are aware that body language is one of the common reasons that leads to _____ among people from different countries / cultures.

- a. agreement b. disagreement c. understanding d. misunderstanding

27. You know people around the world have _____ ways to express their body languages.

- a. two similar b. two different c. a lot of different d. no different

28. You realize that being tolerant of cultural differences (e.g., weird trends of beauty, unusual foods and drinks, and body languages from different countries / cultures) can help _____ culture shock in multicultural situations.

- a. to suffer b. not to suffer c. to avoid d. not to avoid

34. You and your Chinese friend are watching a Chinese movie in which there are women with binding feet. You say:

- a. Their feet look abnormal.
- b. Those people must be crazy.
- c. Can you tell me something about women with binding feet?
- d. Can you bind your feet like that?

35. You are going to have a birthday party, but you don't know what food your Indonesian friend can eat. You ask him politely:

- a. What food would you like to have?
- b. What food do you eat?
- c. Would you like some food?
- d. Do you want some food?

36. One of your Australian friends invites you to eat a bizarre (unusual) food (Witchetty Grub), but you cannot eat it. You refuse politely:

- a. Thanks. It looks disgusting.
- b. Thanks. I'm still full.
- c. Thanks. I don't like it.
- d. Thanks. I can't eat it.

37. You are having dinner with a Muslim from Brunei, but you don't know that he cannot eat beef. You invite him to eat beef, and he gets angry with you. You try to explain:

- a. I'm really sorry. I didn't know you like beef.
- b. I'm really sorry. I didn't know you don't eat beef.
- c. I'm really sorry. I like beef.
- d. I'm really sorry. You don't like beef.

38. One of your Indian friends shows his agreement by shaking his head, but you don't understand what he wants to say. You ask:

- a. Sorry. What is it?
- b. Sorry. What do you mean?
- c. Sorry. How is it?
- d. Sorry. How do you say?

39. You wave with palm facing downward at one of your American friends to come to you, but he misunderstands your body language. He thinks that you tell him to go away, and he gets angry with you. You try to explain:

- a. I'm really sorry. Come here.
- b. I'm really sorry. It is "Come here".
- c. I'm really sorry. You don't understand.
- d. I'm really sorry. I just want you to "come here".

40. You don't know that using an index finger to point at someone in Malaysia is very rude. You are talking to a Malaysian friend, and you use your index finger to point at him. He gets angry with you because he thinks that you are rude to him. You say:

- a. Sorry. Can you explain me why?
 - b. Sorry. Am I rude?
 - c. Sorry. I understand how you feel.
 - d. Sorry. I didn't say anything.
-

Answers

I.

1. b. slender body
2. b. a long neck
- 3 a. skinny
4. c. beef
5. d. Cambodia
6. b. alcohol
7. a. Kopi Luwak (Civet coffee)
8. c. eyes
9. b. Iran
10. a. Russian



II.

11. b. try to know about that weird beauty.
12. d. show your interest in meeting her.
13. a. ask your friend if he knows this tribe.
14. b. are curious to know about it.
15. c. try to get familiar with that.
16. c. try to refuse politely.

17. b. ask him for the reason.

18. d. try to explain to him what you mean.

19. c. are curious to know about body language used in Turkey.

20. b. *wai* when you meet Thai people.

III.

21. a. look weird

22. a. to judge

23. a. open

24. a. aware

25. c. to be respectful of

26. d. misunderstanding

27. c. a lot of different

28. c. to avoid

29. c. communicate

30. c. to understand

IV.

31. c. What does your long neck mean?

32. c. She looks nice.

33. d. Do you know any information about this tribe?



34. c. Can you tell me something about women with binding feet?

35. a. What food would you like to have?

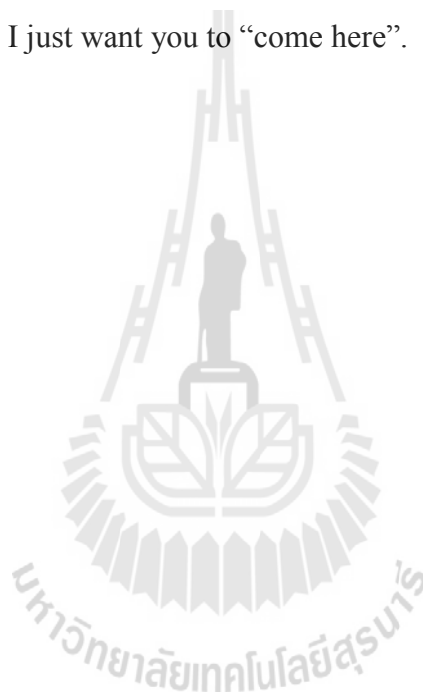
36. b. Thanks. I'm still full.

37. b. I'm really sorry. I didn't know you don't eat beef.

38. b. Sorry. What do you mean?

39. d. I'm really sorry. I just want you to "come here".

40. a. Sorry.



II. Choose the best option (a, b, c or d) that best fits the situation.

6. One of your Indonesian friends shows a photo of a Karo girl (a tribe in Ethiopia) with cutting scars on her belly. You...

- a. make a judgment on the Karo girl. c. show dislike to the Karo girl.
b. show interest in knowing more about this tribe. d. make fun of the Karo girl.

7. You are visiting Japan, and you see many Japanese people with bagel-shaped foreheads. You...

- a. avoid meeting them.
b. try to return to your country as soon as possible.
c. show your scary feeling.
d. try to get familiar with this.

8. Two Masai people (from Kenya) with stretching ears are visiting your country, and you meet them. You...

- a. take photos of them and post them on your Facebook with funny comments.
b. ask them for more information about their stretching ears.
c. don't want to talk to them.
d. show your annoyance to them.

9. You are watching TV, and you see a Pa Dong girl (a tribe in Thailand) with a long neck. You don't know about this tribe, and you...

- a. look for information about this tribe. c. change the channel immediately.
b. say bad about that girl to your friends. d. think why she looks so ugly.

10. One of your Bangladeshi friends tells you about an African girl with a lip plate he met during his last trip in Africa. He says that a large lip plate is a symbol of beauty in some African countries. You...

- a. show dislike to that.
- b. make fun of your Bangladeshi friend.
- c. think your Bangladeshi friend must be crazy.
- d. show your willingness to know more about that.

III. Choose the best option (a, b, c or d) that best fits the sentence

11. You are aware that cultural differences in the concepts of beauty from different countries / cultures can help you _____ the value of beauty in your country / culture.

- a. not to understand
- b. to understand
- c. not to develop
- d. to develop

12. You realize that one person may _____ in this country / culture, but she may be considered beautiful and attractive in another country / culture.

- a. look weird
- b. not look weird
- c. look gorgeous
- d. not look gorgeous

13. You know that it is _____ to make a judgment on how people from different countries / cultures look like.

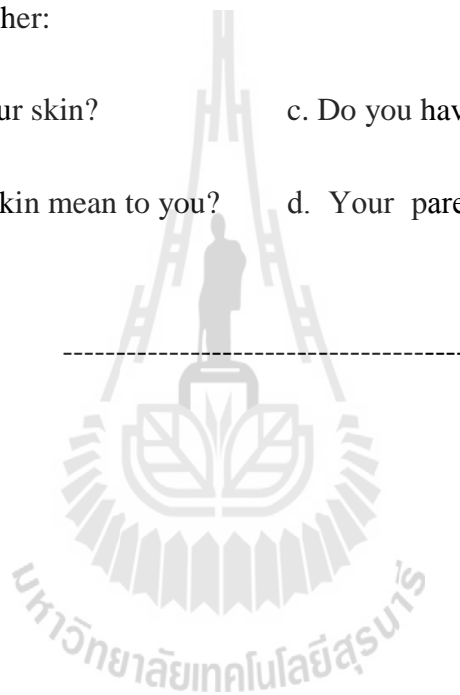
- a. not important
- b. important
- c. not appropriate
- d. appropriate

19. You and your Thai friend are watching TV, and you both see Kora girls (from a tribe in Ethiopia) with cutting scars on their belly. You say:

- a. They must be crazy.
- b. They look disgusting.
- c. We'd better turn off the TV.
- d. I want to know more about this tribe.

20. One of your Filipino friends has dark skin, and she tells you that she wishes she had fair skin. You ask her:

- a. What happens to your skin?
- b. What does the fair skin mean to you?
- c. Do you have money to go to the spa?
- d. Your parents have dark skin, don't they?



Name:.....

INTERCULTURAL QUIZ 2

Class:.....

Duration: 25 minutes

I. Choose the best option (a, b, c or d) that best fits the sentence.

1. Hindus in countries such as India, Nepal, Indonesia, Myanmar don't eat_____.

- a. chicken b. pork c. beef d. fish

2. Khao Niaow Ma Muang (Mango sticky rice) is a _____ classic.

- a. Thai b. Chinese c. Australian d. Ethiopian

3. _____ is very famous for its Kopi Luwak (Civet coffee).

- a. Malaysia b. India c. Brazil d. Indonesia

4. _____ is one of the bizarre foods in the Philippines.

- a. Adobo b. Biryani c. Balut d. Witchetty Grub

5. Muslims in Brunei don't drink_____ and eat pork.

- a. tea b. alcohol c. fruit juice d. milk

II. Choose the best option (a, b, c or d) that best fits the situation.

6. When you see a bizarre food from a different country, you...

- a. make a judgment on it. c. show your dislike to it.
b. want to know more about it. d. try to avoid it.

7. You happen to see one of your Filipino friends eating his traditional food, and he invites you to taste it. You...

- a. make fun of your friend and his food.
- b. try to ignore his invitation.
- c. say bad about his food.
- d. show interest in knowing more about it.

8. You study in India, and you see Indian people drink Gai Jal (Cow water). You...

- a. try to get familiar with this drink.
- b. show dislike to that drink.
- c. try to avoid that drink.
- d. advise Indian people to drink it.

9. Some Australian people are visiting your country, and they are interested in knowing some traditional and famous foods and drinks in your country. You...

- a. show your annoyance to them.
- b. show your willingness to tell them about traditional and famous foods and drinks in your country.
- c. refuse to tell them about traditional and famous foods and drinks in your country.
- d. tell them to ask other people.

10. One of your Cambodian friends eats fried spiders, a bizarre food in Cambodia, and he invites you to eat it. You cannot eat it, and you...

- a. make fun of that food.
- b. go away without saying any word.
- c. show dislike of that food.
- d. try to refuse politely.

III. Choose the best option (a, b, c or d) that best fits the sentence.

11. You are _____ that people worldwide eat and drink differently due to many reasons such as the weather, religion and superstition.

- a. aware b. not aware c. respectful d. not respectful

12. You are aware that _____ what people from different countries / cultures eat and drink in multicultural situations is improper.

- a. not judging b. judging c. not explaining d. explaining

13. You realize that understanding the culture of eating and drinking in different countries helps you _____ the ways of eating and drinking in your country.

- a. to reflect on b. not to reflect on c. to improve d. not to improve

14. You know that being curious to learn about the reasons why people worldwide eat and drink differently can help _____ more about other cultures and yours.

- a. to explore b. not to explore c. to understand d. not to understand

15. You realize that one of the common reasons that may _____ culture shock is the cultural differences in the ways of eating and drinking.

- a. happen b. not happen c. lead to d. not lead to

20. You are visiting Australia, and you see some people eating Wichetty Grub (a bizarre food in Australia). You are curious to know what it is. You ask:

- a. Excuse me. How can you eat it? c. Excuse me. Why do you eat it?
 b. Excuse me. What food is it? d. Excuse me. Where do you eat it?

 Name:.....

INTERCULTURAL QUIZ 3

Class:.....

Duration: 25 minutes

I. Choose the best option (a, b, c or d) that best fits the sentence.

1. It is very rude to pass something to someone with the left hand in _____.
 a. Muslim countries b. the USA c. Japan d. Middle East countries
2. In Europe, waving hand side to side to say: _____.
 a. No b. Yes c. Goodbye d. Hello
3. Touching a student on the head indicating “good work” is inappropriate in _____.
 a. New Zealand b. Thailand c. Russia d. the USA
4. In Bulgaria, nodding head up and down to say: _____.
 a. No b. Yes c. Sorry d. OK
5. Making a “V” (palm facing inward) is rude in _____.
 a. China b. Cambodia c. Nigeria d. Britain

II. Choose the best option (a, b, c or d) that best fits the situation.

6. You visit England, and you meet an English person and talk to him. You then wave your hand side to side to say goodbye. Your English friend is confused. You...

a. go away without explaining anything. c. ask him for reasons and explain what you meant.

b. laugh and go away. d. ask him for reasons and make fun of him.

7. You study in Russia, and you always smile at Russian people to indicate a friendly greeting. However, they think that you are impolite. You...

a. show dislike to Russian people. c. get angry with Russian people.

b. say bad about Russian people. d. ask some Russian friends for the reasons.

8. You visit Japan with some friends, and Japanese people greet you by bowing. You...

a. bow to them back. c. tell your friends not to bow to them.

b. ignore them. d. and your friends laugh at them.

9. One of your Thai friends studies in your country, and you meet him and happen to touch his head. He seems to be angry with you. You...

a. don't want to talk to him anymore. c. say sorry and ask him for reasons.

b. try to touch his head again. d. say sorry and go away.

10. You visit Singapore, and you see many Singaporean people use body languages that you cannot understand. You...

a. are curious to learn about those body languages. c. avoid talking to them.

b. feel annoyed about those body languages. d. try to make fun of them.

III. Choose the best option (a, b, c or d) that best fits the sentence.

11. You realize that people worldwide may _____ the same act of body language in different ways.

- a. not understand b. understand c. not know d. know

12. You realize that when you are in a foreign country, you should change your _____ appropriately to those in that country in order to avoid communication breakdown.

- a. body language b. living styles c. clothes d. personalities

13. You are aware that _____ body language from different countries / cultures can help to be tolerant of cultural differences when interacting with people from different countries / cultures.

- a. not understanding b. understanding c. not thinking of d. thinking of

14. You know that if you are _____ cultural differences in body languages, you can communicate with people from different countries / cultures effectively and appropriately.

- a. not interested in b. interested in c. not open-minded to d. open-minded to

15. You know that one of the most common reasons that may _____ communication breakdown is cultural differences in body language used in multicultural situations.

- a. cause b. not cause c. happen d. not happen

IV. Choose the best option (a, b, c or d) that best fits the situation.

16. You are talking to one of your Australian friends, and he uses a hand gesture that you do not understand. You say:

- a. Excuse me. What does it mean? c. Excuse me. Stop using that gesture.
 b. Excuse me. You should not use that gesture. d. Excuse me. What do you use that gesture for?

17. One of your Russian friends misunderstands your smile when you first meet him. You say:

- a. Am I rude? c. You should learn to understand it.
 b. I will never smile at you anymore. d. I just want to show my friendliness.

18. You are visiting the Philippines, and you meet and talk to many Filipino people. However, you don't understand some body languages they use. You try to ask them politely:

- a. What is your body language? c. What do you want to say?
 b. Can you explain what you mean? d. Can you stop using your body language?

19. An Iranian person asks you some questions, and you answer him and give him a "thumb up" sign. He gets angry with you because he thinks that you are obscene. You say:

- a. I'm really sorry. I will not use it again.
 .b. I'm really sorry. Is it so serious?
 c. I'm really sorry. You don't have to understand it .
 d. I'm really sorry. I just mean "it's OK".

20. You are sitting with some Thai friends, and you happen to show the soles of your feet to your friends. They get angry with you because they think that you try to insult them. You say:

- a. I'm really sorry. Can you tell me what it implies?
- b. I'm really sorry. Can you tell me what I should do?
- c. You can do the same to me. It is no problem.
- d. What happens to you? It is not that serious.

Answers

INTERCULTURAL QUIZ 1

I.

- 1. b. fair
- 2. d. facial tattoos
- 3. b. fat
- 4. a. lip plates
- 5. c. ugly

II.

- 6. b. show interest in knowing more about this tribe.
- 7. d. try to get familiar with this.
- 8. b. ask them for more information about their stretching ears.
- 9. a. look for information about this tribe.
- 10. d. show your willingness to know more about that.

III.

11. b. to understand
12. a. look weird
13. c. not appropriate
14. a. be respectful of
15. c. to avoid

IV.

16. a. What does your bagel-shaped forehead mean?
 17. b. Do you know any information about this tribe?
 18. a. Your face looks so great.
 19. d. I want to know more about this tribe.
 20. b. What does the fair skin mean to you?
-

INTERCULTURAL QUIZ 2**I.**

1. c. beef
2. a. Thai
3. d. Indonesia
4. c. Balut
5. b. alcohol

II.

6. b. want to know more about it.
7. d. show interest in knowing more about it.
8. a. try to get familiar with this drink.

9. b. show your willingness to tell them about traditional and famous foods and drinks in your country.

10. d. try to refuse politely.

III.

11. a. aware

12. b. judging

13. a. to reflect on

14. c. to understand

15. c. lead to

IV.

16. c. What kind of food would you like to have?

17. b. I'm really sorry. I didn't know you don't eat beef.

18. c. Thanks. I still feel full.

19. c. I'm really sorry. I just mean that I find it not easy to drink.

20. b. Excuse me. What food is it?

INTERCULTURAL QUIZ 3

I.

1. c. Japan

2. a. No

3. b. Thailand

4. b. Yes

5. d. Britain

II.

- 6. c. ask him for reasons and explain what you meant.
- 7. d. ask some Russian friends for the reasons.
- 8. a. bow to them back.
- 9. c. say sorry and ask him for reasons.
- 10. a. are curious to learn about those body languages.

III.

- 11. b. understand
- 12. a. body language
- 13. b. understanding
- 14. d. open-minded to
- 15. a. cause

IV.

- 16. a. Excuse me. What does it mean?
- 17. d. I just want to show my friendliness.
- 18. b. Can you explain what you mean?
- 19. d. I'm really sorry. I just mean "it's OK".
- 20. a. I'm really sorry. Can you tell me what it implies?

APPENDIX O
LEARNERS' DIARY

Date: __/__/__

Unit: _____

1. What cultural aspect did you learn, and what countries was it about?

2. How useful did you feel about this cultural topic?

Not useful at all Slightly useful Neutral Useful Very useful

Why?:

3. What do you think of the integration of this cultural topic into this lesson?

4. Which teaching steps do you like best?

Input Notice Practice Output

Why? _____

5. Which teaching step do you dislike most?

Input

Notice

Practice

Output

Why? _____

6. What do you like and dislike most in the teaching step: *Input*?

Like: _____

Dislike _____

7. What do you like and dislike most in the teaching step: *Notice*?

Like: _____

Dislike _____

8. What do you like and dislike most in the teaching step: *Practice*?

Like: _____

Dislike _____

9. What do you like and dislike most in the teaching step: *Output*?

Like: _____

Dislike _____

10. Was there anything that helped you learn both English and this cultural topic in this unit? If yes, what are they?



11. Was there anything that hindered you from learning both English and this cultural topic in this unit? If yes, what are they?

VIETNAMESE VERSION

Ngày: __/__/____

Bài số: _____

1. Bạn được học chủ đề văn hóa gì và của nước nào?

2. Bạn cảm nhận chủ đề văn hóa này hữu ích ở mức độ nào?

- Không hữu ích tí nào Hơi hữu ích Bình thường
 Khá hữu ích Rất hữu ích

Tại sao

3. Bạn nghĩ gì về việc lồng ghép dạy chủ đề văn hóa này vào bài học tiếng Anh?

4. Trong các bước dạy: *Input – Notice – Practice -Output*, bạn thích bước dạy nào nhất?

- Input Notice Practice Output

Tại sao

5. Trong các bước dạy: *Input – Notice – Practice - Output*, bạn không thích bước dạy nào nhất?

Input

Notice

Practice

Output

Tại sao

6. Trong bước dạy: *Input*, bạn thích điều gì và không thích điều gì nhất? Tại sao?

Thích:

Không

thích:

7. Trong bước dạy: *Notice*, bạn thích điều gì và không thích điều gì nhất? Tại sao?

Thích:

Không

thích:

8. Trong bước dạy: *Practice*, bạn thích điều gì và không thích điều gì nhất? Tại sao?

Thích: _____

Không

thích: _____

9. Trong bước dạy: *Output*, bạn thích điều gì và không thích điều gì nhất? Tại sao?

Thích: _____

Không

thích: _____

10. Bạn có thấy những yếu tố nào giúp bạn vừa học tiếng Anh vừa học văn hóa nước ngoài trong bài học này? Nếu có, là những yếu tố nào?

11. Bạn có thấy những yếu tố nào hạn chế bạn vừa học tiếng Anh vừa học văn hóa nước ngoài trong bài học này? Nếu có, là những yếu tố nào?



APPENDIX P

INTERVIEW PROTOCOL

Guide for Group Interview

Date: _____

Location: _____

Time to start: _____

Time to finish: _____

Introduction

Thank you for volunteering and for signing the consent form to take part in this interview that is expected to last between twenty-five and thirty minutes. You will answer some questions during the interview, and you may wish to stop the interview at any time.

The purpose of this interview is to understand EFL learners' perceptions of the ICLT model, their ICC development, and factors of affecting their ICC development.

To support the study of developing and validating an ICLT model for enhancing EFL learners' ICC in the context of Vietnam.

This interview does not aim to evaluate your knowledge or English level of proficiency.

With your permission, the interview will be audio-recorded. All information you share with me is treated confidentially and anonymously. Before we start the interview, do you have any question? If no, we are about to start.

Questions

A. Interviewees' background

Number of interviewees: _____

Names: _____

Jobs: _____

How long have you been learning English: _____

Ever been abroad: _____

What countries: _____

Ever taken an (inter) cultural course: _____

Brief content: _____

B. Guide for Focus Group Discussion

1. How do you feel when you learn about intercultural competence in English language classes?
2. Which teaching step of intercultural language lessons do you like most? (e.g., input, notice, practice, or output) Why?
3. Which teaching step of intercultural language lessons do you dislike most? (e.g., input, notice, practice, or output) Why?
4. What do you think of the section *intercultural tip* in each lesson?
5. Do you think that you develop your ICC after taking this course?
 - + If yes, how?
 - + If no, why?
6. What are the factors that enable you to develop your ICC?
7. What are the factors that preclude you from developing your ICC?

VIETNAMESE VERSION

CÂU HỎI PHÒNG VẤN

Ngày: _____

Địa điểm: _____

Thời gian bắt đầu: _____

Thời gian kết thúc: _____

- Số người được phỏng vấn: _____

ội dung câu hỏi:

1. Bạn cảm thấy như thế nào khi học văn hóa được lồng ghép trong các bài học tiếng Anh?

2. Trong mỗi bài học, có 4 bước dạy: *Input – Notice – Practice -Interculture in use*, bạn thích và không thích bước dạy nào nhất? Tại sao?

3. Trong mỗi bước dạy (*Input – Notice – Practice -Interculture in use*), bạn thích nhất và không thích nhất điều gì? Tại sao?

4. Bạn nghĩ gì về phần intercultural tip trong các bài học?

6. Trước và sau khi học khóa học này, bạn có thấy khả năng ngôn ngữ và khả năng giao tiếp văn hóa của bạn có được cải thiện?

+ Nếu có, như thế nào?

+ Nếu không, tại sao?

6. Các yếu tố nào giúp cho bạn phát triển khả năng ngôn ngữ và khả năng giao tiếp văn hóa của bạn trong quá trình học?

7. Các yếu tố nào hạn chế phát triển khả năng ngôn ngữ và khả năng giao tiếp văn hóa của bạn trong quá trình học?

APPENDIX Q

SAMPLE OF DIARY AND INTERVIEW CODING

Supportive factors	Learners
Meta-cognitive dimension	I thought that we just learned only English in English class, but it is quite important to learn cultures in English class because English is used around the world. Now, I understand that I should focus on both English and culture so that I can avoid misunderstanding when talking to foreigners. (DT2/33)
	As English is an international language, we use it as a tool to talk to foreigners. We may meet a lot of people from different countries, so it is good for us to learn different cultures in English class. (DT1/7)
	I want to learn more about cultures in English class because it is necessary for everyone to understand other cultures and it is very easy for us to travel to other countries. Being good at intercultural communication is an advantage, so we can succeed in doing business as well. (DT3/38)
	The integration of culture in English lessons is very interesting and important because it helps us understand more about other cultures and learn English through learning cultures. It would not be enough if we just learned English without learning its culture and other cultures. (DT1/1)
	It is very good for me to learn about cultures apart from learning English in English lessons as I may get shocked when talking to foreigners when traveling abroad. For example, I may meet some people with weird beauty, people who eat bizarre foods, and so on. (L8)
	It is told that English does not belong to any country now, and after this course I realized that we should learn English as a communication tool, but we also should need to learn different cultures in order to communicate with foreigners effectively and appropriately. (L2)
	I used to think that English was not important to me, but I now think differently. I want to learn it for my future job. If I know more about other cultures, I will be able to avoid cultural misunderstanding or apply for a job abroad more easily. (L10)
	English is a communication tool around the world, so it is important to know it, but it is more interesting to know more about other cultures. I may have more opportunities to work abroad or study abroad without being alien to the host culture. (L9)
	I like learning English, so I enjoy learning cultures because when I learn about cultures, I also learn English. Moreover, this type of lesson is quite new to me and it will be helpful for my later job. (L15)

APPENDIX R

Letter of approval for conducting the research



Southeast Asian Ministers of Education Organization (SEAMEO)
SEAMEO Regional Training Center

35 Lê Thanh Tôn St., District 1,
Ho Chi Minh City, Vietnam
Tel: (84-8) 3824-5618 / 3823-2174
Fax: (84-8) 3823-2175
Email: contact@vnseameo.org
Website: <http://www.vnseameo.org>

October 14, 2014

LETTER OF APPROVAL

Mr. Thao Quoc Tran
School of Foreign Languages
Suranaree University of Technology, Thailand

Dear Mr. Thao,

Your request to conduct a teaching experiment for the research project on *An Intercultural Communicative Language Teaching Model for EFL Learners* at Southeast Asian Ministers of Education Organization, Regional Training Center (SEAMEO RETRAC) is approved.

Please contact Ms. Trinh, our academic manager for any further assistance.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Thinh', with a horizontal line underneath.

Ms. Trinh Thi Hoa My
Dean
Division of Foreign Studies
SEAMEO Regional Training Center
35 Lê Thanh Tôn St., District 1, Ho Chi Minh City, Vietnam
Phone: +84 8 38245618; Ext. 218
Fax: +84 8 38232175
Email: tthmy@vnseameo.org

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APPENDIX S

CONSENT FORM

Agreement on participating in the teaching experiment

Research Title: *Intercultural Communicative Language Teaching Model for EFL Learners*

Researcher's name: Mr. Thao Quoc Tran

Supervisor's name: Dr. Sirinthorn Seepho

I have been fully informed about the aims and purposes of the project. I agree to participate in this research project and understand that:

- I am voluntary to participate in this research project without any compulsion;
- I may withdraw from the research project at any stage;
- Information obtained within this research project may be disseminated at conferences or published, but my personal information will be anonymously treated.

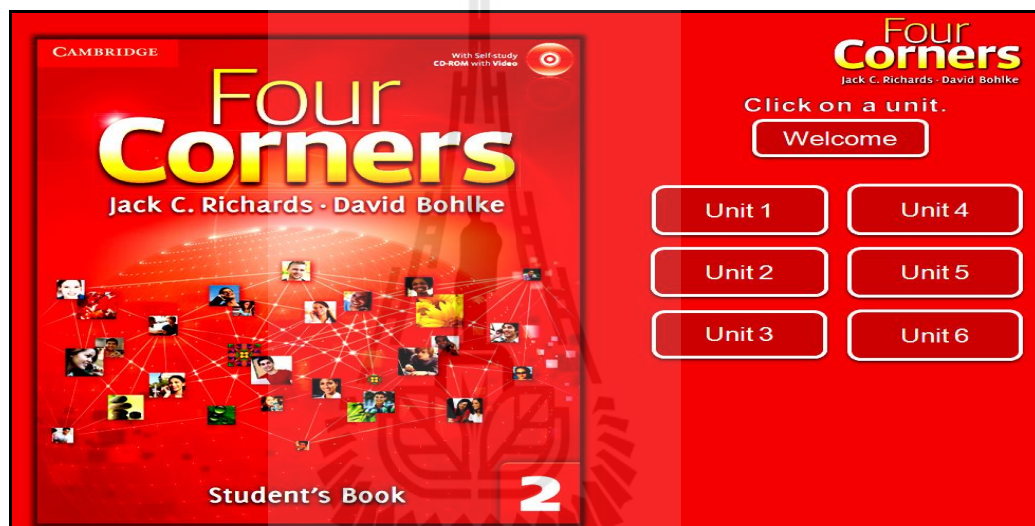
Name of participant

Signed Date

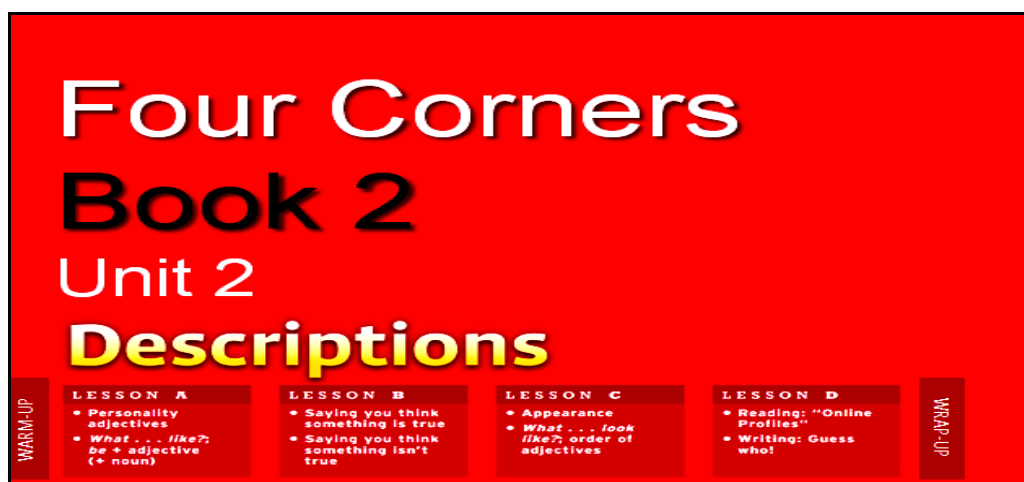
APPENDIX T

EXAMPLES OF ICLT LESSONS

1. This is the cover page of the ICLT lessons. The teacher can choose the unit that s/he is assigned to teach.



2. This is an example of Unit 2 – *Descriptions*. The learners are explained what they are going to achieve in this unit in terms of language competence.



(Richards & Bohlke, 2012b, p. 15)

3. These are the examples of the input for language competence. Learners learn how to use vocabulary to describe personality and use the structures of *What...like?* and *be + adjective*.

Vocabulary Personality adjectives

A Match the words and the pictures. Then listen and check your answers.

a. confident			
b. creative	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
c. friendly			
d. funny	4. <input type="checkbox"/>	5. <input type="checkbox"/>	6. <input type="checkbox"/>
e. generous			
f. hardworking	7. <input type="checkbox"/>	8. <input type="checkbox"/>	9. <input type="checkbox"/>
g. serious			
h. shy			
i. talkative			

(Richards & Bohlke, 2012b, p. 16)


Grammar What ... like?; be + adjective (+ noun)


What are you like? I'm talkative and friendly. I'm a friendly and talkative person .	What's she like? She's shy but friendly. She's a shy but friendly girl .	What are they like? They're hardworking. They're hardworking students .
--	--	---

(Richards & Bohlke, 2012b, p. 17)

4. This is the example of the notice for language competence. Learners see the use of the structures *What...like?* and *be + adjective* and vocabulary to describe personality in context.

Language in context Find an e-pal!

A  Read Nick's answers to an online form. Then complete the form with your own information.



Name
Nick Douglas

Hometown
Dallas, Texas

Age 18

What are your interests?
Fashion, literature, politics, movies, and sports

What are you like?
I'm talkative, friendly, and funny.

Name

Hometown

Age

What are your interests?

What are you like?

B Is Nick a good e-pal for you? Why or why not?

Richards & Bohlke, 2012b, p. 16)

5. This is the example of the practice for language competence. Learners practice the use of the structures *What...like?* and *be + adjective* and vocabulary to describe personality.

A Put the words in order. Then compare sentences with a partner.

- teacher / a / Mrs. Jenkins / creative / is
- Melissa / student / serious / a / is
- funny / Bruno / is / talkative / and
- are / Rodrigo and Miguel / confident / men
- women / Marina and Elisa / are / hardworking
- is / and / generous / Carrie / friendly

B Read the answers. Write the *What...like?* questions. Then practice with a partner.

- What are you like? I'm serious but friendly.
- Eva is a very funny girl.
- Matt and I are talkative people.
- Mr. and Mrs. Park are generous.
- I'm very serious and hardworking.
- His brother Sam is a creative guy.

?

?

?

?

?

?

(Richards & Bohlke, 2012b, p. 17)

6. This is the example of the output for language competence. Learners work in pairs and groups to ask and talk about people's personalities.

Speaking He's hardworking.


A Pair work Choose three people from your family. Describe them to your partner.

brother	father	grandfather	husband
sister	mother	grandmother	wife

A: My brother's name is Gi-woo.
 B: What's he like?
 A: Well, he's very hardworking. He's 26, and he's an accountant. He works late every day.

B Group work Are the people you know similar or different?

A: My brother is very hardworking.
 B: Really? My mother is hardworking, too. She's a . . .



(Richards & Bohlke, 2012b, p. 17)

8. This is an example of the objectives of Unit 2 – *Concepts of beauty in different countries*. The learners are explained what they are going to achieve in this unit in terms of intercultural competence.

Concepts of Beauty in Different Countries

- Know the concepts of beauty as well as the current trends of making beauty from different countries / cultures.
- Develop appropriate attitudes to the ways people from different countries / cultures make beauty.
- Be able to realize cultural differences in concepts of beauty in different countries / cultures.
- Can know how to communicate in the first conversations to avoid communication breakdowns in multicultural situations.

9. These are the examples of the input for intercultural content. Learners work in groups to match the descriptions to the correct pictures and to work in pairs to ask and answer the questions.

Group work

Read the text and match the descriptions to the correct pictures.

Concepts of Beauty in Different Countries**1. Slender Body**

In the Western culture, the ideology of beauty means having a slender body that is crucial to being considered as an attractive woman.

2. Long Neck

Women with a long neck in the Pa Dong tribe near the Thai/Burmese border are considered beautiful and attractive.

3. The Bigger the Better

In many African countries, such as Mauritania and Nigeria, a skinny woman would be ugly, so big and fat women are most definitely beautiful.

4. Lip Plate

Some African and Amazonian tribes consider that beauty is achieved by stretching the lip. They make a hole, which is gradually increased by inserting larger plates.

5. Fairness of Skin

In many Southeast Asian countries, the fairness of skin is considered to be a definition of beauty.



a _____



b _____



c _____



d _____



e _____

Activity 2: Pair work

You have more information about the weird beauty in different countries, but some information is missing. Ask your partner questions to get the information.

Example:

A: What is the beauty in the photo 1?

B: Bagel-shaped forehead injection.

A: Where do people have it?

B: In Japan?

A: Why do people want to have it?

B: It is a body modification art.

10. These are examples of the notice for intercultural competence. Learners work in pair to tick the box and work in groups to discuss the questions.

Pair work *Tick (✓) the box*

What does a beautiful woman look like in your country?

Description

Body	<input type="checkbox"/> Slender	<input type="checkbox"/> Skinny
	<input type="checkbox"/> Fat	Others: _____
Skin	<input type="checkbox"/> Fair	<input type="checkbox"/> Brown
	<input type="checkbox"/> Dark	Others: _____
Face	<input type="checkbox"/> Round	<input type="checkbox"/> Oval
	<input type="checkbox"/> Square	Others: _____
Personality	<input type="checkbox"/> Talkative	<input type="checkbox"/> Funny
	<input type="checkbox"/> Shy	Others: _____

Group work *Discuss the questions*

- What are the similarities and differences in the concepts of beauty in your countries and others?
- Do you ever see any person with her weird beauty? If yes, what do you think of that weird beauty?
- What are the current trends of making beauty in your country? What do you think of them?

11. This is the example of the practice for intercultural competence. Learners work in pairs to practice the intercultural communication strategies.

Pair work

Complete the dialogue, and then practice with a partner

You are visiting the North-West Thailand, and you meet a Pa Dong girl with her long neck.

beautiful	mean	where	are	interesting
-----------	------	-------	-----	-------------

You: Good morning.

Pa Dong girl: Good morning.

You: (1) _____ you Thai?

Pa Dong girl: Yes, I am. (2) _____ are you from?

You: I'm from Vietnam. I see many people around here have a long neck. What does your long neck (3) _____ ?

Pa Dong girl: To us, a long neck is considered (4) _____ and attractive.

You: Oh, it is so (5) _____ to know that, and you are a beautiful girl.

Activity 6: Pair work

Use information in Activity 1 to make similar conversations

12. This is the example of the output for intercultural competence. Learners work in groups to draw a mind map of a beautiful person from one country they know and then present it.

Group work

Draw a mind map of a beautiful person from one country/culture, and then present it.

- Where is the beautiful person from?
- What does the beautiful person look like?
- How is it similar to and different from the beautiful person in your country?
- What do you think of this concept of beauty?

13. These are examples of intercultural tips. Learners are briefly explained about intercultural tips.

Intercultural tip:

Keep in mind that the concepts of beauty varies from one country / culture to another. This person may look weird in this country / culture, but she may be beautiful in another country / culture.

Intercultural tip:

Never make a judgment on how people from different countries / cultures look like. Developing curiosity, openness and readiness to learn about different concepts of beauty will help to understand more about other cultures. Be aware of cultural differences in the concepts of beauty from different countries / cultures can help you understand the value of beauty in your country / culture.

Intercultural tip:

Try to use both open and closed questions politely during the first conversations in order to avoid communication breakdowns in multicultural situations.

14. This is the example of the input for intercultural competence – Unit 4: Foods and drinks in different countries (screenshots from video clips).



15. These are examples of the input for intercultural competence – Unit 6: Body languages in different countries (screenshots from video clips).

Hand gesture- Italy



Head movement - India



CURRICULUM VITAE

Thao Quoc Tran was born in Dak Lak Province, Vietnam. He received his Bachelor of Arts in English from Tay Nguyen University, Vietnam in 2007, and a Master of Arts in TESOL from University of Social Sciences and Humanities, Vietnam National University-Ho Chi Minh City, Vietnam in 2011. He obtained a Degree of Doctor of Philosophy in English Language Studies from Suranaree University of Technology (SUT), Nakhon Ratchasima, Thailand in 2016.

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