**İNGİLİZ DİLİ EĞİTİMİNDE KÜLTÜRLERARASI**

**İLETİŞİM BECERİSİNİN ROLÜ**

**Fyliz CHATIP**

**Yüksek Lisans Tezi**

**İngiliz Dili ve Edebiyatı Anabilim Dalı**

**Danışman: Doç. Dr. Buğra ZENGİN**

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T.C.

TEKİRDAĞ NAMIK KEMAL ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ VE EDEBİYATI ANABİLİM DALI

YÜKSEK LİSANS TEZİ

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**ENGLISH LANGUAGE AND LITERATURE**

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**MA THESIS**

# THE ROLE OF INTERCULTURAL COMPETENCE

# IN ENGLISH LANGUAGE TEACHING

**Fyliz CHATIP**

**ENGLISH LANGUAGE AND LITERATURE**

**DEPARTMENT**

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FYLIZ CHATIP tarafından hazırlanan "İngiliz Dili Eğitiminde Kültürlerarası İletişim Becerisinin Rolü" konulu Yüksek Lisans Tezinin Sınavı, Namık Kemal Üniversitesi Lisansüstü Eğitim Öğretim Yönetmeliği uyarınca …………… günü saat …………..'da yapılmış olup, tezin …………………………. OYBİRLİĞİ / OYÇOKLUĞU ile karar verilmiştir.

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# ÖZET

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Donanımlı birer öğretmen ve yabancı dil öğretim materyallerinin yetkin kullanıcıları olmalarına ek olarak, ingiliz dili eğitmenleri yabancı dil öğretimini kültürlerarası bir etkileşim olarak görmelidir. Günümüzde, öğretmenlerin sınıflarında ve sınıf dışında kültürlerarası iletişim becerisini öğretmeleri gerekmektedir. Ayrıca, bireylerin toplumda etkili bir şekilde çalışmasını sağlamak için herhangi bir kültürel engelde birbirini anlama yeteneğine sahip olmaları beklenmektedir. Bu nedenle, eğitim alanında kültürlerarası iletişimi çalışmalarında aktarabilecek ve kültür öğretimini destekleyecek kişilere ihtiyaç vardır.

Bu tezin amacı, kültürlerarası eğitimin boyutlarına bir giriş sağlamak ve öğretmen eğitimi ve öğretim uygulamalarında kültürlerarası iletişim kavramının geliştirilmesi için bir teşvik sağlamaktır.

Ayrıca, ingilizce eğitmenlerinin sınıfta kültürlerarası bir engeli çözme yeterliliğini ve sınıf içinde kültürlerarası iletişimi arttırmaya yönelik teknikleri geliştirme ve kullanma konusundaki gelecek eğitim oturumlarına açıklıklarını yansıtmayı hedeflemektedir.

**Anahtar Kelimeler:** Kültürlerarası, farkındalık, dil, yeterlilik, kültürel farklılık.

# ABSTRACT

In addition to being skillful classroom teachers and competent users of foreign language teaching materials, teachers should also view foreign language teaching through an intercultural perspective. Teachers are now required to teach intercultural competence within and out of their classroom. Moreover, they are expected to have the ability to understand each other across all types of cultural barriers in order to make our societies work. That is why there is a real urgency for teachers that can promote and transfer intercultural competence through their work and adopt approaches to culture teaching.

The purpose of this paper is to provide an introduction to the dimensions of intercultural competence and to serve as an encouragement for the future progress of different concepts of teacher training and teaching practice.
Finally, it targets to reflect the preparedness of english language teachers to an intercultural challenge in the classroom and their openness to future training sessions on developing and using techniques to promote intercultural competence within their classroom.

**Keywords**: Intercultural, awareness, language, competence, cultural diversity.

**PREFACE**

As Aldous Huxley said "I wanted to change the world. But I have found that the only thing one can be sure of changing is oneself". Through my journey of life I have experienced dissapointment, grief, love, hate, exclusion and inclusion coming from a diverse community as a member of a minority living in Greece, being "different" from others. Unfortunately, it took me forty years to understand that I was the priviliged one since I could "see through" from a different point of view. Different cultures, a variety of languages developed through me, until I found out that same is boring. We, each one of us, must break the stereotypes that break the people in order to reach interculturality and embrace diversity; I believe only then we can experience global citizenship: being free of all labels and attachments, just being human for a better world.

I would like to express my appreciation to the Department of English Language and Literature of Namık Kemal University, especially my supervisor Associate Professor Bugra Zengin and Head of the Department Professor Dr. Hasan Boynukara. I was enrolled as a foreigner student but never felt as a foreigner in your department.

Many thanks to my family as always you were by my side, in good days and bad days. To all my teachers, and to my students who made me the person that I am today.

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**INTRODUCTION**

"For democracies to work and to be sustainable, education is paramount. Economic sustainability needs a work force with continuously expanding competences and skills; environmental sustainability needs awareness and knowledge about the interconnectedness of nature and human action as well as constant innovation; societal sustainability needs democratic structures and institutions as well as, and above all, individuals who are empowered to act democratically". (Huber, 2012)

Education for intercultural competence must be seen as the basis for learning and living together democratically, especially in multicultural societies where coexistence and empathy is considered one of the most important aspects.

As an english language teacher I have always believed that we transfer something more than grammatical rules, syntax and vocabulary to the learners within the classroom. Being role models, I truly believe that empathy, appreciation, tolerence and intercultural aspects should be transferred in order to enable a positive transformation on language learners. After having attended several training seminars on intercultural competence, inclusion, and diversity, I realised that these features should be definetely adopted in a teacher's teaching approach.

That's how this thesis paper was born and I started my investigation on language teachers after compiling a questionnaire on their awareness of intercultural competence.

The aim of the questionnaire was to mainly examine the awareness of intercultural competence among english language teachers, their rate of attendance in seminars, conferences or courses on intercultural education they have attended, the rate of intercultural approach on their teaching procedure, their possible training needs on intercultural education, and finally the factors influencing their decision to follow a training program in the field of intercultural education.

Four secondary schools were determined as a field of study in Komotini, East Macedonia and Thrace Region. The total number of questionnaires completed were 50 and the samples consisted of english language teachers in the field. The

questionnaires were shared with the teachers outside the schools and the completion of the questionnaires was carried out by ensuring confidentiality and anonymity.

The statistical analysis and evaluation of the research data was carried out using Excel spreadsheets and the statistical program PSPP.

# 1.THE EXISTENCE OF LANGUAGE AND ITS IMPORTANCE

## 1.1 The importance of language

"Language is an actor that both shapes and is shaped by the social community in which it plays a significant role". (Sirbu, 2015).

Language is essentially a means of communication among the members of a society. According to Le Page & Tabouret-Keller (1985) "as a tool of communication among the members of the society, language is influenced by the very society where it functions. In terms of linguistics, it is important to make a distiction between the act of speaking and language. Speaking is specific and concrete, it is the linguistic process in the act of communication; it is an individual aspect of language. Language, on the contrary, is a tool that conveys traditions and values related to group identity, it is the system that governs the act of communication. All people subconsciously reflect their cultural backgrounds in day-to-day communication. Language is both a great advocate for communication and an important reflection of one's cultural background".

We can say that there is a close relationship between the language and the culture of a community; they are related to each other so closely. Culture may reflect in body language, tradition, superstitions and even in the level of behaving kindly or not. The relationship of language and culture is irriversible, however, the impact of culture on language is both deep and thorough.

In this context, Le Page & Tabouret-Keller (1985) adds that "culture refers to the lifestyle of a community: the way its members behave, their beliefs, their values and most importantly the way they communicate. Every act of language, written or spoke, is a statement about the position of its "author" within the social structure in a given culture."

### 1.1.1 First /Second language acquisition

Since 1970's, researchers have studied children's language learning environments in different cultural communities. The researches have focused not only on the development of language itself, but also on the ways in which the environment provides what children need for language acquisition. A second language learner is different from a very young child acquiring a first language. This is true in terms of both the learner's characteristics and the environments in which first and second language acquisition typically occur. ( Lightbown & Spada, 2006)

### 1.2 Language Acqusition and Language Learning

We all have strongly held beliefs about the ways that foreign languages are learnt-beliefs which are based on our experience as language learners and as language teachers. It is well worth examining those beliefs, together with the experience that lies behind them. How people learn another language? This crucial question has been discussed for many years without a clear answer to it. The truth is that we can learn to speak and competently use a foreign language quite well even without lessons.

According to Wang (2009), "most of us know people who have learnt to speak a foreign language quite fluently without any teaching at all: people who travel anr work abroad a lot, people who stay in their own country but mix with speakers of another language." Even children who drop out school, often called "unsuccessful", become competent in foreign language use and they communicate in different foreign languages.

What is that essence which helps people like the above examples to learn? First of all, they are motivated and they have a desire to communicate. Maybe the most important thing, according to Wang (2009), is that "they are exposed in the foreign , they hear the language in use and pick up expressions they need, having many oppurtunities to speak and experiment with the language itself".

Sometimes students in the classroom seem to master a grammar point successsfully and get it right when doing an exercise on it; they even reproduce it in a test or exam. But they often fail to use it correctly when expressing themselves in a multicultural

environment. Based on this example, we can say that practice activities, such as drilling a particular language pattern, do not necessarily make "perfect" foreign language speakers, especially when it comes to communication.

"The distinction that Stephen Krashen, an American linguist, made between acqusition and learning is a useful one here. Acqusition is the subconscious process that happens naturally and leads to fluency; learning being the conscious process. In a situation like the one above, you could say that students have learnt the target form, in that they can reproduce it in a controlled situation when consciously applying the rule, but that they have not yet acquired it, in that it has not become part of their internalised language system". (Willis,1996)

## 2. INTERCULTURAL EDUCATION

### 2.1 Cultural awareness

The lack of cultural awareness and insufficient cultural backgound knowledge of the target language can decrease learners' competence in acquiring the foreign language that's why it's crucial to enhance the student's cultural awareness and develop their back ground knowledge on the target language's culture as well. According to Wang (2018), " The lack of cross-cultural awareness and insuffiecient cultural backgound knowledge interfere with student's thorough understanding of the reading materials they are working at".

But how can we transfer cultural awareness to our learners? Starting from the similarities and differences of our own culture with the target culture would be a good idea. Most of my students keep asking me why they should learn english and not any other language. It would be a good chance to introduce the history of the language they are beeing taught so that they could understand the reasons. Moreover, talking about our traditions and comparing them with the target language's culture have been always a nice way to interact within the classroom and make them see that we have similarities and differences all in all. Interestingly, reading newspapers, magazines and short stories will motivate our learners to investigate further the target language's culture and enable them to start undertanding their own culture and

reflect. By doing that they will have the chance to empathize the target culture, thus, adopt more easily the learning process.

Lastly, mass media, such as TV and radio broadcasting, movies, newspapers and the internet are also considered a successful means of obtaining cultural awareness because they reflect people's way of life in an authentic manner. The audio- visuals materials and approaches are especially welcome and beneficial due to their vivid presentation of both language and culltural knowledge based on authentic circumstances.

On the other hand, Ho (2009) argues that "time allowance on culture teaching is also a big issue for teachers as lessons are already very loaded. In spite of that, if teachers know how to incorporate language and culture in language teaching in a flexible way, they can solve the problem easily and even make their lessons more interesting".

**2.1.1 Culture teaching**

Kumaravadivelu (2003) holds that "culture teaching played a secret role in most second language education". It has mostly been called as 'the hidden curriculum,' indirectly creating in the learner empathy and an appreciation for the culture of the target language.

Kramsch (1993) adds that "the true understanding of the cultural dynamics of the target language classroom can emerge only through an understanding of the cultural identity that teachers and learners bring with them". Such an understanding is possible only if teachers and learners develop what Kumaravadivelu calls critical cultural consciousness: "a critical and reflective approach to evaluating one's own and other cultures, to select the best features, allowing one to stay rooted in a home culture but adopting aspects of other cultures". (Kumaravadivelu, 2008).

*"What lies behind my lived experience, and that of a multitude of others, is a process of creating critical cultural consciousness through constant and continual self-reflection. What guides us in such critical self-reflection is our inherited culture derived from the time-tested traditions of the cultural community into which each of us is born. Our learned knowledge and lived experiences of other cultural discourse*

*domains not only expand our cultural horizon but also clarify and solidify our individual inherited cultural heritage. This critical self-reflection helps us to identify and understand what is good and bad about our own culture, and what is good and bad about other cultures. In other words, in understanding other cultures, we understand our own culture better; in understanding our own, we understand other cultures better. This is the hallmark of an individual's complex cultural growth"*. (Kumaravadivelu, 2008).

Kumaravadivelu (2008) adds that "difficult and sometimes disturbing dialogues can bring about a change of basic attitudes toward one's own culture and toward others". He further proposes that "it is through global cultural consciousness people become aware of and address inequity and social injustice".

According to Staub (2003), the concept of critical consciousness and the concept of critical loyalty are nearly similar. Staub (2003) proposes that "critical consciousness is the capacity to evaluate information independently rather than simply adopting group or authority opinions. Critical loyalty is a commitment to balance local welfare with universal welfare, instead of loyalty to group policies despite conflict with universal principles. Critical loyalty means that people balance their good with the good of other people in the world, leading to constructive patriotism".

However, Kumaravadivelu (2008) argues that "language teachers face distinct challenges and opportunities to help learners construct their cultural identity". As Dogancay-Aktuna (2007) supports "true global cultural consciousness will be perpetuated by culturally informed and progressive teaching practices, suggesting that teachers take the initiative to incorporate a more ground-up approach that is relevant to the local community. Yet, teachers will need to critically appraise their social roles and responsibilities, hopefully encouraging socioculturally and politically contextualized pedagogical decisions to take responsibility for developing a deeper cultural consciousness in their learners".

## 2.2 Intercultural competence

It is generally believed that people from different countries can achieve their goals effectively and appropriately only through intercultural competence when we think in the context of acquiring a foreign language. Unfortunately, intercultural competence is not developed spontaneously in most people. On the contrary, this development is an ongoing lifelong process along which individuals may experience occasional moments of blockage.

"One of the most significant changes in language learning and teaching over the past few decades has been the recognition of the cultural dimension as a key component. This change has transformed the nature of the experience of teaching and learning languages to a great extent. The objective of language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language, which refers to a person's ability to act in a foreign language in linguistically, sociolinguistically and pragmatically appropriate ways". (Council of Europe, 2001). Rather, it is defined in terms of the intercultural competence, which is "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures". (Meyer ,1991).

Jokikokko (2005) defines intercultural competence as "an ethical orientation in which certain morally right ways of being, thinking and acting are emphasized". Kramsch and McConnell-Ginet (1992) further claim that "the primary focus of teaching based on the intercultural approach is on the target cultures, yet, it also includes comparisons between the learner's own country and target country, thereby helping learners to develop a reflective attitude to the culture and civilization of their own countries".

Thus, "educating students to use a second/foreign language means to accustom them to being interculturally sensitive, by supporting them to build the ability to act as a cultural mediator, to see the world through the other's eyes, and to consciously use culture learning skills". (Sen Gupta, 2002).

Within this framework, the foreign language learner is viewed as an "intercultural speaker", someone who "crosses frontiers, and who is to some extent "a specialist in the transit of cultural wealth and significant values". (Byram & Zarate, 1997).

**2.2.1 Competences and attitudes**

According to Byram's well-developed model, (1997) intercultural competence requires certain attitudes, knowledge and skills in addition to linguistic, sociolinguistic and discourse competence. The attitudes include curiosity and openness as well as readiness to see other cultures and the speaker's own without being judgemental.

Byram (1997) claims that someone who has intercultural competence "has knowledge of one, or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly".

As for Fantini (2000), "five constructs should be developed for successful intercultural communication: awareness, attitudes, skills, knowledge and language proficiency". Furthermore, he also cites the following commonly used attributes to describe the intercultural speaker: "respect, empathy, flexibility, patience, interest, curiosity, openness, motivation, a sense of humour, tolerance for ambiguity, and a willingness to suspend judgment".

It is evident that "learning to live together" not only "requires the development of knowledge about the social and cultural backgrounds of the learners involved, but also the development of knowledge and skills for negotiating otherness and difference. Social psychologists have described a number of competencies and attitudes also essential for negotiating identity in society". (Huber, 2012).

We can develop these features for intercultural learning as well. According to Byram (1989) "empathy, is viewed as an attitude, more precisely, it is the apprehension of another's emotional state or condition. "It requires understanding, an activity rather than passive acceptance. It requires a change in viewpoint which has to be worked towards, engaged with. It is not a feeling; it is an ability to participate in a form of life". As for Huber (2012), "it is believed that empathy helps us to understand and

accept the otherness of the others ait comprimises both cognitive and affective aspects together".

Huber (2012) stated that "role distance means another change of perspective. It is about how we view from outside our own world. This helps us to realise that not all people share our view of our own world. They may have opinions about us which we can reflect as stereotypes or prejudices. Decentring can be understood as the ability to step outside of one's own centre or frame. These two can help us to gather different perspectives about ourselves."

Another feature is tolerance of uncertainty. "It is sometimes hard to bear the fact that others are different from us. One of the major aims of the intercultural approach is the development of strategies for negotiating diversity and accepting othernness and difference." The next feature is self awareness and representation of identity according to Huber (2012) "this is related to the awareness of the values, judgements and traditions of the learners and their world view shaping their daily life including their attitudes and their ability to relate this self-awareness to others".

Another feature according to Huber (2012) would be emotional openness. He states that "one of the dimensions of intercultural education is openness and a readiness to relate to others in a multicultural group. In a multicultural setting some participants may withdraw and only feel comfortable if they feel that they are accepted and respected equally; intercultural education seeks to develop tolerance, respect and trust within a group or in a wider society".

Multiperspectivity is another important feature as stated by Huber (2012) "in a multicultural learning environment it is crucial that students learn to take into consideration all perspectives and listen to different opinions when dealing with different issues. Multiperpectivity can be close to or related to decentring".

Leaving centre stage is the other crucial feature as Huber (2012) states "in a multicultural learning environment there will always be participants who try to dominate and other who adopt wait and see attitude, because they are shy or they do not feel accepted. Intercultural education seeks to develop a balance between these

extremes: every learner should stay in the circle but some should move closer to the centre, while other should learn to step back from a dominant position".

The last important feature would be language competence. As stated by Huber (2012) "language plays an important role in intercultural education; here we refer to the language of the learners' own cultural background – their mother tongue – which contributes to shaping their identity. Its development should not be neglected since it is the basis of different competences".

### 2.2.2 Interculturality in Europe

There are many initiatives such as transnational mobility Erasmus+ programmes, training of trainers programmes, vocational programmes and university study exchange programmes implemented by education stakeholders in Europe. These institutions are giving big efforts to spread a sense of European 'togetherness' with a twofold aim: maintaining Europeans' distinct home-culture attributes and developing international European identity.

According to European Training Strategy I, nowadays "intercultural understanding and intercultural competence are more important than ever because they make it possible for us to address the root causes of some of the most important problems of today's societies in the form of misunderstandings across cultural, socio-cultural, ethnic and other lines: discrimination, racism, hate speech and so on".

In order to prevent discrimination, racism, and hate speech there are various training seminars organised by Erasmus+ programme. Many of these trainings aim to develop the competences of the trainers working at an international level on education. Intercultural competence is among the eight competences that are to be developed and further investigated by the trainers since it is one of the most important issues on the education field. According to this context, intercultural competence means reflecting acceptance, maintaining awareness of one's own identity, showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives, using diverse ways and methods to increase self-awareness and being able to apply human rights principles. (European Training Strategy I , 2009)

It is always crucial to think outside the box when dealing with culture and identity because it challenges the views on culture and intercultural learning as practised in trainings in European youth work. It questions the fact that standardised approaches may lead to beliefs and "training modules" that have proven to no longer be entirely adequate or accurate. Naturally, deeper reflection could link this to other approaches such as those inspired by Gestalt therapy, art therapy, emotional intelligence, drama, coaching, etc.

While they are not new, these pedagogical approaches are increasingly used in the trainings of the European Union and have expanded the vision of the trainers.

## 3. INTERCULTURAL READINESS OF TEACHERS

### 3.1. Intercultural Readiness of English language teachers

"English language teaching (ELT) is not merely a matter of training students in a particular set of skills. Rather, the occupation of ELT is profoundly imbued with values, and these values furthermore are complex and driven with dilemmas and conflict. Important as teaching methods are, teaching is not ultimately just about methods or the efficient psycholinguistic learning of the language by students. Rather, it is about our relation with our students as people, with the way we treat them". (Johnson, 2003)

We cannot opt out the importance of linguistic development of our learners, however I think that teachers should transfer the aspect of intercultural competence; that is, according to Huber (2012) "preparing their students for interaction with people from other cultures, enabling them to understand and accept people from other cultures as individuals with different perspectives, values and behaviours".

Byram (1997) claims that "one of the most difficult components of preparing students for intercultural competence is the fact that the total of the students in the classroom have different viewpoints and worlviews, so we can expect that not all students will grow interculturality at the same time and rate. Traditional methods for teaching foreign languages emphasized the importance of students practicing language structures, pronunciation and vocabulary in order to become native like

speakers. However this belief could drive most of our learners to failure and dissapointment since there is no perfection in speaking a foreign language."

Nevertheless, as the learner continues to learn, change, evolve and seeks out opportunities to meet individuals from diverse cultures in order to share information through communication in a foreign language, will achieve the expected tranformation for being an interculturally competent individual.

But how "ready" is a teacher to transfer the features we have discussed above? Actually, according to Byram et al. (2002), "a teacher does not have to know everything about the target culture. This would be impossible and in fact there are many cultures associated with a particular language and many variations on beliefs, values and behaviours which people share".

If we think about an obstacle on applying interculturality in our classroom, this would be the curriculum and the sets of grammar rules we have to teach. Hopefully, "the set of curriculum or programme of study can be modified and challenged by simple techniques which make learners aware of the values and meanings in the material they are using. Teachers can start from the theme and content in the text book, and then encourage learners to ask further questions and make comparisons". (Byram et al., 2002).

Themes in the textbooks can be further developed in an intercultural and critical perspective. For instance, Byram et al. (2002) suggests that "the theme of sport can be examined from many perspectives, such as age, gender, religion, racism.etc. Other themes like food, homes, school, tourism and leisure time can be examined similarly. Furthermore, we can use grammatical exercises to reinforce prejudice and stereotypes".

By this way, learners learn from the teacher, the students but also from the comparison of their own cultural context and the unfamiliar contexts to which language learning introduces them.

Another challenge would be dealing with learners' streotypes and prejudices. Latest researches suggest that overcoming prejudice should be set as a priority for language teachers. Since it is believed that "stereotypes and prejudices are based on

feelings rathers than reason; it will be important to explore feelings as well as thoughts. In particular it is important to challenge ideas and not the people who express the ideas". (Byram et al.,2002).

Many teachers, learners, parents and feel the need to change the ways of teaching or learning nowadays, even if the curriculum for teacher education institutions is revised. That's why I think that most of the english language teachers would possibly need specific training for appliying the above mentioned features in their classroom. According to Byram et al.,(2002), "the issues which need to be given priority are not the acquisition of more knowledge about a country or countries, but how to organise the classroom and classroom processes to enable learners to develop ne attitudes, new skills and new critical awareness".

The most important priority in transferring intercultural competence would be developing skills of group communication and groupwork in the classroom.

The next issue would be taking the risk to talk about learners' attitudes and views, thus creating an environment of self-awareness and awareness of others. "This does not imply that english language teachers should become psychologists but they should try to acquire the basic principles of teaching when emotions and risk taking are involved. This, may be a new era for language teachers who focus on cognitive skills; however cooperation with such teachers or group discussions among language teachers can be very helpful". (Byram et al.,2002).

Finally, as suggested by Byram et al.(2002), "taking part in international exchange projects, professional associations, governmental initiatives can promote the aspects of intercultural dimension in language teaching. Such experiences involve teachers in being intercultural learners themselves, reflecting and analysing their own experience and learning".

## 3.2. Learning and teaching intercultural competences

According to the Council of Europe (2008), "the learning and teaching of intercultural competence is essential for democratic culture and social cohesion.

Educators at all levels play an important role in developing intercultural education and in preparing future generations for dialogue; they are important role models through their commitment and by practising with their learners what they teach".

Schools are already places where locals, foreigners, migrants, refugees come into contact, whether adults or children. What schools must now do is to develop intercultultural encounter, cooperation and learning. School inclusion policies need to promote the empowerment, commitment and contribution of all those involved in school improvement".

According to Council of Europe (2008) "competent public authorities and education institutions should make full use of the key competences for intercultural communication in designing and implementing curricula and study programmes at all levels of education, including teacher training and adult education programmes".

Moreover, "public authorities, civil society organisations and other education providers should integrate intercultural education and inclusive trainings as an important element at all levels. Intercultural competences should be considered as a part of citizenship and human rights education". (Council of Europe, 2008).


## 3.3. Developing intercultural competence through education

As suggested by the Council of Europe (2010) "intercultural education refers to a pedagogy; that means it concerns learning processes, teaching methods syllabus and materials and of course assessment. We have mentioned earlier that its purposed is to develop intercultural competence in learners of all ages in all types of education where thay can engage in dialogue and living together. Intercultural competence can be developed in different ways through different types of education".

According to the definitions of the Council of Europe (2010) three types of education exists.

*Informal education* is the lifelong process where each individual acquires attitudes, skills and knowledge from the educational influences and recources from his/her own environment. While informal learning does have outcomes, these are seldom recorded and never certified.

*Non-formal education i*s a set of planned programmes for education designed to improve skills and competences outside the formal educational platform (e.g. school). We can say that it is a targeted learning process that supports the development of an individual, their social tranformation, change, potential, creativity and talents as well. It generally takes place during a certain period of time and it is intentional. As stated by the Council of Europe (2008), "non-formal learning outside schools and universities, particulary in youth work and all forms of voluntary and civic services, plays an equally prominent role".

*Formal education* is the structured education and training system that starts from pre-primary and goes up to higher education. It takes place at general or vocational educational institutions and usually leads to certification. Higer education institutions play an important role in promoting intercultural competence and dialogue through their education programmes being actors in the wider society and implementation sites of intercultural dialogue. As the Council of Europe suggests (2008), "the university is ideally defined precisely by its universality – its commitment to open mindedness and openness to the world founded on enlightment values".

The activities that follow are introduced by Huber J. & Reynolds C.(2014)  and give some simple in class activities in the form of best practices in intercultural competence that are built on the theories defined in this paper. The tasks serve as examples and they are designed to assist teachers in building intercultural approaches within the context of the foreign language classroom.

According to Huber & Reynolds (2014) "activities that promote multiple perspectives may take the form of a verbal description or visual recording of an event, or action that can be supplemented by descriptions or visuals of the same event , provided by others who see these from different perspectives. For example, it would be interesting to read, compare, discuss or even act out three different accounts of the same day's event in a school or summer camp in a written form by three different children coming from different back grounds with various skills, knoledge, values, norms and perhaps with different languages. The reflection and debriefing of the activity is crucial since we want to show why people tend to see the

same phenomena, events or actions differently and what happens if we misjudge people on the basis of first impressions and often misguided assumptions".

The second activity that is suggested by Huber & Reynolds (2014) is role plays, simulations and drama. They add that "these kind of activities in the foreign language classroom can help develop learners' intercultural competence in simulation and role play activities learners have the chance to act out completely differently from their usual ways, norms and beliefs. By doing this, they experience what it is like to be different, to be looked strangely, to be criticised or even excluded. They can also discover that although people may show difference in every aspect – from eye contact through language use, beliefs , even values - these differences do not make them less valuable as human beings". The third activity that is suggested is theatre, poetry and creative writing. According to Huber & Reynolds (2014) "helps to develop intercultural competence is theatre, poetry and creative writing. When we ready or watch plays, we learn about other people of diverse cultural backgrounds with a variety of perspectives. Reading plays in foreign language classes helps students learn through theatre in different ways. Staging theatrical works takes this learning even further as acting out enables people to explore and reflect on experience that they would probably never encounter otherwise. Additionally, short stories and poems can be read, discussed and even illustrated with drawings and retold from the learner's own perspectives. Gaining knowledge about people they have met and to learn about lives they have never imagined can help learners to develop a willingness to question what is usually taken for granted in their own environment and to challenge their stereotypes of other people".

Etnographic tasks are another activity as stated by Huber & Reynolds (2014) "in order to do this activity, learners in a class or participants in non-formal training sessions can be encouraged in compiling an observation grid to explore how people greet each other, what verbal and non-verbal means they use to express their gratitude, anger or any other emotions. Ethographic tasks involve learners in going outside to explore life in real situations in order to bring back experience and

knoledge thay can compare, analyse and reflect on. This kind of a task can also promote self-discovery and self-reflection as well".

Finally, the use of films and texts could possibly help to develop interculturality in the classroom. As stated by Huber & Reynold (2014), "films and texts in general can be an important access to self-reflection and to openness to explore other places as well as conflicts related to diversity, in contexts that may never be accessible to learners in the real world. Teachers of facilitators may select films, scenes or extracts from written sources to discuss the points where diversity becomes important; either by asking learners to discuss their view on the events or to empathise with the people involved in a scene or passage. These discussions can focus on why they think these people talk to each other but fail to communicate. Another good question would be if intercultural competence is achieved and why cultural diversity fuels tension and conflict in the abovementioned extracts".

**CONCLUSION**

The successful development of intercultural competence and the accomplishment of the vision underneath it relies on the support of education professionals, decision-makers, parents and of course lerners themselves.

I would suggest that the development of intercultural competence is a responsibility of both individuals and institutions. That's why it is an ongoing, complex and challenging process; we keep growing as learners and human beings.

English language teachers should pursuit engaging in meaningful intercultural dialogue in their classroom environment. Moreover, their training on adopting intercultural competence  is vital for transforming our future and creating a diverse society where all are able to participate in intercultural encounters and dialogue.

Moreover, the development of intercultural competence is vital, both for teachers and learners, so that we can understand, appreciate and respect each other across cultural differences and to enable everyone to contribute actively to societies that benefit from diversity.

According to the results of the questionnaires,the 64% of the samples were female and the 36% male. The agegroup consisted of different age groups: 40% were between 22-30, 26% were between 31-40, 28% were between 41-50 and 6% were above 50 years of age. The level of studies of the samples were: 66% had a faculty degree, 16% had MA in other field, 16% had PhD in other field and only 2% had PhD in Intercultural Education. 40% of the samples never attended a seminar or a conference on Intercultural education.

The 22% attended seminars on Intercultural education, whereas 30% attended conferences on Intercultural education. Only 8% attended undergraduate courses on intercultural education. The 54% of the samples spoke more than one foreign language whereas the remaining 46% could speak only one foreign language. The teaching experience varied among the samples: 26% had 1-5 years of experience, 24% had 6-10 years experience, again the other 24% had 11-15 years of experiece and finally 26% had above 15 years of experience. As the year of experience

increased, the rate of responding properly to diversified learners has increased too, being 61.54% for those that have above 15 years of experience.

According to the results, 80% of the samples that were between 22-30 of age, 84.64% of the samples that were between 31-40 of age, 71.43% of the samples that were between 41-50 of age and the 100% of those above 50 have attended a seminar. Interestigly, attendance in seminars have not helped the teachers on dealing with issues related to diversity and on conflict management. On the contrary, 50% of those that have attended an undergraduate course on intercultural education have stated that they can manage conflicts and can deal with diversity.

However, those that have attended a seminar have successfully adapted the content of their teaching material in order to assist the students coming from a different cultural background.

Taking into account all these outputs we can say that the majority of english language teachers have attended various seminars on interculturality, however their success on using intercultural competence in the classroom increased by their year of experience. Seminars, conferences and other training tools seem to have some effect on the teaching approach of english language teachers but they don't seem to be as efficient as the teaching experience factor which enables teachers to be more flexible, grounded and independent in terms of using intercultural competence.

The 45% of those aged between 22-30, 53.85% of those aged between 31-40, 7.14 of those aged between 41-50 and none of those aged above 50 considered staff meetings and exchange of experience the most important among the overall trainings.

The 30% of those aged between 22-30, 69.23% of those aged between 31-40, 42.86 of those aged between 41-50 and none of those aged above 50 considered personal study&reflection the most important among the overall trainings.

The 45.45% of those with a faculty degree, 50% of those with a PhD in other field, 25% of those with an MA in other field have adapted the content of their teaching material in order to assist the students with a different cultural background.

The 42.42% of those with a faculty degree, 87.50% of those with a PhD in other field, 25% of those with an MA in other field have used alternative teaching methods designed for diverse environments.

The 33.33% of those with a faculty degree, 37.50% of those with MA in other field think that the strategy and teaching methods they choose are suitable for diverse environments.

The 36.36% of those with a faculty degree, 100% of those with a PhD in other field, 50% of those with an MA in other field think that they can deal easily and effortlessly with issues related to diversity.

The 21.21% of those with a faculty degree, 100% of those with a PhD in other field, 37.5% of those with MA in other field consider that they can respond adequately to problem and conflict management.

The 50% of those that have attended undergraduate courses on Intercultural education, the 11,11% of those that have attended training seminars on Intercultural education and the 44.44% of those that have attended conferences on intercultural education think they can deal easily and effortlessly issues that are related to diversity.

The 46,15% of those that have above 15 years of experience have adapted the content of their teaching material in order to assist the students with a different cultural background.

The 28,13% of the female samples stated that the most important factor that influenced them in  following a training program in the field of intercultural education were the needs of the school in which they work and enhancing their theoretical training and acquiring better qualifications. Interestingly, the same factor was stated by the 33,33% of the male samples.

This paper has introduced some results on the english language teacher's preparedness and openness on developing and promoting intercultural competence through their teaching experience; however it cannot provide a detailed road map. I think it is one step to be taken on a longer road.

*Table 1.1. Gender*

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Male | 1 | 18 | 36.00 | 36.00 | 36.00 |
| Female | 2 | 32 | 64.00 | 64.00 | 100.00 |
| Total | | 50 | 100.0 | 100.0 | |

The 64% of the samples were female and the 36% male.

*Table 1.2 Agegroup*

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| 22-30 | 1 | 20 | 40.00 | 40.00 | 40.00 |
| 31-40 | 2 | 13 | 26.00 | 26.00 | 66.00 |
| 41-50 | 3 | 14 | 28.00 | 28.00 | 94.00 |
| Above 50 | 4 | 3 | 6.00 | 6.00 | 100.00 |
| Total | | 50 | 100.0 | 100.0 | |

The agegroup consisted of different age groups: 40% were between 22-30, 26% were between 31-40, 28% were between 41-50 and 6% were above 50 years of age.

*Table 1.3 Level of Studies*

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Faculty degree | 1 | 33 | 66.00 | 66.00 | 66.00 |
| PhD in Intercultural Education | 2 | 1 | 2.00 | 2.00 | 68.00 |
| PhD in other field | 4 | 8 | 16.00 | 16.00 | 84.00 |
| MA in other field | 5 | 8 | 16.00 | 16.00 | 100.00 |
| Total | | 50 | 100.0 | 100.0 | 100.00 |

The level of studies of the samples were: 66% had a faculty degree, 16% had MA in other field, 16% had PhD in other field and only 2% had PhD in Intercultural Education.

*Table 1.4 Attendance in seminars – conferences – courses*

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Undergraduate courses on Intercultural Education | 1 | 4 | 8.00 | 8.00 | 8.00 |
| Training seminars on Intercultural Education | 2 | 11 | 22.00 | 22.00 | 30.00 |
| Conferences on Intercultural Education | 3 | 15 | 30.00 | 30.00 | 60.00 |
| None of the above | 4 | 20 | 40.00 | 40.00 | 100.00 |
| Total | | 50 | 100.0 | 100.0 | 100 |

40% of the samples never attended a seminar or a conference on Intercultural education. 22% attended seminars on Intercultural education, whereas 30% attended conferences on Intercultural education. Only 8% attended undergraduate courses on intercultural education.

*Table 1.5 Foreign Language knowledge*

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| One | 1 | 23 | 46.00 | 46.00 | 46.00 |
| More than one | 2 | 27 | 54.00 | 54.00 | 100.00 |
| Total | | 50 | 100.0 | 100.0 | 100 |

The 54% of the samples spoke more than one foreign language whereas the remaining 46% could speak only one foreign language.

*Table 1.6 Teaching experience in public/private institutions and/or Intercultural School divisions*

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| 1-5 | 1 | 13 | 26.00 | 26.00 | 26.00 |
| 6-10 | 2 | 12 | 24.00 | 24.00 | 50.00 |
| 11-15 | 3 | 12 | 24.00 | 24.00 | 74.00 |
| Above 15 | 4 | 13 | 26.00 | 26.00 | 100.00 |
| Total | | 50 | 100.0 | 100.0 | |

The teaching experience varied among the samples: 26% had 1-5 years of experience, 24% had 6-10 years experience, again the other 24% had 11-15 years of experiece and finally 26% had above 15 years of experience.

*Table 1.7 Agegroup * Seminars*

| Agegroup | Seminars | | Total |
|---|---|---|---|
| | not ticked | ticked | |
| **22-30** | 4.00 | 16.00 | 20.00 |
| | 20.00% | 80.00% | 100.00% |
| | 40.00% | 40.00% | 40.00% |
| | 8.00% | 32.00% | 40.00% |
| **31-40** | 2.00 | 11.00 | 13.00 |
| | 15.38% | 84.62% | 100.00% |
| | 20.00% | 27.50% | 26.00% |
| | 4.00% | 22.00% | 26.00% |
| **41-50** | 4.00 | 10.00 | 14.00 |
| | 28.57% | 71.43% | 100.00% |
| | 40.00% | 25.00% | 28.00% |
| | 8.00% | 20.00% | 28.00% |
| **Above 50** | .00 | 3.00 | 3.00 |
| | .00% | 100.00% | 100.00% |
| | .00% | 7.50% | 6.00% |
| | .00% | 6.00% | 6.00% |
| **Total** | 10.00 | 40.00 | 50.00 |
| | 20.00% | 80.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% |
| | 20.00% | 80.00% | 100.00% |

According to the results, 80% of the samples that were between 22-30 of age,

84.64% of the samples that were between 31-40 of age, 71.43% of the samples that

were between 41-50 of age and the 100% of those above 50 have attended a seminar.

*Table 1.8 Agegroup \* Conferences*

| | Conferences | | |
| --- | --- | --- | --- |
| **Agegroup** | **not ticked** | **ticked** | **Total** |
| **22-30** | 12.00 | 8.00 | 20.00 |
| | 60.00% | 40.00% | 100.00% |
| | 38.71% | 42.11% | 40.00% |
| | 24.00% | 16.00% | 40.00% |
| **31-40** | 6.00 | 7.00 | 13.00 |
| | 46.15% | 53.85% | 100.00% |
| | 19.35% | 36.84% | 26.00% |
| | 12.00% | 14.00% | 26.00% |
| **41-50** | 10.00 | 4.00 | 14.00 |
| | 71.43% | 28.57% | 100.00% |
| | 32.26% | 21.05% | 28.00% |
| | 20.00% | 8.00% | 28.00% |
| **Above 50** | 3.00 | .00 | 3.00 |
| | 100.00% | .00% | 100.00% |
| | 9.68% | .00% | 6.00% |
| | 6.00% | .00% | 6.00% |
| **Total** | 31.00 | 19.00 | 50.00 |
| | 62.00% | 38.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% |
| | 62.00% | 38.00% | 100.00% |

According to the results, 40% of the samples that were between 22-30 of age, 53.85% of the samples that were between 31-40 of age, 28.57% of the samples that were between 41-50 of age and the none of those above 50 have attended a conference.

*Table 1.9 Agegroup * Postgradute studies*

| Agegroup | Postgradute studies | | |
| | not ticked | ticked | Total |
|---|---|---|---|
| **22-30** | 6.00 | 14.00 | 20.00 |
| | 30.00% | 70.00% | 100.00% |
| | 37.50% | 41.18% | 40.00% |
| | 12.00% | 28.00% | 40.00% |
| **31-40** | 8.00 | 5.00 | 13.00 |
| | 61.54% | 38.46% | 100.00% |
| | 50.00% | 14.71% | 26.00% |
| | 16.00% | 10.00% | 26.00% |
| **41-50** | 2.00 | 12.00 | 14.00 |
| | 14.29% | 85.71% | 100.00% |
| | 12.50% | 35.29% | 28.00% |
| | 4.00% | 24.00% | 28.00% |
| **Above 50** | .00 | 3.00 | 3.00 |
| | .00% | 100.00% | 100.00% |
| | .00% | 8.82% | 6.00% |
| | .00% | 6.00% | 6.00% |
| **Total** | 16.00 | 34.00 | 50.00 |
| | 32.00% | 68.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% |
| | 32.00% | 68.00% | 100.00% |

According to the results, 70% of the samples that were between 22-30 of age, 38.46% of the samples that were between 31-40 of age, 85.71% of the samples that were between 41-50 of age and 100% of those above 50 have postgraduate studies.

*Table 1.10 Agegroup * Staff meetings and exchange of experience*

| Agegroup | Staff meetings and exchace of experince | | Total |
|---|---|---|---|
| | not ticked | ticked | |
| **22-30** | 11.00 | 9.00 | 20.00 |
| | 55.00% | 45.00% | 100.00% |
| | 33.33% | 52.94% | 40.00% |
| | 22.00% | 18.00% | 40.00% |
| **31-40** | 6.00 | 7.00 | 13.00 |
| | 46.15% | 53.85% | 100.00% |
| | 18.18% | 41.18% | 26.00% |
| | 12.00% | 14.00% | 26.00% |
| **41-50** | 13.00 | 1.00 | 14.00 |
| | 92.86% | 7.14% | 100.00% |
| | 39.39% | 5.88% | 28.00% |
| | 26.00% | 2.00% | 28.00% |
| **Above 50** | 3.00 | .00 | 3.00 |
| | 100.00% | .00% | 100.00% |
| | 9.09% | .00% | 6.00% |
| | 6.00% | .00% | 6.00% |
| **Total** | 33.00 | 17.00 | 50.00 |
| | 66.00% | 34.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% |
| | 66.00% | 34.00% | 100.00% |

The 45% of those aged between 22-30, 53.85% of those aged between 31-40, 7.14 of those aged between 41-50 and none of those aged above 50 considered staff meetings and exchange of experience the most important among the overall trainings.

*Table 1.11 Agegroup * Personal study and reflection*

| Agegroup | Personal study and eflectio | | Total |
| | not ticked | ticked | |
|---|---|---|---|
| **22-30** | 14.00 | 6.00 | 20.00 |
| | 70.00% | 30.00% | 100.00% |
| | 48.28% | 28.57% | 40.00% |
| | 28.00% | 12.00% | 40.00% |
| **31-40** | 4.00 | 9.00 | 13.00 |
| | 30.77% | 69.23% | 100.00% |
| | 13.79% | 42.86% | 26.00% |
| | 8.00% | 18.00% | 26.00% |
| **41-50** | 8.00 | 6.00 | 14.00 |
| | 57.14% | 42.86% | 100.00% |
| | 27.59% | 28.57% | 28.00% |
| | 16.00% | 12.00% | 28.00% |
| **Above 50** | 3.00 | .00 | 3.00 |
| | 100.00% | .00% | 100.00% |
| | 10.34% | .00% | 6.00% |
| | 6.00% | .00% | 6.00% |
| **Total** | 29.00 | 21.00 | 50.00 |
| | 58.00% | 42.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% |
| | 58.00% | 42.00% | 100.00% |

The 30% of those aged between 22-30, 69.23% of those aged between 31-40, 42.86 of those aged between 41-50 and none of those aged above 50 considered personal study&reflection the most important among the overall trainings.

*Table 1.12 Agegroup * Projects*

| Agegroup | Projects | | Total |
|---|---|---|---|
| | not ticked | ticked | Total |
| 22-30 | 15.00 | 5.00 | 20.00 |
| | 75.00% | 25.00% | 100.00% |
| | 38.46% | 45.45% | 40.00% |
| | 30.00% | 10.00% | 40.00% |
| 31-40 | 10.00 | 3.00 | 13.00 |
| | 76.92% | 23.08% | 100.00% |
| | 25.64% | 27.27% | 26.00% |
| | 20.00% | 6.00% | 26.00% |
| 41-50 | 11.00 | 3.00 | 14.00 |
| | 78.57% | 21.43% | 100.00% |
| | 28.21% | 27.27% | 28.00% |
| | 22.00% | 6.00% | 28.00% |
| Above 50 | 3.00 | .00 | 3.00 |
| | 100.00% | .00% | 100.00% |
| | 7.69% | .00% | 6.00% |
| | 6.00% | .00% | 6.00% |
| Total | 39.00 | 11.00 | 50.00 |
| | 78.00% | 22.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% |
| | 78.00% | 22.00% | 100.00% |

The 25% of those aged between 22-30, 23.08% of those aged between 31-40, 21.43 of those aged between 41-50 and none of those aged above 50 considered projects the most important among the overall trainings.

*Table 1.13 Level of Studies * You have adapted the content of your teaching material in order to assist the students with a different cultural background.*

| Level of Studies | You have adapted the content of your teaching material in order to assist the students with a different cultural background. | | | | |
| --- | --- | --- | --- | --- | --- |
| | Neutral | Sometimes | Frequently | Always | Total |
| **Faculty degree** | 4.00 | 13.00 | 15.00 | 1.00 | 33.00 |
| | 12.12% | 39.39% | 45.45% | 3.03% | 100.00% |
| | 66.67% | 86.67% | 71.43% | 12.50% | 66.00% |
| | 8.00% | 26.00% | 30.00% | 2.00% | 66.00% |
| **PhD in Intercultural Education** | .00 | .00 | .00 | 1.00 | 1.00 |
| | .00% | .00% | .00% | 100.00% | 100.00% |
| | .00% | .00% | .00% | 12.50% | 2.00% |
| | .00% | .00% | .00% | 2.00% | 2.00% |
| **PhD in other field** | 2.00 | .00 | 4.00 | 2.00 | 8.00 |
| | 25.00% | .00% | 50.00% | 25.00% | 100.00% |
| | 33.33% | .00% | 19.05% | 25.00% | 16.00% |
| | 4.00% | .00% | 8.00% | 4.00% | 16.00% |
| **MA in other field** | .00 | 2.00 | 2.00 | 4.00 | 8.00 |
| | .00% | 25.00% | 25.00% | 50.00% | 100.00% |
| | .00% | 13.33% | 9.52% | 50.00% | 16.00% |
| | .00% | 4.00% | 4.00% | 8.00% | 16.00% |
| **Total** | 6.00 | 15.00 | 21.00 | 8.00 | 50.00 |
| | 12.00% | 30.00% | 42.00% | 16.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 12.00% | 30.00% | 42.00% | 16.00% | 100.00% |

The 45.45% of those with a faculty degree, 50% of those with a PhD in other field, 25% of those with an MA in other field have adapted the content of their teaching material in order to assist the students with a different cultural background.

*Table 1.14 Level of Studies * You use alternative teaching methods appropriately designed for multicultural/diverse environments.*

| Level of Studies | You use alternative teaching methods appropriately designed for multicultural/diverse environments. | | | | | Total |
|---|---|---|---|---|---|---|
| | Never | Neutral | Sometimes | Frequently | Always | |
| **Faculty degree** | 1.00 | 6.00 | 12.00 | 14.00 | .00 | 33.00 |
| | 3.03% | 18.18% | 36.36% | 42.42% | .00% | 100.00% |
| | 100.00% | 85.71% | 92.31% | 60.87% | .00% | 66.00% |
| | 2.00% | 12.00% | 24.00% | 28.00% | .00% | 66.00% |
| **PhD in Intercultural Education** | .00 | .00 | .00 | .00 | 1.00 | 1.00 |
| | .00% | .00% | .00% | .00% | 100.00% | 100.00% |
| | .00% | .00% | .00% | .00% | 16.67% | 2.00% |
| | .00% | .00% | .00% | .00% | 2.00% | 2.00% |
| **PhD in other field** | .00 | .00 | .00 | 7.00 | 1.00 | 8.00 |
| | .00% | .00% | .00% | 87.50% | 12.50% | 100.00% |
| | .00% | .00% | .00% | 30.43% | 16.67% | 16.00% |
| | .00% | .00% | .00% | 14.00% | 2.00% | 16.00% |
| **MA in other field** | .00 | 1.00 | 1.00 | 2.00 | 4.00 | 8.00 |
| | .00% | 12.50% | 12.50% | 25.00% | 50.00% | 100.00% |
| | .00% | 14.29% | 7.69% | 8.70% | 66.67% | 16.00% |
| | .00% | 2.00% | 2.00% | 4.00% | 8.00% | 16.00% |
| **Total** | 1.00 | 7.00 | 13.00 | 23.00 | 6.00 | 50.00 |
| | 2.00% | 14.00% | 26.00% | 46.00% | 12.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 2.00% | 14.00% | 26.00% | 46.00% | 12.00% | 100.00% |

The 42.42% of those with a faculty degree, 87.50% of those with a PhD in other field, 25% of those with an MA in other field have used alternative teaching methods designed for diverse environments.

*Table 1.15 Level of Studies \* You think that the strategy and teaching methods you choose are suitable for multicultural/diverse environments.*

| | You think that the strategy and teaching methods you choose are suitable for multicultural/diverse environments. | | | | |
|---|---|---|---|---|---|
| Level of Studies | Neutral | Sometimes | Frequently | Always | Total |
| **Faculty degree** | 3.00 | 17.00 | 11.00 | 2.00 | 33.00 |
| | 9.09% | 51.52% | 33.33% | 6.06% | 100.00% |
| | 100.00% | 77.27% | 78.57% | 18.18% | 66.00% |
| | 6.00% | 34.00% | 22.00% | 4.00% | 66.00% |
| **PhD in Intercultural Education** | .00 | .00 | .00 | 1.00 | 1.00 |
| | .00% | .00% | .00% | 100.00% | 100.00% |
| | .00% | .00% | .00% | 9.09% | 2.00% |
| | .00% | .00% | .00% | 2.00% | 2.00% |
| **PhD in other field** | .00 | 4.00 | .00 | 4.00 | 8.00 |
| | .00% | 50.00% | .00% | 50.00% | 100.00% |
| | .00% | 18.18% | .00% | 36.36% | 16.00% |
| | .00% | 8.00% | .00% | 8.00% | 16.00% |
| **MA in other field** | .00 | 1.00 | 3.00 | 4.00 | 8.00 |
| | .00% | 12.50% | 37.50% | 50.00% | 100.00% |
| | .00% | 4.55% | 21.43% | 36.36% | 16.00% |
| | .00% | 2.00% | 6.00% | 8.00% | 16.00% |
| **Total** | 3.00 | 22.00 | 14.00 | 11.00 | 50.00 |
| | 6.00% | 44.00% | 28.00% | 22.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 6.00% | 44.00% | 28.00% | 22.00% | 100.00% |

The 33.33% of those with a faculty degree, 37.50% of those with MA in other field think that the strategy and teaching methods they choose are suitable for diverse environments.

*Table 1.16 Level of Studies * You think that you can respond to your educational tasks in classrooms with linguistically and culturally diversified learners.*

| Level of Studies | You think that you can respond to your educational tasks in classrooms with linguistically and culturally diversified learners. | | | | |
| --- | --- | --- | --- | --- | --- |
| | Neutral | Sometimes | Frequently | Always | Total |
| **Faculty degree** | 3.00 | 13.00 | 11.00 | 6.00 | 33.00 |
| | 9.09% | 39.39% | 33.33% | 18.18% | 100.00% |
| | 100.00% | 81.25% | 68.75% | 40.00% | 66.00% |
| | 6.00% | 26.00% | 22.00% | 12.00% | 66.00% |
| **PhD in Intercultural Education** | .00 | .00 | .00 | 1.00 | 1.00 |
| | .00% | .00% | .00% | 100.00% | 100.00% |
| | .00% | .00% | .00% | 6.67% | 2.00% |
| | .00% | .00% | .00% | 2.00% | 2.00% |
| **PhD in other field** | .00 | 1.00 | 5.00 | 2.00 | 8.00 |
| | .00% | 12.50% | 62.50% | 25.00% | 100.00% |
| | .00% | 6.25% | 31.25% | 13.33% | 16.00% |
| | .00% | 2.00% | 10.00% | 4.00% | 16.00% |
| **MA in other field** | .00 | 2.00 | .00 | 6.00 | 8.00 |
| | .00% | 25.00% | .00% | 75.00% | 100.00% |
| | .00% | 12.50% | .00% | 40.00% | 16.00% |
| | .00% | 4.00% | .00% | 12.00% | 16.00% |
| **Total** | 3.00 | 16.00 | 16.00 | 15.00 | 50.00 |
| | 6.00% | 32.00% | 32.00% | 30.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 6.00% | 32.00% | 32.00% | 30.00% | 100.00% |

*Table 1.17 Level of Studies * You think you can deal easily and effortlessly issues that are related to diversity.*

| Level of Studies | You think you can deal easily and effortlessly issues that are related to diversity. | | | | |
| --- | --- | --- | --- | --- | --- |
| | Neutral | Sometimes | Frequently | Always | Total |
| **Faculty degree** | 6.00 | 13.00 | 12.00 | 2.00 | 33.00 |
| | 18.18% | 39.39% | 36.36% | 6.06% | 100.00% |
| | 100.00% | 81.25% | 63.16% | 22.22% | 66.00% |
| | 12.00% | 26.00% | 24.00% | 4.00% | 66.00% |
| **PhD in Intercultural Education** | .00 | .00 | .00 | 1.00 | 1.00 |
| | .00% | .00% | .00% | 100.00% | 100.00% |
| | .00% | .00% | .00% | 11.11% | 2.00% |
| | .00% | .00% | .00% | 2.00% | 2.00% |
| **PhD in other field** | .00 | 1.00 | 5.00 | 2.00 | 8.00 |
| | .00% | 12.50% | 62.50% | 25.00% | 100.00% |
| | .00% | 6.25% | 26.32% | 22.22% | 16.00% |
| | .00% | 2.00% | 10.00% | 4.00% | 16.00% |
| **MA in other field** | .00 | 2.00 | 2.00 | 4.00 | 8.00 |
| | .00% | 25.00% | 25.00% | 50.00% | 100.00% |
| | .00% | 12.50% | 10.53% | 44.44% | 16.00% |
| | .00% | 4.00% | 4.00% | 8.00% | 16.00% |
| **Total** | 6.00 | 16.00 | 19.00 | 9.00 | 50.00 |
| | 12.00% | 32.00% | 38.00% | 18.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 12.00% | 32.00% | 38.00% | 18.00% | 100.00% |

The 36.36% of those with a faculty degree, 100% of those with a PhD in other field,
50% of those with an MA in other field think that they can deal easily and
effortlessly with issues related to diversity.

*Table 1.18 Level of Studies \* To what extent do you consider that you can respond adequately to problem and conflict management with students of different cultural groups.*

| | To what extent do you consider that you can respond adequately to problem and conflict management with students of different cultural groups. | | | | |
|---|---|---|---|---|---|
| Level of Studies | Neutral | Sometimes | Frequently | Always | Total |
| Faculty degree | 7.00 | 13.00 | 6.00 | 7.00 | 33.00 |
| | 21.21% | 39.39% | 18.18% | 21.21% | 100.00% |
| | 100.00% | 92.86% | 46.15% | 43.75% | 66.00% |
| | 14.00% | 26.00% | 12.00% | 14.00% | 66.00% |
| PhD in Intercultural Education | .00 | .00 | .00 | 1.00 | 1.00 |
| | .00% | .00% | .00% | 100.00% | 100.00% |
| | .00% | .00% | .00% | 6.25% | 2.00% |
| | .00% | .00% | .00% | 2.00% | 2.00% |
| PhD in other field | .00 | .00 | 5.00 | 3.00 | 8.00 |
| | .00% | .00% | 62.50% | 37.50% | 100.00% |
| | .00% | .00% | 38.46% | 18.75% | 16.00% |
| | .00% | .00% | 10.00% | 6.00% | 16.00% |
| MA in other field | .00 | 1.00 | 2.00 | 5.00 | 8.00 |
| | .00% | 12.50% | 25.00% | 62.50% | 100.00% |
| | .00% | 7.14% | 15.38% | 31.25% | 16.00% |
| | .00% | 2.00% | 4.00% | 10.00% | 16.00% |
| Total | 7.00 | 14.00 | 13.00 | 16.00 | 50.00 |
| | 14.00% | 28.00% | 26.00% | 32.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 14.00% | 28.00% | 26.00% | 32.00% | 100.00% |

The 21.21% of those with a faculty degree, 100% of those with a PhD in other field, 37.5% of those with MA in other field consider that they can respond adequately to problem and conflict management.

*Table 1.19 Attendance in seminars – conferences – courses * You have adapted the content of your teaching material in order to assist the students with a different cultural background.*

| Attendance in seminars – conferences – courses | You have adapted the content of your teaching material in order to assist the students with a different cultural background. | | | | |
|---|---|---|---|---|---|
| | Neutral | Sometimes | Frequently | Always | Total |
| Undergraduate courses on Intercultural Education | .00 | 2.00 | 1.00 | 1.00 | 4.00 |
| | .00% | 50.00% | 25.00% | 25.00% | 100.00% |
| | .00% | 13.33% | 4.76% | 12.50% | 8.00% |
| | .00% | 4.00% | 2.00% | 2.00% | 8.00% |
| Training seminars on Intercultural Education | 1.00 | 3.00 | 4.00 | 3.00 | 11.00 |
| | 9.09% | 27.27% | 36.36% | 27.27% | 100.00% |
| | 16.67% | 20.00% | 19.05% | 37.50% | 22.00% |
| | 2.00% | 6.00% | 8.00% | 6.00% | 22.00% |
| Conferences on Intercultural Education | 1.00 | 3.00 | 8.00 | 3.00 | 15.00 |
| | 6.67% | 20.00% | 53.33% | 20.00% | 100.00% |
| | 16.67% | 20.00% | 38.10% | 37.50% | 30.00% |
| | 2.00% | 6.00% | 16.00% | 6.00% | 30.00% |
| None of the above | 4.00 | 7.00 | 8.00 | 1.00 | 20.00 |
| | 20.00% | 35.00% | 40.00% | 5.00% | 100.00% |
| | 66.67% | 46.67% | 38.10% | 12.50% | 40.00% |
| | 8.00% | 14.00% | 16.00% | 2.00% | 40.00% |
| Total | 6.00 | 15.00 | 21.00 | 8.00 | 50.00 |
| | 12.00% | 30.00% | 42.00% | 16.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 12.00% | 30.00% | 42.00% | 16.00% | 100.00% |

*Table 1.20 Attendance in seminars – conferences – courses * You use alternative teaching methods appropriately designed for multicultural/diverse environments.*

| Attendance in seminars – conferences – courses | You use alternative teaching methods appropriately designed for multicultural/diverse environments. | | | | | Total |
|---|---|---|---|---|---|---|
| | Never | Neutral | Sometimes | Frequently | Always | |
| **Undergraduate courses on Intercultural Education** | .00 | .00 | 1.00 | 2.00 | 1.00 | 4.00 |
| | .00% | .00% | 25.00% | 50.00% | 25.00% | 100.00% |
| | .00% | .00% | 7.69% | 8.70% | 16.67% | 8.00% |
| | .00% | .00% | 2.00% | 4.00% | 2.00% | 8.00% |
| **Training seminars on Intercultural Education** | 1.00 | 2.00 | 1.00 | 5.00 | 2.00 | 11.00 |
| | 9.09% | 18.18% | 9.09% | 45.45% | 18.18% | 100.00% |
| | 100.00% | 28.57% | 7.69% | 21.74% | 33.33% | 22.00% |
| | 2.00% | 4.00% | 2.00% | 10.00% | 4.00% | 22.00% |
| **Conferences on Intercultural Education** | .00 | 2.00 | 3.00 | 8.00 | 2.00 | 15.00 |
| | .00% | 13.33% | 20.00% | 53.33% | 13.33% | 100.00% |
| | .00% | 28.57% | 23.08% | 34.78% | 33.33% | 30.00% |
| | .00% | 4.00% | 6.00% | 16.00% | 4.00% | 30.00% |
| **None of the above** | .00 | 3.00 | 8.00 | 8.00 | 1.00 | 20.00 |
| | .00% | 15.00% | 40.00% | 40.00% | 5.00% | 100.00% |
| | .00% | 42.86% | 61.54% | 34.78% | 16.67% | 40.00% |
| | .00% | 6.00% | 16.00% | 16.00% | 2.00% | 40.00% |
| **Total** | 1.00 | 7.00 | 13.00 | 23.00 | 6.00 | 50.00 |
| | 2.00% | 14.00% | 26.00% | 46.00% | 12.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 2.00% | 14.00% | 26.00% | 46.00% | 12.00% | 100.00% |

***Table 1.21 Attendance in seminars – conferences – courses * You think that the strategy and teaching methods you choose are suitable for multicultural/diverse environments.***

| Attendance in seminars – conferences – courses | You think that the strategy and teaching methods you choose are suitable for multicultural/diverse environments. | | | | |
| --- | --- | --- | --- | --- | --- |
| | Neutral | Sometimes | Frequently | Always | Total |
| Undergraduate courses on Intercultural Education | .00 | 1.00 | 2.00 | 1.00 | 4.00 |
| | .00% | 25.00% | 50.00% | 25.00% | 100.00% |
| | .00% | 4.55% | 14.29% | 9.09% | 8.00% |
| | .00% | 2.00% | 4.00% | 2.00% | 8.00% |
| Training seminars on Intercultural Education | 1.00 | 4.00 | 2.00 | 4.00 | 11.00 |
| | 9.09% | 36.36% | 18.18% | 36.36% | 100.00% |
| | 33.33% | 18.18% | 14.29% | 36.36% | 22.00% |
| | 2.00% | 8.00% | 4.00% | 8.00% | 22.00% |
| Conferences on Intercultural Education | .00 | 6.00 | 5.00 | 4.00 | 15.00 |
| | .00% | 40.00% | 33.33% | 26.67% | 100.00% |
| | .00% | 27.27% | 35.71% | 36.36% | 30.00% |
| | .00% | 12.00% | 10.00% | 8.00% | 30.00% |
| None of the above | 2.00 | 11.00 | 5.00 | 2.00 | 20.00 |
| | 10.00% | 55.00% | 25.00% | 10.00% | 100.00% |
| | 66.67% | 50.00% | 35.71% | 18.18% | 40.00% |
| | 4.00% | 22.00% | 10.00% | 4.00% | 40.00% |
| Total | 3.00 | 22.00 | 14.00 | 11.00 | 50.00 |
| | 6.00% | 44.00% | 28.00% | 22.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 6.00% | 44.00% | 28.00% | 22.00% | 100.00% |

*Table 1.22 Attendance in seminars – conferences – courses * You think that you can respond to your educational tasks in classrooms with linguistically and culturally diversified learners.*

| | You think that you can respond to your educational tasks in classrooms with linguistically and culturally diversified learners. | | | | |
|---|---|---|---|---|---|
| **Attendance in seminars – conferences – courses** | **Neutral** | **Sometimes** | **Frequently** | **Always** | **Total** |
| **Undergraduate courses on Intercultural Education** | .00 | 1.00 | 2.00 | 1.00 | 4.00 |
| | .00% | 25.00% | 50.00% | 25.00% | 100.00% |
| | .00% | 6.25% | 12.50% | 6.67% | 8.00% |
| | .00% | 2.00% | 4.00% | 2.00% | 8.00% |
| **Training seminars on Intercultural Education** | .00 | 4.00 | 2.00 | 5.00 | 11.00 |
| | .00% | 36.36% | 18.18% | 45.45% | 100.00% |
| | .00% | 25.00% | 12.50% | 33.33% | 22.00% |
| | .00% | 8.00% | 4.00% | 10.00% | 22.00% |
| **Conferences on Intercultural Education** | 1.00 | 5.00 | 2.00 | 7.00 | 15.00 |
| | 6.67% | 33.33% | 13.33% | 46.67% | 100.00% |
| | 33.33% | 31.25% | 12.50% | 46.67% | 30.00% |
| | 2.00% | 10.00% | 4.00% | 14.00% | 30.00% |
| **None of the above** | 2.00 | 6.00 | 10.00 | 2.00 | 20.00 |
| | 10.00% | 30.00% | 50.00% | 10.00% | 100.00% |
| | 66.67% | 37.50% | 62.50% | 13.33% | 40.00% |
| | 4.00% | 12.00% | 20.00% | 4.00% | 40.00% |
| **Total** | 3.00 | 16.00 | 16.00 | 15.00 | 50.00 |
| | 6.00% | 32.00% | 32.00% | 30.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 6.00% | 32.00% | 32.00% | 30.00% | 100.00% |

*Table 1.23 Attendance in seminars – conferences – courses * Do you think you can deal easily and effortlessly issues that are related to diversity.*

| Attendance in seminars – conferences – courses | Do you think you can deal easily and effortlessly issues that are related to diversity. | | | | Total |
| --- | --- | --- | --- | --- | --- |
| | Neutral | Sometimes | Frequently | Always | Total |
| **Undergraduate courses on Intercultural Education** | .00 | .00 | 2.00 | 2.00 | 4.00 |
| | .00% | .00% | 50.00% | 50.00% | 100.00% |
| | .00% | .00% | 10.53% | 22.22% | 8.00% |
| | .00% | .00% | 4.00% | 4.00% | 8.00% |
| **Training seminars on Intercultural Education** | .00 | 5.00 | 5.00 | 1.00 | 11.00 |
| | .00% | 45.45% | 45.45% | 9.09% | 100.00% |
| | .00% | 31.25% | 26.32% | 11.11% | 22.00% |
| | .00% | 10.00% | 10.00% | 2.00% | 22.00% |
| **Conferences on Intercultural Education** | 1.00 | 4.00 | 6.00 | 4.00 | 15.00 |
| | 6.67% | 26.67% | 40.00% | 26.67% | 100.00% |
| | 16.67% | 25.00% | 31.58% | 44.44% | 30.00% |
| | 2.00% | 8.00% | 12.00% | 8.00% | 30.00% |
| **None of the above** | 5.00 | 7.00 | 6.00 | 2.00 | 20.00 |
| | 25.00% | 35.00% | 30.00% | 10.00% | 100.00% |
| | 83.33% | 43.75% | 31.58% | 22.22% | 40.00% |
| | 10.00% | 14.00% | 12.00% | 4.00% | 40.00% |
| **Total** | 6.00 | 16.00 | 19.00 | 9.00 | 50.00 |
| | 12.00% | 32.00% | 38.00% | 18.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 12.00% | 32.00% | 38.00% | 18.00% | 100.00% |

The 50% of those that have attended undergraduate courses on Intercultural education, the 11,11% of those that have attended training seminars on Intercultural education and the 44.44% of those that have attended conferences on intercultural education think they can deal easily and effortlessly issues that are related to diversity.

*Table 1.24 Attendance in seminars – conferences – courses * To what extent do you consider that you can respond adequately to problem and conflict management with students of different cultural groups.*

| Attendance in seminars – conferences – courses | To what extent do you consider that you can respond adequately to problem and conflict management with students of different cultural groups. | | | | Total |
|---|---|---|---|---|---|
| | Neutral | Sometimes | Frequently | Always | Total |
| **Undergraduate courses on Intercultural Education** | .00 | 1.00 | 1.00 | 2.00 | 4.00 |
| | .00% | 25.00% | 25.00% | 50.00% | 100.00% |
| | .00% | 7.14% | 7.69% | 12.50% | 8.00% |
| | .00% | 2.00% | 2.00% | 4.00% | 8.00% |
| **Training seminars on Intercultural Education** | 1.00 | 2.00 | 3.00 | 5.00 | 11.00 |
| | 9.09% | 18.18% | 27.27% | 45.45% | 100.00% |
| | 14.29% | 14.29% | 23.08% | 31.25% | 22.00% |
| | 2.00% | 4.00% | 6.00% | 10.00% | 22.00% |
| **Conferences on Intercultural Education** | 1.00 | 3.00 | 5.00 | 6.00 | 15.00 |
| | 6.67% | 20.00% | 33.33% | 40.00% | 100.00% |
| | 14.29% | 21.43% | 38.46% | 37.50% | 30.00% |
| | 2.00% | 6.00% | 10.00% | 12.00% | 30.00% |
| **None of the above** | 5.00 | 8.00 | 4.00 | 3.00 | 20.00 |
| | 25.00% | 40.00% | 20.00% | 15.00% | 100.00% |
| | 71.43% | 57.14% | 30.77% | 18.75% | 40.00% |
| | 10.00% | 16.00% | 8.00% | 6.00% | 40.00% |
| **Total** | 7.00 | 14.00 | 13.00 | 16.00 | 50.00 |
| | 14.00% | 28.00% | 26.00% | 32.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 14.00% | 28.00% | 26.00% | 32.00% | 100.00% |

*Table 1.25 Teaching experience in public/private institutions and/or Intercultural School divisions * You have adapted the content of your teaching material in order to assist the students with a different cultural background.*

| Teaching experience in public/private institutions and/or Intercultural School divisions | You have adapted the content of your teaching material in order to assist the students with a different cultural background. | | | | |
|---|---|---|---|---|---|
| | Neutral | Sometimes | Frequently | Always | Total |
| **1-5** | 3.00 | 3.00 | 7.00 | .00 | 13.00 |
| | 23.08% | 23.08% | 53.85% | .00% | 100.00% |
| | 50.00% | 20.00% | 33.33% | .00% | 26.00% |
| | 6.00% | 6.00% | 14.00% | .00% | 26.00% |
| **6-10** | 1.00 | 7.00 | 4.00 | .00 | 12.00 |
| | 8.33% | 58.33% | 33.33% | .00% | 100.00% |
| | 16.67% | 46.67% | 19.05% | .00% | 24.00% |
| | 2.00% | 14.00% | 8.00% | .00% | 24.00% |
| **11-15** | 2.00 | 3.00 | 4.00 | 3.00 | 12.00 |
| | 16.67% | 25.00% | 33.33% | 25.00% | 100.00% |
| | 33.33% | 20.00% | 19.05% | 37.50% | 24.00% |
| | 4.00% | 6.00% | 8.00% | 6.00% | 24.00% |
| **Above 15** | .00 | 2.00 | 6.00 | 5.00 | 13.00 |
| | .00% | 15.38% | 46.15% | 38.46% | 100.00% |
| | .00% | 13.33% | 28.57% | 62.50% | 26.00% |
| | .00% | 4.00% | 12.00% | 10.00% | 26.00% |
| **Total** | 6.00 | 15.00 | 21.00 | 8.00 | 50.00 |
| | 12.00% | 30.00% | 42.00% | 16.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 12.00% | 30.00% | 42.00% | 16.00% | 100.00% |

The 46,15% of those that have above 15 years of experience have adapted the content of their teaching material in order to assist the students with a different cultural background.

*Table 1.26 Teaching experience in public/private institutions and/or Intercultural School divisions \* You use alternative teaching methods appropriately designed for multicultural/diverse environments.*

| Teaching experience in public/private institutions and/or Intercultural School divisions | You use alternative teaching methods appropriately designed for multicultural/diverse environments. | | | | | Total |
|---|---|---|---|---|---|---|
| | Never | Neutral | Sometimes | Frequently | Always | |
| **1-5** | 1.00 | 2.00 | 4.00 | 6.00 | .00 | 13.00 |
| | 7.69% | 15.38% | 30.77% | 46.15% | .00% | 100.00% |
| | 100.00% | 28.57% | 30.77% | 26.09% | .00% | 26.00% |
| | 2.00% | 4.00% | 8.00% | 12.00% | .00% | 26.00% |
| **6-10** | .00 | 3.00 | 5.00 | 4.00 | .00 | 12.00 |
| | .00% | 25.00% | 41.67% | 33.33% | .00% | 100.00% |
| | .00% | 42.86% | 38.46% | 17.39% | .00% | 24.00% |
| | .00% | 6.00% | 10.00% | 8.00% | .00% | 24.00% |
| **11-15** | .00 | 1.00 | 3.00 | 7.00 | 1.00 | 12.00 |
| | .00% | 8.33% | 25.00% | 58.33% | 8.33% | 100.00% |
| | .00% | 14.29% | 23.08% | 30.43% | 16.67% | 24.00% |
| | .00% | 2.00% | 6.00% | 14.00% | 2.00% | 24.00% |
| **Above 15** | .00 | 1.00 | 1.00 | 6.00 | 5.00 | 13.00 |
| | .00% | 7.69% | 7.69% | 46.15% | 38.46% | 100.00% |
| | .00% | 14.29% | 7.69% | 26.09% | 83.33% | 26.00% |
| | .00% | 2.00% | 2.00% | 12.00% | 10.00% | 26.00% |
| **Total** | 1.00 | 7.00 | 13.00 | 23.00 | 6.00 | 50.00 |
| | 2.00% | 14.00% | 26.00% | 46.00% | 12.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 2.00% | 14.00% | 26.00% | 46.00% | 12.00% | 100.00% |

*Table 1.27 Teaching experience in public/private institutions and/or Intercultural School divisions * You think that the strategy and teaching methods you choose are suitable for multicultural/diverse environments.*

| Teaching experience in public/private institutions and/or Intercultural School divisions | You think that the strategy and teaching methods you choose are suitable for multicultural/diverse environments. | | | | |
|---|---|---|---|---|---|
| | Neutral | Sometimes | Frequently | Always | Total |
| 1-5 | 1.00 | 6.00 | 5.00 | 1.00 | 13.00 |
| | 7.69% | 46.15% | 38.46% | 7.69% | 100.00% |
| | 33.33% | 27.27% | 35.71% | 9.09% | 26.00% |
| | 2.00% | 12.00% | 10.00% | 2.00% | 26.00% |
| 6-10 | 2.00 | 6.00 | 4.00 | .00 | 12.00 |
| | 16.67% | 50.00% | 33.33% | .00% | 100.00% |
| | 66.67% | 27.27% | 28.57% | .00% | 24.00% |
| | 4.00% | 12.00% | 8.00% | .00% | 24.00% |
| 11-15 | .00 | 7.00 | 2.00 | 3.00 | 12.00 |
| | .00% | 58.33% | 16.67% | 25.00% | 100.00% |
| | .00% | 31.82% | 14.29% | 27.27% | 24.00% |
| | .00% | 14.00% | 4.00% | 6.00% | 24.00% |
| Above 15 | .00 | 3.00 | 3.00 | 7.00 | 13.00 |
| | .00% | 23.08% | 23.08% | 53.85% | 100.00% |
| | .00% | 13.64% | 21.43% | 63.64% | 26.00% |
| | .00% | 6.00% | 6.00% | 14.00% | 26.00% |
| Total | 3.00 | 22.00 | 14.00 | 11.00 | 50.00 |
| | 6.00% | 44.00% | 28.00% | 22.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 6.00% | 44.00% | 28.00% | 22.00% | 100.00% |

*Table 1.28 Teaching experience in public/private institutions and/or Intercultural School divisions * You think that you can respond to your educational tasks in classrooms with linguistically and culturally diversified learners.*

| Teaching experience in public/private institutions and/or Intercultural School divisions | You think that you can respond to your educational tasks in classrooms with linguistically and culturally diversified learners. | | | | |
| --- | --- | --- | --- | --- | --- |
| | Neutral | Sometimes | Frequently | Always | Total |
| 1-5 | 2.00 | 4.00 | 6.00 | 1.00 | 13.00 |
| | 15.38% | 30.77% | 46.15% | 7.69% | 100.00% |
| | 66.67% | 25.00% | 37.50% | 6.67% | 26.00% |
| | 4.00% | 8.00% | 12.00% | 2.00% | 26.00% |
| 6-10 | 1.00 | 7.00 | 2.00 | 2.00 | 12.00 |
| | 8.33% | 58.33% | 16.67% | 16.67% | 100.00% |
| | 33.33% | 43.75% | 12.50% | 13.33% | 24.00% |
| | 2.00% | 14.00% | 4.00% | 4.00% | 24.00% |
| 11-15 | .00 | 3.00 | 5.00 | 4.00 | 12.00 |
| | .00% | 25.00% | 41.67% | 33.33% | 100.00% |
| | .00% | 18.75% | 31.25% | 26.67% | 24.00% |
| | .00% | 6.00% | 10.00% | 8.00% | 24.00% |
| Above 15 | .00 | 2.00 | 3.00 | 8.00 | 13.00 |
| | .00% | 15.38% | 23.08% | 61.54% | 100.00% |
| | .00% | 12.50% | 18.75% | 53.33% | 26.00% |
| | .00% | 4.00% | 6.00% | 16.00% | 26.00% |
| Total | 3.00 | 16.00 | 16.00 | 15.00 | 50.00 |
| | 6.00% | 32.00% | 32.00% | 30.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 6.00% | 32.00% | 32.00% | 30.00% | 100.00% |

*Table 1.29 Teaching experience in public/private institutions and/or Intercultural School divisions * You think you can deal easily and effortlessly issues that are related to diversity.*

| Teaching experience in public/private institutions and/or Intercultural School divisions | You think you can deal easily and effortlessly issues that are related to diversity. | | | | |
|---|---|---|---|---|---|
| | Neutral | Sometimes | Frequently | Always | Total |
| 1-5 | 2.00 | 6.00 | 4.00 | 1.00 | 13.00 |
| | 15.38% | 46.15% | 30.77% | 7.69% | 100.00% |
| | 33.33% | 37.50% | 21.05% | 11.11% | 26.00% |
| | 4.00% | 12.00% | 8.00% | 2.00% | 26.00% |
| 6-10 | 3.00 | 6.00 | 3.00 | .00 | 12.00 |
| | 25.00% | 50.00% | 25.00% | .00% | 100.00% |
| | 50.00% | 37.50% | 15.79% | .00% | 24.00% |
| | 6.00% | 12.00% | 6.00% | .00% | 24.00% |
| 11-15 | 1.00 | 2.00 | 7.00 | 2.00 | 12.00 |
| | 8.33% | 16.67% | 58.33% | 16.67% | 100.00% |
| | 16.67% | 12.50% | 36.84% | 22.22% | 24.00% |
| | 2.00% | 4.00% | 14.00% | 4.00% | 24.00% |
| Above 15 | .00 | 2.00 | 5.00 | 6.00 | 13.00 |
| | .00% | 15.38% | 38.46% | 46.15% | 100.00% |
| | .00% | 12.50% | 26.32% | 66.67% | 26.00% |
| | .00% | 4.00% | 10.00% | 12.00% | 26.00% |
| Total | 6.00 | 16.00 | 19.00 | 9.00 | 50.00 |
| | 12.00% | 32.00% | 38.00% | 18.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 12.00% | 32.00% | 38.00% | 18.00% | 100.00% |

*Table 1.30 Teaching experience in public/private institutions and/or Intercultural School divisions \* To what extent do you consider that you can respond adequately to problem and conflict management with students of different cultural groups.*

| Teaching experience in public/private institutions and/or Intercultural School divisions | To what extent do you consider that you can respond adequately to problem and conflict management with students of different cultural groups. | | | | Total |
|---|---|---|---|---|---|
| | Neutral | Sometimes | Frequently | Always | Total |
| **1-5** | 2.00 | 7.00 | 2.00 | 2.00 | 13.00 |
| | 15.38% | 53.85% | 15.38% | 15.38% | 100.00% |
| | 28.57% | 50.00% | 15.38% | 12.50% | 26.00% |
| | 4.00% | 14.00% | 4.00% | 4.00% | 26.00% |
| **6-10** | 4.00 | 5.00 | 3.00 | .00 | 12.00 |
| | 33.33% | 41.67% | 25.00% | .00% | 100.00% |
| | 57.14% | 35.71% | 23.08% | .00% | 24.00% |
| | 8.00% | 10.00% | 6.00% | .00% | 24.00% |
| **11-15** | .00 | 2.00 | 4.00 | 6.00 | 12.00 |
| | .00% | 16.67% | 33.33% | 50.00% | 100.00% |
| | .00% | 14.29% | 30.77% | 37.50% | 24.00% |
| | .00% | 4.00% | 8.00% | 12.00% | 24.00% |
| **Aboove 15** | 1.00 | .00 | 4.00 | 8.00 | 13.00 |
| | 7.69% | .00% | 30.77% | 61.54% | 100.00% |
| | 14.29% | .00% | 30.77% | 50.00% | 26.00% |
| | 2.00% | .00% | 8.00% | 16.00% | 26.00% |
| **Total** | 7.00 | 14.00 | 13.00 | 16.00 | 50.00 |
| | 14.00% | 28.00% | 26.00% | 32.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 14.00% | 28.00% | 26.00% | 32.00% | 100.00% |

*Table 1.31 Gender * What are the most important factors influencing your decision to follow a training program in the field of intercultural education?*

| Gender | What are the most important factors influencing your decision to follow a training program in the field of intercultural education? | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | Needs of the school in which I work and enhancing my theoretical training and acquiring better qualifications | Needs of the school in which I work and enhancing my skills for teaching in multicultural classes. | Needs of the school in which I work and need to differentiate my job | Enhancing my theoretical training and acquiring better qualifications and enhancing my skills for teaching in multicultural classes | Enhancing my theoretical training and acquiring better qualifications and developing my critical thinking about the practical application of educational theory | Enhancing my theoretical training and acquiring better qualifications and need to diffeetiate my job | Enhancing my skills for teaching in multicultural classes and developing my critical thinking about the pactical application of educational theory | |
| **Male** | 6.00 | 3.00 | .00 | 5.00 | 2.00 | .00 | 2.00 | 18.00 |
| | 33.33% | 16.67% | .00% | 27.78% | 11.11% | .00% | 11.11% | 100.00% |
| | 40.00% | 27.27% | .00% | 55.56% | 28.57% | .00% | 33.33% | 36.00% |
| | 12.00% | 6.00% | .00% | 10.00% | 4.00% | .00% | 4.00% | 36.00% |
| **Female** | 9.00 | 8.00 | 1.00 | 4.00 | 5.00 | 1.00 | 4.00 | 32.00 |
| | 28.13% | 25.00% | 3.13% | 12.50% | 15.63% | 3.13% | 12.50% | 100.00% |
| | 60.00% | 72.73% | 100.00% | 44.44% | 71.43% | 100.00% | 66.67% | 64.00% |
| | 18.00% | 16.00% | 2.00% | 8.00% | 10.00% | 2.00% | 8.00% | 64.00% |
| **Total** | 15.00 | 11.00 | 1.00 | 9.00 | 7.00 | 1.00 | 6.00 | 50.00 |
| | 30.00% | 22.00% | 2.00% | 18.00% | 14.00% | 2.00% | 12.00% | 100.00% |
| | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | 30.00% | 22.00% | 2.00% | 18.00% | 14.00% | 2.00% | 12.00% | 100.00% |

The 28,13% of the female samples stated that the most important factor that influenced them in  following a training program in the field of intercultural education were the needs of the school in which they work and enhancing their theoretical training and acquiring better qualifications. Interestingly, the same factor was stated by the 33,33% of the male samples.

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**TURKISH REPUBLIC**

**NAMIK KEMAL UNIVERSITY**

**ENGLISH LANGUAGE AND LITERATURE**

**DEPARTMENT**

This questionnaire is strictly personal and anonymous and is intended to be used solely for scientific research to study the role of the intercultural competence / knowledge of the teacher in teaching English language.

This research is being carried out within the framework of the Namik Kemal University Postgraduate Program of Studies at the Department of English Language and Literature with supervisor Assist.Professor Bugra Zengin.

Your cooperation is crucial to the success of the research and the drawing of conclusions that will reflect reality. For this reason, please answer the questions with care, honesty and accuracy.

Thank you  in advance for your precious time!

**QUESTIONNAIRE FOR TEACHERS OF ENGLISH LANGUAGE**

**School:**…………………………………………………………..

**Class:**……………………………………………………………

**Tick an "X" in the box corresponding to your answer.**

**1. Demographic data**

**1.1 Gender:**

☐ Male

☐ Female

**1.2 Age group**

☐ 22-30

☐ 31-40

☐ 41-50

☐ Above 50

**2. Education level**

**2.1 Level of Studies:**

Faculty degree

PhD in Intercultural Education

MA in Intercultural Education

Phd in other field

MA in other field

**2.2 Attendance in seminars – conferences – courses:**

☐ Undergraduate  courses on Intercultural Education

- Training seminars on Intercultural Education

- Conferences on Intercultural Education

- None of the above


**2.3 Research Implementation:**

Research related to Intercultural issues/competences

- Yes

- No

Have you ever organized training seminars for refugees, expatriates, and

disadvantaged groups?

- Yes

- No

**2.4 Foreign Language knowledge**

- One

- More than one

**3. English Language Teaching experience**

Teaching experience in public/private institutions and/or Intercultural School
divisions:

- **1 – 5**

- **6 – 10**

- **11 – 15**

- **Above 15**

## 4. Intercultural Approach of Teaching procedure

Please circle the number of ascending scale 1-5 to show the extent to which the following proposals apply. ( 1=never, 2=neutral, 3=sometimes, 4=frequently, 5=always)

| | |
|---|---|
| You have adapted the content of your teaching material in order to assist the students with a different cultural background. | 1  2  3  4  5 |
| You use alternative teaching methods appropriately designed for multicultural/diverse environments. | 1  2  3  4  5 |
| You think that the strategy and teaching methods you choose are suitable for multicultural/diverse environments. | 1  2  3  4  5 |
| You think that you can respond to your educational tasks in classrooms with linguistically and culturally diversified learners. | 1  2  3  4  5 |
| You think you can deal easily and effortlessly issues that are related to diversity. | 1  2  3  4  5 |
| To what extent do you consider that you can respond adequately to problem and conflict management with students of different cultural groups. | 1  2  3  4  5 |

## 5. Factors related to Work - Training needs

5.1 Why would you choose to teach in an intercultural school? (Please put X in two options)

| | |
|---|---|
| To get in touch with different people | |
| To contribute to the integration of pupils with a different cultural background | |
| To participate in the implementation of the principles of intercultural education in a multicultural classroom | |
| To meet different cultures, customs and traditions | |
| To acquire a different educational experience | |
| Other reasons (Please define) | |

5.2 Do you consider it useful to participate in future training programs on developing your intercultural competence?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

5.3 What are the most important factors influencing your decision to follow a training program in the field of intercultural education? (Please put X in two options)

| | |
|---|---|
| Needs of the school in which I work | |
| Enhancing my theoretical training and acquiring better qualifications | |
| Director's suggestions | |
| Enhancing my skills for teaching in multicultural classes | |
| Developing my critical thinking about the practical application of educational theory | |
| Need to differentiate my job | |
| Other reasons (Please define) | |

5.3 What forms of training do you consider most important? (Please put X in four options)

| | |
|---|---|
| Laboratories | |
| Seminars | |
| Conferences | |
| Postgraduate studies | |
| Staff meetings and exchange of experience | |
| Personal study and reflection | |
| Projects | |
| Development of research activity in the classroom | |
| Participation in e-learning platforms | |
| Other (Please define) | |

**Thank You!**