Is Intercultural Awareness reflected in the classroom? Voices from International Conference for EFL Teachers

by Damar Susanto

Is Intercultural Awareness reflected in the classroom?
Voices from International Conference for EFL Teachers

Susanto

Abstract

Attending international conferences, regarding to the Teacher and Lecturer Law Number 14, 2014, in Indonesian context, is one of the alternative efforts for EFL teachers to develop their both pedagogical and professional competences. It also entails a new cultural exposure for them during interaction with people from various cultural backgrounds. This study aims to investigate the influence of attending international conferences on EFL teachers' intercultural awareness and to examinehow cultural issues have been applied in EFL classroom teaching and learning. A mixed method applying quantitative survey to 42 (28 female and 14 male) EFL teachers who had attended international conferences from 5 to 10 times and an interview with 4 (3 male and 1 female) EFL teachers were applied to collect the data. The findings revealed that attending internationl conferences up to 10 times could positively influence EFL teachers' intercultural awareness in terms of attitude, knowledge, skills and awareness. The strongest influences were found in the attitudecategory. Ironically, male and female EFL teachers showed a different tendency in obtaining their intercultural awareness and classroom implementation after participating in the international conferences more than ten times. Male EFL teachers' intercultural awareness and reflection in the classroom teaching and learning remained the same but this outcome did not applyto the female EFL teachers. This study did not look at EFL teachers' intercultural awareness before and after attending international conferences. Therefore, it is recommended for further researchersto address this vital issue.

Keywords: international conference, intercultural awareness, EFL teacher

Bioprofile:

Susanto is a lecturer of English Language Education, Faculty of Education and Teacher Training Science, State Islamic Institute of Tulungagung, East Java, Indonesia. He is currently a Head of English Language Education, Graduate Program, State Islamic Institute of Tulungagung. He obtained his Doctoral Degree in English Language Education, State University of Malang. His teaching interests are Research Methods in ELT and TEFL. He can be found at damarsusanto53@yahoo.co.id

Introduction

Research on multiculturalism has addressed numerous vital issues of EFL/ESL teaching practices and positively contributed to pedagogical implications for English classroom instruction such as motivation and attitude (Rasool & Winke, 2019), teachers' attitudes (Cameron & Galloway, 2019); multicultural competence and values (Castellanos, Gloria, Mayorga, & Salas, 2007; Lin & Wang, 2018; Chen, 2019; Setyono & Widodo, 2019;Loo, Trakulkasemsuk, & Jimarkon Zilli, 2019) and the role of culture in teacher education programs (Kidwell, 2019). Those pedagogical implications benefit not only the EFL/ESL learners but also the teachers who aim to enhance the quality of English

teaching and learning. Regarding this statement, Cameron & Galloway (2019) assert that teacher training has a positive role in shaping multicultural attitude not only for teachers themselves but also for the learners. Researchers also believe that understanding of multicultural awareness can shape professional teachers. That is why many different studies have also examined the relationship between culture and the professional developmentof teachers (Luk, 2012; Cameron & Galloway, 2019; Kidwell, 2019).

Two current phenomenal works integrating culture in teachers' professional development have been examined by the studies of Cameron & Galloway (2019) and Kidwell (2019). Firstly, Cameron & Galloway (2019) examine pre-and in-service TESOL practitioners' beliefs about the aspects of global English language teaching (GELT)and barriers of implementing GELT into classroom instruction applying a mixed method approach. The first findings revealed that all participants believe that global English intertwines with Standard English (SE). The second findings show that teachers (88.52%), textbooks (86.88%), and testing (85.24%) rely on 'native' English speakers as barriers toglobal English implementation.

In addition, Kidwell (2019) scrutinizes two main objectives, namely how Indonesian English teachers learn culture from their teacher educational program and how they use to teach about culture during their beginning of teaching. The first findings illustrate that Indonesian EFL teachers learn culture from the teacher training curriculum which affords many opportunities to learn and acquire cultural perspectives. Many compulsory courses such as civics education, sociolinguistics, and multicultural education, cross-cultural understanding, semantics and pragmatics are also offered from the first up to the sixth semester (McAleese, 2019). Secondly, the findings of how novice teachers teach about culture show that Indonesian novice teachers teach culture only by connecting students' own culture to classroom instruction and it is not adequate for students to be aware of comprehensive and real cultural concepts for their future global challenge (Lear, 2019). Moreover, Kidwell (2019) suggests teacher education programs should have more concrete efforts to prepare prospective (candidate) teachers with cultural awareness and exposure.

Kidwell's (2019) suggestions emerge as a reaction to the deficiency of teachers and teacher education programs to provide cultural awareness, exposure, and real efforts to prepare students with global challenges. Therefore, there should be an alternative to handle this deficiency because teachers develop their cultural awareness not only fromthe teacher education program but also from their professional development such as English teachers' associations, forums, workshops, and conferences. Borko (2004), Brouwer & Korthagen (2005), and Kohler (2015) assert that those professional development forums for teachers are highly influential on teachers' pedagogical aspects and cultural awareness during professional interactions. International conferences as one of the professional development forums provide rich and real exposures derivedfrom cultural interactions. But so far, no studies have investigated the influence of international conferences on the cultural manifestation implemented by EFL/ESL teachers in classroom interaction. This study will provide anew perspective of multicultural issues in EFL/ESL teaching contexts.

Literature Review

Intercultural Awareness

To define intercultural awareness, it is important to typify two different terms that are used by several researchers in EFL/ESL language teaching and learning contexts. Juan-Garau & Jacob (2015) and Thompson (2011) use the term *transcultural competence* to characterize 'a sense of multidirectional movement, flow or mixing' (p. 207). Next, Hall & Theriot (2016) mention various different terms to characterize *intercultural awareness*. They define it as an 'awareness of one's own worldview, knowledge, and awareness of the world view of the culturally appropriate intervention strategies' (p. 36). On the otherhand, Bennett (2001)mentions the term*multicultural competence*. He further denotes it as individual willingness to recognize cultural and ethnic diversity, knowledge of different cultural identity and ethnic, and theability to communicate with different cultural and ethnic backgrounds. Although different experts use various terms to identify intercultural awareness, again there is no significant difference among the existing features. They arrive at the consensus that cultural knowledge, theability to communicatewith different cultures, skills and attitudes become the center of their discussion coverage.

Various models of intercultural awareness scale have been implemented by numerous scholars in assessing intercultural awareness. They have examined ELT teachers, pre-service teachers' and students' intercultural competence from different angles (Lin & Wang, 2018; Spinthourakis, Karatzia-Stavlioti, & Roussakis, 2009).

First, Spinthourakis et al. (2009), for example, closely examined 288 pre-service teachers' cultural sensitivity using Chen & Starosta's (2000) intercultural sensitivity scale (ISS). The results show that pre-service teachers' intercultural sensitivity is high, obtaining their datafrom ISS scores. They also had high SE grades and parental education. Next, the analysis result also illustrates that both the level of information and the adequacy of teacher training were very influential.

Second, Lin & Wang (2018) zoomed in on the effect of extended OER videos on EFL students' multicultural competence in a public university in northern Taiwan using a mixed method design involving 56 EFL students. An intercultural competence survey (Chao, 2013) and OER perception survey and post-interview were accomplished after the experimental cycles. The findings reveal that the use of OER could enhance EFL students' multicultural competence and the use of OER in the form of TED Talks videos are claimed to foster students' awareness, cultural knowledge, and skills in cultural diversity issues.

Third, Karacabey, Ozdere & Bozkus (2019) conducted a study on teachers' attitude towards multicultural awareness. They surveyed 948 teachers who taught Syrian immigrants in Sanliurfa, Turkey. They administered a 5-point Likert scale of teachers' multicultural awareness scale to measure their multicultural attitudes. The results showed that teachers had apositive attitude toward multicultural education. Their attitudes did not differ significantly according to their gender, mother tongue, and

seniority. One of the most impressive results is that literature teachers have more positive attitudes than the other teachers who taught different subjects.

In addition, research on multicultural awareness has not limited itselfto EFL teachers and students perspectives but it has also touchedonthe representation of multicultural awareness within EFL textbooks in order to promote cultural representation from both American/British and EFL local cultures. Setyono & Widodo (2019) investigated a discourse analysis to look at the cultural contents and values presented in nationally used EFL textbooks in Indonesia. The results reveal that there were four themes of multicultural values presented from the textbooks, namely respect for different ethnicities and religions, indigenous people, conflict avoidance, and appreciation of innovative cultural products.

The above-mentioned previous studies have addressed vital issues of multicultural awareness, competence from the dimensions of teachers, learners, textbooks, and curricula. They havesignificantly contributed to the body of knowledge on cultural perspective in EFL/ESL teaching and learning contexts. The findings tell us that multicultural awareness significantly influencesthe quality and skills of teachers in implementing cultural practices in their classroom instruction. It also echoes that one of the influential factors thataffect teacher professional developmentis the awareness of multicultural horizons and interactions with the targeted cultures. However, a few studies have examined the potential impacts of international conferences as one of fruitful forums to learn and experience cultural diversities for the teachers.

The role of culture in the Professional Development of Teachers

Two main emerging cultural issues are scarcely presented, namely conceptual framework of culture and therelationship between culture and professional developments are examined in this study. First, the concept of culture under the umbrella of EFL/ESL classroom instruction is narrowly derived from diverse paradigms which cover beliefs, values, manifestation, daily practices, and sociological views (Hofstede, Hofstede & Minkov, 2005; Davies, 2003; Holliday, 2009). Those different authors are in agreement about viewing a culture from wider perspectives. It embodies not only teachers' inner motives and practices but also makes an impact on teachers' academic atmospheres. Another underlying theory of implementing culture in EFL/ESL teaching rests on fulfilling the needs of teaching methods that are suitablefor students' cultural background. This second paradigm actually seems to be superficialinEFL settings such as Indonesia, Vietnam, Thailand, Chinese, Japan, and Korea where most of the students comefrom domestic areas. Furthermore, their domestic culture diversities do not have adirect connection to intercultural issues as many of them also stay and work locally. But once more, intercultural awareness is still essential for the EFL students when they become acquainted with people from different cultures for both academic and non-academic objectives. Strengthening the importance of conquering intercultural awareness, different experts echo a similar point. One of the most evolving objectives of multilingualism has been exemplified by the studies of Galloway & Rose (2015) and Rose & Galloway (2019). The main goals of multilingualism aim to enhance classroom English exposure, respect for diverse cultures, raise multicultural awareness, integrate multiculturalism in English curricula, and improveteaching and learning qualities. The above-mentioned two authors underline the benefits of intercultural

competence in multicultural environments without neglecting its forthcoming merit for EFL teachers and learners in EFL settings.

Secondly, in addressing the connection between culture and the professional developmentof teachers, wewould like to discuss relevant previous studies to enrich the influence of both the professional development and cultural awareness of teachers. Afterwards, at the end of this section, thepotential contribution from this study is adequately presented. One of the most seminal works has been shown by the study of Kidwell (2019) which probes the role of culture in the education program of teachers. In his study, Kidwell elaborates onhow ESL teachersacquire culture, pedagogical knowledge, and practical skills through teacher education developments (Borko, 2004). Furthermore, he asserts that the quality of cultural awareness and practices of ESL teachers is essentially influenced by three indicators, namely a) opportunities tocommunicate/interact with people from various cultural backgrounds, b) cultural exposure duringthe teacher education program, and c) intensive participation through attending teacher professional development programs (Diaz-Greenberg & Nevin, 2003; He, 2013; Kohler, 2015).

In addition, Hall & Theriot (2016) investigated the enhancement of multicultural awareness through diversity training. The findings indicate that diversity training programs become astrong indicator of developing participants' multicultural awareness, knowledge, and skills.

Next, in the field of social sciences for example, Russell & White (2002) reported that all employers who were exposed to culture knowledge of their clients in a cultural training program were able to work more productively with their clients, whose primary culture had been identified in the training program. These pieces of evidence strengthen the positive correlations between teacher professional development, cultural horizon attainment, and variouspractices.

Although the connections between culture and teacher professional development have been well addressed from very general perspectives, few studies have probed the influence of international conferences as one of forums for enhancing EFL teachers' cultural awareness and practices in EFL settings. Therefore, this research attempts to elaborateon the following research questions:
1. To what extent did international conferences increase EFL teachers' intercultural awareness?
2. How did EFL teachers reflect their intercultural awareness in EFL classroom instruction?

Method
The study aims to examine intercultural awareness of in-service EFL teachers who regularly attended international conferencesin the context of EFL/ESL teaching and to find out about intercultural classroom practice in an Indonesian context during in-service teaching programs. This study applies a mixed method approach to triangulate the data. Interviewees (n= 4) were selected to attain qualitative insights into various teaching environments. These were followed up with a questionnaire (n= 42) to quantifiably assess EFL teachers' intercultural awareness. The mixed method has been

applied to minimize the weaknesses of applying a single method (Cresswell & Plano Clark, 2011).

Participants

The present research utilized a convenience sampling strategy to gain the second research aims and was conducted with four EFL teachers who volunteered to participate in the study. The four teachers were Indonesian EFL instructorsat university level from different regions. Specifically, three teachers come from East Java Province and one teacher was from South Kalimantan (the above have gained 7 years of teaching experience and they have attended International conferences such as TESOL ASIA, ASIA TEFL, the TEFLIN Conference, and other international conferencesover 5 times). All four teachers have beenmembers of the English Teachers' Association in Indonesia from 2014 until now. The researcher in the present study had taken part in all English teachers' forum activities such as International conferences, curriculumdiscussions and academic meetings, and resource sharing programs.The educational background of the instructors has also been addressed in the current study to enrich the qualitative data.

Instruments

To obtain the quantitative data on EFL teacher intercultural competence, an intercultural communicative competence scale (ICCS) (Kazykhankyzy & Alagözlü, 2019)has been utilized. It covers four dimensions, namely skills (21 items), attitude (13 items), awareness (12 items), and knowledge (5 items). It has beenadministered to 43 EFL teachers. The ICCS Cronbach's alpha reliability coefficients on the four dimensions and whole instruments were .946; .906; .880; .806 and .958 respectively.

Next, to draw the qualitative aspects of culture reflection, an adaptation of semi-structured interviews based on the intercultural framework derived from Moskowitz (2013) has been used to generate intercultural implementation in the classroom teaching and learning practices (Appendix 2). The interview poses five main questions on personal and professional histories, multicultural perspective, implementation, evaluation, and reasons behind the practice.

Procedures

A five-point Likert scale of ICCS (1 = totally disagree, 2 = disagree, 3 = partially agree, 4 = agree and 5 = totally agree) adopted from Kazykhankyzy & Alagözlü (2019) was sent to all 42 EFL teachers who were members of the English Teachers' Association in Indonesia. The questionnaire was printed in a paper-pencil survey format and distributed to all EFL teachers.

A semi-structured interview was subsequently held withfour recommended English teachers. The participants were asked about their personal and professional histories, intercultural perspectives, implementation, evaluation and reasons for implementing intercultural practices in their classroom teaching and learningprocess.The interview took place at theparticipants' workplace, and it was also audio-recorded and transcribed verbatim. Each interview took approximately 30 to 45 minutesto conduct.

Data analysis

The quantitative data collected from the ICCS questionnaire have beenanalyzed using descriptive statistics to describe the distribution of each dimension of intercultural communicative competence from the participants. The qualitative data from the semi-structured interview were analyzed through content analysis (Creswell & Clark, 2011) to answer the second research question. The content analysis of the interview began with listing the responses of participants (4 EFL teachers). Afterwards, frequencies of themes were identified and similar responses of themes were collected under a common category to determine the theme. Then, codes were attached to each relevant theme. The results of data labeling were finally displayed in a table.

Findings

The respondents of this study have been categorized into three different characteristics, namely gender, length of teaching career, frequency of attending international conference. From the total of 43 respondents, the results were divided into two categories. The first category referred to quantitative results that were analyzed using a descriptive statistics analysis, specifically themeans and standard deviation of respondents' intercultural responses (shown in table 1). Meanwhile the second qualitative data were interpreted qualitatively using thematic analysis.

Table 1. Analysis results of ICC scale

No	Items	Mean	Std. Deviation	Mean based on Factor
	A. Factor 1 (skill)			
1	I am able to express my thoughts and ideas clearly when interacting with people from different cultures.	4.219	0.689	
2	I am able to use appropriate body language when interacting with people from different cultures.	4.171	0.587	
3	I am able to interact and communicate effectively with people from different cultures.	4.073	0.648	
4	I am able to communicate appropriately by taking into consideration norms and beliefs of people from different cultures.	4.049	0.739	
5	I am able to help my friends and classmates to solve cross- cultural misunderstandings when they arose in any situations.	3.756	0.663	
6	I am able to initiate a conversation when I meet people from different cultures.	4.049	0.589	
7	I am able to keep a conversation goingduring the interaction with people from different cultures.	4.073	0.685	
8	I am able to interact/ communicate appropriately in the markets; shops and other public places with people from different cultures.	4.146	0.760	
9	I can cooperate easily with people from different cultures during shared activities and ventures.	3.976	0.724	3.965
10	I can follow all grammar rules when interacting with people from other cultures.	3.634	0.698	
11	I am able to manage breakdowns in communication with people from different cultures.	3.732	0.633	
12	I can deal with problems bymyself in foreign countries.	3.488	0.952	
13	I am able toestablish an intercultural friendship.	4.219	0.571	
14	I am able to solve problems stemming from cultural differences.	3.805	0.679	
15	I am able to identify differences and similarities across my own and other cultures	3.976	0.612	
16	I am able to deal with culturally distinct persons.	3.878	0.678	
17	I am able to initiate and terminate conversations appropriately with people from other cultures	3.976	0.569	
18	I am able to maintain communication with people from other cultures.	4.024	0.651	
19	I am able to express myself clearly when the situation requires it.	4.097	0.663	

20	I am confident when interacting with people from a different culture.	4.195	0.715	
21	I can use appropriate verbal behavior (e.g. accent; tone) when communicating with people from other cultures.	3.732	0.742	
B.	**Factor 2 (attitude)**			
22	I am willing to learn about the traditions and norms of other cultures.	4.512	0.637	
23	I am willing to communicate with people from other cultures (who have different perceptions and orientations from mine).	4.341	0.656	
24	I am interested in meeting people from different cultures and countries.	4.609	0.586	
25	Interacting with people from different cultures makes me happy.	4.244	0.662	
26	I always try to come into contact with people from other cultures when it is appropriate.	4.000	0.806	
27	I would like to have a lot of friends from different cultures.	4.463	0.636	
28	I derive a lot of pleasure from taking part in different intercultural activities such as music festivals; fairs; concerts, and the like.	3.805	1.054	4.157
29	I like attending music festivals and concerts featuring different cultures.	3.439	1.025	
30	I like visiting fairs of different cultures.	3.829	0.919	
31	I am eager to visit theatrical plays of different cultures.	3.854	0.937	
32	I am willing to take part in different intercultural educational and scientific projects.	4.122	0.714	
33	I would like to join different intercultural courses and programs abroad.	4.366	0.733	
34	I am eager to make friends from different cultures and countries.	4.463	0.674	
C.	**Factor 3 (awareness)**			
35	I feel nervous when interacting with people from other cultures at school.	2.585	1.117	
36	I find it difficult to give directions to foreigners.	2.024	0.790	
37	I often get confused when it is my turn to express myself in front of people from other cultures.	2.366	1.043	
38	I find it difficult to make friends from other cultures.	2.171	0.946	
39	I feel myself uncomfortable while interacting with people from other cultures.	2.122	1.077	
40	I find it difficult to make contact with people from different cultures.	2.146	0.937	2.502
41	It is difficult for me to deal with various behaviors of people from other cultures.	2.341	0.990	
42	I am able to express my thoughts in written form by using a second language.	3.976	0.758	
43	I feel anxious when communicating with people from different cultures.	2,268	1,049	
44	I do not feel confident enough to make friends from other cultures.	2.073	0.818	
45	My language competence is insufficient for interacting with people from other cultures.	1.976	0.879	
46	I derive pleasure from listening to the music of different cultures.	3.976	0.935	
D.	**Factor 4 (knowledge)**			
47	I like watching films of different cultures.	4.122	0.954	
48	I am able to read, understand and make sense of books, magazines,articles, and other media of different cultures.	4.024	0.689	
49	I am able to understand the advertising boards and road signs when visiting foreign countries.	3.927	0.932	4.083
50	I know about the importance of the values and beliefs held by other cultures in communicating with people from different cultures.	4.219	0.652	
51	I am interested in different topics such as films, music, art, and other media of different cultures.	4.122	0.748	

Research question 1. To what extent have international conferences increased the intercultural awareness of EFL instructors?

To address this research question, table 1 was used for the respondents' intercultural awareness using an intercultural communicative competence scale (ICCS) (Kazykhankyzy & Alagözlü, 2019). The ICCS is classified into 4 categories, namely; skill, attitude, awareness and knowledge. From the above classification, the range of ICCS score attainment from the table illustrated that all ICCS indicators are high: attitude (4.157), knowledge (4.083), skill (3.965) and awareness (2.502). Similarly, it can also be said that the respondents who attended international conferences (regardless

of their frequency of attendance) illustrated that they had agood intercultural attitude (in terms of willingness to learn aboutforeign cultures, interacting, communicating and makingcontact with people from various cultural backgrounds within different contexts), knowledge (learned aboutvarieties of culture from references, people from different cultures, and academic events) and skills (able to express ideas, interact, understand the language, and show initiative to solve cultural issues),and their intercultural awareness indicators was high as well (no teachers had negative feelings towards all aspects of cultural constrains).

The following findings describe the impact of intercultural communicative competence based on teachers' teaching experiences, frequency in attending international conferences and gender. The illustration is presented in figure 1 and table 2.

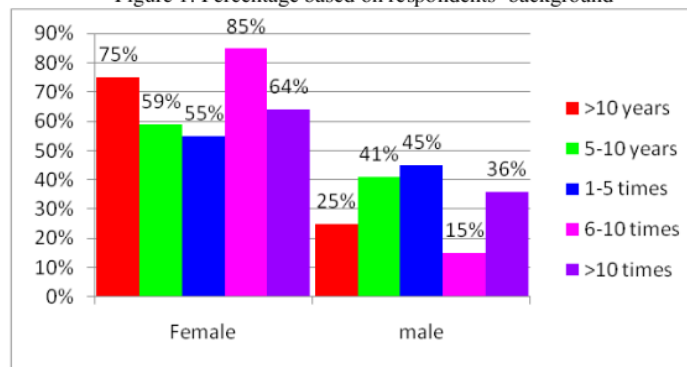Figure 1. Percentage based on respondents' background

Table 2. based on					Means score respondents' background
	Teaching experience >10 years	Teaching experience 5-10 years	Attending international conferences 1-5 times	Attending international conferences 6-10 times	Attending international conferences >10 times
Mean	3.725	3.648	3.636	3.730	3.711

Based on figure 1 and table 1, the means score of participants intercultural communicative competence based on their background (teaching experience, frequency in attending international conferences and gender) reveal that the teachers who had more than 10 years teaching experiences acquired ahigher mean score (3.725) than the teachers who had gained teaching experience of less than 10 years. It also implies that the length of teaching experiences increased intercultural communicative competence awareness of the teachers.

Next, the means score of participants intercultural communicative competences based on their frequency of attending international conferences depicts that the teachers who often attended these events had higher intercultural communicative competences (3.730) compared to teachersattending them less frequently (3.636) but another unique phenomenon is that after attending international conferences10 times, the intercultural communicative competences of participants remained stable. In other words, after

attending international conferences many times (at least 10 times), intercultural awareness did not influence the participants.

Table 3. Means based on gender

Gender	Teaching experience>10 years	Teaching experience 5-10 years	Attending International conferences 1-5 times	Attending International conferences 6-10 times	Attending International conferences >10 times
Female	3.763	3.620	3.594	3.711	3.821
Male	3.612	3.688	3.688	3.833	3.520

Table 3 indicates the means score of participants intercultural communicative competences based on gender. It defines that the mean score of the female teachers who had gained teaching experiences more than 10 years higher (0.151) than male teachers, whereas male teachers who had gained teaching experienceof 5 to 10 years score higher (0.068) than female teachers. Another finding reveals that female teachers who often attended international conferences (more than 10 times) obtain a higher score than male teachers, while the male teachers who attended international conferences (below 10 times) achievedabetter score inthe category ofintercultural communicative competence than female teachers. An uncommon finding shows that attending international conferences more than 10 times does not significantly influence male teachers' intercultural awareness. Moreover, the teaching experiences of female teachers does not positively affect male teachers' intercultural awareness.

Research question 2. How is the intercultural awareness of EFL teachers reflected in EFL classroom instruction?

To address the above research question, a qualitative content analysis following Cresswell & Plano Clark (2011) has beenused to analyze interview scripts from 4 respondents. The focus of semi-structured interviewsrests on intercultural awareness, knowledge, and implementation in EFL teaching has also been examined.

Subject 1.
From the interview data related to Subject 1, the female intervieweehas a position as an English teacher ata private university in Surabaya, East Java. She has been teaching for more than 10 years. She has taught the subject of Listening Comprehension, and attended international conferences around 7 times. In defining knowledge, awareness and implementation of intercultural competences, she elaborated the three aspects into the following excerpts.

> "I don't think that I have [been] working or living with [a]different culture. I don't teach culture. Culture refers to [traditional] habits, values and other things that people mostly do or the philosophical thought when they are doing something." (Knowledge)

> "I don't teach culture because my subject refers to listening skills and I am focusing on the skill how to develop their language skill. Maybe if I teach culture, I will take a different way how to teach. Well, if I include culture in my teaching I will take from references, forexample, society or the other materials. I will consider both teaching my own culture and the English-speaking country's culture. I think only teach culture with the native English speaking area. I do believe that culture is [an] important aspect to communicate in English." (Awareness)

The contentsof the interview regarding subject 1 indicate that attending international conferences 7 times made her understand the definition of cultureproperly. What's more, she was aware of the importance of culture but she did not implement culture in EFL teaching because she focused on the Listening Comprehension course. She also understood the importance of mastering intercultural competences in EFL teaching and learning, but it was difficult to implement culture within the Listening Comprehension subject.

Subject 2.

Subject 2 has a position as an English lecturer at a private university in Mojokerto, East Java. She has been teaching for 5 years. She taught the Cross-cultural Understanding subject.

She had joined the international conference 5 times.

"Culture is adifferent perspective of custom like... Culture can be defined as custom or habitual thing, activities by society. In a culture, you can find different perspectives of languages, kind of dialect like traditional costume, and also how they solve their problems based on their own traditional rules." (Knowledge)

"I ask my students to watch amovie or short video. I am just trying to be a facilitator. Yes, I do have a simple [approach] when teaching English because I was the only facilitator in the classroom and the students keep doing their own job by doing some research and talking about culture and their own subject of study in learning English also by some main resources. Actually movies influence mea lot because I like tolearn anything by visual and by watching movies."(Implementation in EFL Teaching)."

"I think I prefer to recognize about English culture since I teach about English. I would because my students also have to know well about their culture before they know well about another culture. I do not think so, because I want my students have an objective view about culture. Yes, because I want my students have a wide knowledge and many different perspectives talking about culture and open their mind. I think it necessary to be inclusive of variety of culture coz I think the students havethe right to learn how they should think globally and [have an] open mind to another culture." (Awareness)

From the above excerpts, subject 2 also understood the definition of culture quite well. As she taught a Cross-cultural Understanding course, she attempted to insert a cultural topic in her class by using avideo or movie to make it real for the students. From her class, she also expected her students to develop cultural awareness from her classroom teaching.

Subject 3 has a position as anEnglish lecturer in Surabaya, East Java. He has been teaching formore than 10 years. He has taught the subjects of Syntax, Semantics and Reading Comprehension. He has joined international conference more than 10 times.

"Culture is habitual thing to do. Culture is something that we aredoing a lot in our own environment. In culture we can find attitude and specific languages, dialect, and soon. For example, in Javanese culture, we have language levels. We use different words (formal language) when we speak to elder people."(Knowledge)

"To introduce culture in language, I ask my students to read a book, novel or textwhose topic isrelated to the culture. By reading a lot about culture, my students will get more information about culture.I also ask them to give attention totheattitude of people around them when they do talk toeach other. The attitude that people showed when they talk with other people is also included in culture." (Implementation in EFL Teaching)."

> "As a lecturer I need to learn many things to develop. That is why I always discuss teaching approach for culture with my colleague, following seminar, reading a lot about teaching culture and culture itself, following culture development or issues in media for updating my knowledge. Then my colleague and I share witheach other." (Awareness)

Subject 3 is also very fluent in defining the concept of culture. He considers a culture as a habit. He also gave an example of how to maintain cultural sensitivity in communication with other people, for instance between young and elderlypeople. Furthermore, he involves cultural topics in his classroom teaching and learning process. He asked his students to read books, novels, and other reading sources to learn aboutcultural diversity.

Subject 4 has a position as anEnglish lecturer in Banjarmasin, South Kalimantan. He has been teaching for 8 years and he had joined international conference 8 times. He taught Writing Skills, Curriculum and other writing-related subjects.

> "Culture is nurture things. What's nurture? Nurture is athing created by human beings like beliefs, values, attitude, region[religion?], way of life, language and many others. Like I said before, teaching English is teaching its culture. We exemplify the students about English culture. For example: never use goodnight for greeting. (Knowledge)"

> "As the English lecturer, I have to represent English culture when I teach in class and sometimes I applied it outside the class with my students. I just want my students [to]know well about culture of the language they learn in order to be able to avoid culture shock so that they have huge knowledge, ready to have await word interaction and smart in confronting differences. So, environment has influenced me to teach culture. Because I teach English, I automatically teach English culture. I also slip culture [into] teaching writing by give them assignments to write about culture from different countries"(Implementation in EFL Teaching)."

> "I think it necessary to be inclusive of variety of culture coz I think the students have [the] right to learn how they should think globally and [develop an] open mind to another culture. Yes, because I need to put my shoes in their position when I am talking about culture. Taking about the value totally high value of tolerance and keep in their mind about how we can respect another culture. Because we have the same principal thinking in this country like: it told in [the] symbol of [our] own country that mentions*Bhineka Tunggal Ika* or unity in diversity." (Awareness)

Subject 4 understood the concepts of a culture well. In his excerpts he defined it very clearly. He inserted a cultural topic in his course by asking the students to write abouta culture topic in a writing class. He introduced a culture through his writing class. He also underlined the concept of global culture understanding with the famous Indonesian motto *Bhineka Tunggal Ika* which meansunity indiversity.

Discussion

The findings of this study have been classified into two different sections. The first part discussed EFL teachers' intercultural awareness from the perspective of length of teaching experience, gender, and frequencyof attending international conferences. First of all, without considering EFL teachers' teaching experience, gender and their participation in international conference, the participants show that the range from the highest to the lowest of intercultural awareness was attitude (4.157), knowledge (4.083), skill (3.965) and awareness (2.502). This means that fewparticipantsexperienced

negative awareness such as: nervous, confused and difficult in interacting with adifferent culture. The second finding reveals that the longer theteaching experience of participants, the higher their intercultural awareness. Similarly, the higher their attendance frequency atinternational conferences is, the higher their intercultural communicative competence will be.

Based on gender, it isfound that female teachers who had gainedteaching experience of more than 10 years are better than male teachersat intercultural awareness, while male teachers who had gainedteaching experience of 5 to 10 years are better than female ones. Another finding indicates that female teachers who attended international conferences more than 10 times were better at intercultural awareness than maleones, whereas the male teachers who attended international conferences below 10 times obtained betterscoresthan their female colleagues.One uncommon findingreveals that attending more than 10 times international conferences does not positively influence male teachers' intercultural awareness. This means that the Intercultural Awareness of male teachers reaches its peak after attending international conferences 10 times. After that, itno longer affects their intercultural awareness. Borko (2004) hassaid that the quality of intercultural awareness isinfluenced by 3 indicators: cultural background, cultural exposure and intensive participation (Diaz-Greenberg & Nevin, 2003; He, 2013; Kohler, 2015). This reveals that the more intensivethe interaction with the cultural diversity context is, the higherthe intercultural awareness will be.This finding is not in line with previous studies because to a certain extent, attending international conferences more than 10 timeshas not influenced the teachers.This indicatesthat intercultural awareness remains stagnant after attending international conference 10 times.

From the findings discussed above, it is safe to conclude that intercultural awareness affects attitude, skills, knowledge and awareness. It can be induced thatintercultural awareness influences people's attitude directly. By attending international conferences, theparticipants gained experience in communicating with other people. They also learnt how to deliver ideas, communicate with others by reading books, watching videos, movies or YouTube. Theoretically, culture can be learnt from many references such as books, articles, magazines, videos, movies and the like, but it will have a larger impactwhen they learn culture by attending international conferences. By attending these academic events, they obtained experience directly in terms ofdelivering their ideas, establishing friendships, striking up conversations, interacting and communicating with other people from different cultures. Moreover, they learn about how to decrease feelinginferior in communication with other people (inferiority complex), increasing confidence and reducing anegative impression.

Secondly, the following discussion elaboratesonhow EFL teachers' intercultural awarenessis reflectedin EFL classroom teaching practices. This part takes four EFL teachers' interview results to shed light on their understandingofthe notion of culture, awareness and practices in the classroom teaching. Before proceedingto discuss the four EFL teachers mentioned above, qualitative findings from the aforementioned data will bedisplayed first. First of all, subject 1 with more than 10 years teaching experience and 7 times attending international conferences revealed the she had good understanding and awareness of a culture concept but she did not apply anycultural topic in her

Listening Comprehension class. There are two possible explanationsfor this phenomenon. First, as the Listening Comprehension course in the English Education department usually refers to TOEFL Preparation, she relied exclusivelyon the Listening Comprehension section derived from TOEFL and did not emphasize culture in her classroom teaching. It may also be that she simplydid not understand how to insert a cultural topic into her listening class because in the EFL Listening Comprehension curriculum cultural topics are not included.

Next, Subject 2 (5 years of teaching experience and having attendedinternational conferences 5 times), Subject3 (10 years of teaching experience and havingattendedinternational conferences 10 times) and Subject 4 (8 years of teaching experience and having attended international conferences 8 times) indicate that all the three EFL teachers with different teaching experiences and international conference attendance had developed good comprehension and awareness of culture. For example, Subject 2 implemented culture in EFL teaching through videos and movies to teach the Cross- cultural Understanding (CCU) course. Meanwhile, the two other EFL teachers implemented teaching culture in writing and reading classes. These findings imply that culture could be implemented in both non-cultural (Writing and Reading Skills courses) and cross-cultural courses (automatically attached in the course itself). From the above points, it could be derived that teaching culture or prioritizing cultural overnon-cultural courses could be applied if the teachers were creative enough to insert culture into EFL classroom teaching and learning practices. Related to this, Lin & Wang (2018) reported that video and Ted Talks from different culture improve students' cultural awareness, knowledge and skills. Conversely, Karacabey et al. (2019)state that EFL teachers showmore positive attitudes when they taught literature course than the other teachers who taught different subjects, but this finding differedwhen all EFL teachers who attended international conferences integrated culture in their classroom teaching such as Writing and Reading Skills, and CCU courses.

From all subjects, it implies that subject 3 and 4 emphasized the importance of mastering cultural concepts and awareness for producing an acceptable attitude in communication or interacting with people from different cultures. Maintaining cultural harmony within the context of international conferences where EFL teachers interact, communicate or even become presenters atthe conference with audiences from various cultural backgrounds is worth contributing. Related to this point, Sayers (2006) wrote that public awareness influencesattitude, behavior, and awareness. Moreover, Samukelisiwe (2012)believes that public awareness is in line with the enhancement of cultural assets and knowledge to improve the cross-cultural communication quality. The interaction between EFL teachers with other people from various countries duringInternational conference events could positively affect EFL teachers' cultural knowledge and creativity (Legrain, 2014; Putnam, 2007; Liu, Lu, Filatotchev, Buck, & Wright, 2010; Nathan, 2015).

Conclusion
This studyhasprobed how international conferences influence EFL teachers' intercultural awareness as indicated by the response to the IC questionnaire. The findings show that the frequencyof attending international conferences significantly influences their intercultural awareness in terms of skills, attitudes, awareness and

knowledge. The strongest influences rest on theattitude towards interaction among people from various cultural backgrounds. Another finding reveals that attending international conferences more than 10 times for male teachers neither influences their intercultural awareness nor their cultural implementation in the classroom but this finding does not apply to the female teachers. The findings also show that attending international conferences between 5 to 10 times significantly influences both EFL teachers' intercultural awareness and cultural implementation in theirclassroom practice. Since the research subject for the quantitative survey isrelatively small, the findings could not be generalized for a larger population.

The second findingsreveal howthe intercultural awareness of EFL teachers is reflected in classroom instruction. The findings describe that this awareness has not significantly influenced their cultural practices in theEFL classroom. The research team encountered EFL teachers who implemented culture in Writing, Reading, and Cross-cultural understanding courses and also found one EFL teacher who did not teach culture in her Writing Skills class. This must have occurred because there was no curriculumthat integrates culture in every course. Therefore it is recommended that EFL education departments integrate culture in their EFL curriculum and the contents of all academic coursessuch as listening, speaking, reading and writing skills. EFL teachers who attended international conferences had to consider international conference forums as the real exposure for them to later onintegratetheir cultural experiences in the classroom instruction.

As this study is a survey method that did not look atEFL teachers' cultural background knowledge before and after attending international conferences, it is hard to draw any specific impact from it. Therefore, further research is recommended to address this issue.

References

Bennett, C. (2001). Genres of research in multicultural education. *Review of Educational Research*, *71*(2), 171–217.

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, *33*(8), 3–15.

Brouwer, N., & Korthagen, F. (2005). Can teacher education make a difference? *American Educational Research Journal*, *42*(1), 153–224.

Cameron, A., & Galloway, N. (2019). Local Thoughts on Global Ideas: Pre-and In-service TESOL Practitioners' Attitudes to the Pedagogical Implications of the Globalization of English. *RELC Journal*, *50*(1), 149–163.

Castellanos, J., Gloria, A. M., Mayorga, M. M., & Salas, C. (2007). Student affairs professionals' self-report of multicultural competence: Understanding awareness, knowledge, and skills. *Naspa Journal*, *44*(4), 643–663.

Chao, T.-C. (2013). A diary study of university EFL learners' intercultural learning through foreign films. *Language, Culture and Curriculum*, *26*(3), 247–265.

Chen, G.-M., & Starosta, W. J. (2000). *The development and validation of the intercultural sensitivity scale*.

Chen, J. (2019). 'To Blog, Not to Block': Examining EFL Learners' Language Development and Intercultural Competence in the Blogosphere Through the

Sociocultural Lens. In *Literacy Unbound: Multiliterate, Multilingual, Multimodal* (pp. 225–245). Springer.

Cresswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed method research. 2nd Sage. *Thousand Oaks, CA, 201*.

Davies, A. (2003). *The native speaker: Myth and reality* (Vol. 38). Multilingual Matters.

Diaz-Greenberg, R., & Nevin, A. (2003). Listen to the voices of foreign language student teachers: Implications for foreign language educators. *Language and Intercultural Communication*, *3*(3), 213–226.

Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. Routledge.

Hall, J. C., & Theriot, M. T. (2016). Developing multicultural awareness, knowledge, and skills: Diversity training makes a difference? *Multicultural Perspectives*, *18*(1), 35–41.

He, Y. (2013). Developing teachers' cultural competence: Application of appreciative inquiry in ESL teacher education. *Teacher Development*, *17*(1), 55–71.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). *Cultures and organizations: Software of the mind* (Vol. 2). Citeseer.

Holliday, A. (2009). The role of culture in English language education: Key challenges. *Language and Intercultural Communication*, *9*(3), 144–155.

Juan-Garau, M., & Jacob, K. (2015). Developing English learners' transcultural skills through content-and task-based lessons. *System*, *54*, 55–68.

Karacabey, M. F., Ozdere, M., & Bozkus, K. (2019). The Attitudes of Teachers towards Multicultural Education. *European Journal of Educational Research*, *8*(1), 383–393.

Kazykhankyzy, L., & Alagözlü, N. (2019). Developing and Validating a Scale to Measure Turkish and Kazakhstani ELT Pre-Service Teachers' Intercultural Communicative Competence. *International Journal of Instruction*, *12*(1), 931–946.

Kidwell, T. (2019). Teaching about Teaching about Culture: The Role of Culture in Second Language Teacher Education Programs. *TESL-EJ*, *22*(4), n4.

Kohler, M. (2015). *Teachers as mediators in the foreign language classroom* (Vol. 27). Multilingual Matters.

Legrain, P. (2014). *Immigrants: Your country needs them*. Princeton University Press.

Lear, F. Melanie. (2019). Voices of English Teachers on Professional Development. *The Asia ESP Journal*, 15(1.2):198-224.

Lin, Y.-J., & Wang, H.-C. (2018). Using enhanced OER videos to facilitate English L2 learners' multicultural competence. *Computers & Education*, *125*, 74–85.

Liu, X., Lu, J., Filatotchev, I., Buck, T., & Wright, M. (2010). Returnee entrepreneurs, knowledge spillovers and innovation in high-tech firms in emerging economies. *Journal of International Business Studies*, *41*(7), 1183–1197.

Loo, D. B., Trakulkasemsuk, W., & Jimarkon Zilli, P. (2019). Examining power through social relations in teachers' discourse about intercultural education. *Intercultural Education*, 1–17.

Luk, J. (2012). Teachers' ambivalence in integrating culture with EFL teaching in Hong Kong. *Language, Culture and Curriculum*, *25*(3), 249–264.

McAleese, Paul. (2019). Organizational and Interpersonal Aspects of Scientific Conference Presentation: A Comparison of US and Japanese Presenters. *The Asian ESP Journal*, 15(1.1):214-235.

Moskowitz, G. B. (2013). *Social cognition: Understanding self and others*. Guilford

Publications.

Nathan, M. (2015). After Florida: Towards an economics of diversity. *European Urban and Regional Studies*, *22*(1), 3–19.

Putnam, R. D. (2007). E pluribus unum: Diversity and community in the twenty-first century the 2006 Johan Skytte Prize Lecture. *Scandinavian Political Studies*, *30*(2), 137–174.

Rasool, G., & Winke, P. (2019). Undergraduate students' motivation to learn and attitudes towards English in multilingual Pakistan: A look at shifts in English as a world language. *System*, *82*, 50–62.

Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge University Press.

Russell, M. N., & White, B. (2002). Social worker and immigrant client experiences in multicultural service provision: Educational implications. *Social Work Education*, *21*(6), 635–650.

Samukelisiwe, N. M. (2012). The potential of cultural heritage tourism as a driver of rural development in the Zululand District Municipality. *A Masters Dissertation-University of Zululand*.

Sayers, R. (2006). *Principles of awareness-raising for information literacy: A case study*. Communication and Information, UNESCO.

Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, 1–15.

Spinthourakis, J. A., Karatzia-Stavlioti, E., & Roussakis, Y. (2009). Pre-service teacher intercultural sensitivity assessment as a basis for addressing multiculturalism. *Intercultural Education*, *20*(3), 267–276.

Thompson, C. H. (2011). A dialogic approach to the design of a transcultural communication classroom activity for multilingual learners. *Language, Culture and Curriculum*, *24*(3), 207–220.

Is Intercultural Awareness reflected in the classroom? Voices from International Conference for EFL Teachers

7 Weningtyas Parama Iswari, Haryanto Atmowardoyo, Muhammad Asfah Rahman, Susilo Susilo. "The Development and Validation of the EFL Learning Context Questionnaire", Journal of Language Teaching and Research, 2018
Publication

<1%

8 www.tesl-ej.org
Internet Source

<1%

9 eu-jer.com
Internet Source

<1%

10 bpm.umg.ac.id
Internet Source

<1%

11 Kivanc Bozkus. "The Attitudes of Teachers towards Multicultural Education", European Journal of Educational Research, 2019
Publication

<1%

12 ejournal.ukm.my
Internet Source

<1%

13 J.A. Spinthourakis, E. Karatzia-Stavlioti, Y. Roussakis. "Pre-service teacher intercultural sensitivity assessment as a basis for addressing multiculturalism", Intercultural Education, 2009
Publication

<1%

14 Submitted to Victoria University
Student Paper

<1%

| 15 | Submitted to Universitas Brawijaya
Student Paper | <1% |
|----|----|----|
| 16 | Submitted to West Virginia University
Student Paper | <1% |
| 17 | Submitted to Coventry University
Student Paper | <1% |
| 18 | Submitted to Northcentral
Student Paper | <1% |
| 19 | iassr2.org
Internet Source | <1% |
| 20 | Submitted to Bahcesehir University
Student Paper | <1% |
| 21 | ulir.ul.ie
Internet Source | <1% |
| 22 | ciret-transdisciplinarity.org
Internet Source | <1% |
| 23 | alexandria.tue.nl
Internet Source | <1% |
| 24 | hdl.handle.net
Internet Source | <1% |
| 25 | "International Education Exchanges and Intercultural Understanding", Springer Science and Business Media LLC, 2017
Publication | <1% |

26 **Submitted to Leeds Beckett University**
Student Paper
<1%

27 **Submitted to RMIT University**
Student Paper
<1%

28 **Submitted to Middle East Technical University**
Student Paper
<1%

29 **Submitted to University of Durham**
Student Paper
<1%

Exclude quotes   On   Exclude matches   Off
Exclude bibliography   On