

Exploring the Intercultural Awareness of EFL Instructors in Turkish Higher Education

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Abstract: This study aims to explore the intercultural awareness of EFL instructors in the context of Turkish Higher Education. Participants are 50 EFL instructors from the English Language Teaching Department and the School of Foreign Languages in Türkiye. The current study adopted a quantitative design. The data collection tool is the ‘English Language Instructors Questionnaire for Intercultural Awareness’. The data was analyzed via the Mann-Whitney U test. The data from the questionnaire was analyzed in two contexts: Intercultural Awareness of Native and Non-Native and Novice and Expert Instructors. As the findings of the study reveal there are significant differences between the attitudes of Native / Non-Native as well as for the Novice and Expert Instructors for Intercultural Awareness.

Keywords: Intercultural awareness, novice, and expert instructors, native-non-native instructors, EFL instructors.

İngilizceyi Yabancı Dil Olarak Öğreten Eğitimcilerin Türk Yükseköğretiminde Kültürlerarası Farkındalıklarını Araştırmak

Öz: Bu çalışmanın amacı Türk Yükseköğretimi bağlamında yabancı dil olarak öğretilen İngilizce dersi eğitimcilerinin kültürlerarası farkındalığını araştırmaktır. Katılımcılar, Türkiye'deki İngilizce Öğretmenliği (İngiliz Dili Eğitimi) bölümü ve Yabancı Diller Okulu'nda görev yapan 50 İngilizce eğitimcidir. Mevcut çalışma nicel bir tasarımı benimsemiştir. Veri toplama aracı, İngilizce Eğitimcilerinin Kültürlerarası Farkındalık Anketi'dir. Veriler, Mann-Whitney U testi ile analiz edilmiştir. Anketten elde edilen veriler iki bağlamda analiz edilmiştir; Anadili İngilizce olan ve olmayan, Az Tecrübeli ve Uzman Eğitimcilerin Kültürlerarası Farkındalığı. Araştırmanın bulguları, Kültürlerarası Farkındalık için Anadili İngilizce olan / olmayan ve Az Tecrübeli / Uzman Eğitimcilerin tutumları arasında önemli farklılıklar olduğunu ortaya koymaktadır.

Anahtar kelimeler: Kültürlerarası farkındalık, anadili İngilizce olan ve olmayan eğitimciler, az tecrübeli ve uzman eğitimciler

Geliş tarihi/Received: 21.07.2023

Kabul Tarihi/Accepted: 25.10. 2023

Makale Türü: Araştırma Makalesi

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Atıf/To cite: Er, H. K. & Çiftci Aksoy, B. N. (2023). İngilizceyi yabancı dil olarak öğreten eğitimcilerin Türk yükseköğretiminde kültürlerarası farkındalıklarını araştırmak. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 20(3)*, 1111-1132. <https://doi.org/10.33711/yyuefd.1330995>

Introduction

Problem Statement

In EFL contexts, students often come from diverse cultural backgrounds, and they need to be able to communicate effectively with speakers from different cultures. Intercultural awareness in EFL involves recognizing and respecting cultural differences that may impact communication and language use. This includes understanding differences in communication styles, such as directness, politeness, and use of nonverbal cues, as well as differences in language use, such as idioms, slang, and cultural references (Deniz et al.,2016). Despite the relevance with the field of English Language Teaching, there are a relatively limited number of studies about intercultural awareness in the Turkish ELT context (Coşkun, 2011; Deniz et al., 2016; Öztürk et al., 2009). Hence it would be effective to conduct the present study in order to enhance our understanding of intercultural awareness in specific contexts like the School of Foreign Languages and ELT department.

The cultivation of intercultural awareness or intercultural competence is of great importance in the field of English Language Teaching (ELT) as it aims to provide students with the necessary skills to thrive in an increasingly interconnected global society (Moeller & Nugent, 2014). The perception of English usage in the 21st century differs significantly from its perception in the previous century. In contemporary times, the utilization of the English language can be appreciated in a vocal competition, where the evaluators do not seek individuals who possess the ability to sing flawlessly and replicate the original artist's rendition. Rather, they seek those who can perform the same composition with elegance and individuality, showcasing their unique style (Phongsiriku & Thongrin, 2019).

The concept of one's personal style encompasses effective communication in the English language, while also acknowledging the responsibilities of an intercultural speaker who is cognizant of both their own and others' identities. According to Phongsiriku and Thongrin (2019), individuals learning English are no longer limited to the goal of achieving native-like proficiency. Instead, they are encouraged to develop into intercultural speakers who can effectively navigate communication in diverse and multicultural contexts by acquiring both language proficiency and intercultural skills. The present study aims to examine the level of intercultural awareness among English as a Foreign Language (EFL) instructors in Turkish higher education. Moreover, the significance of creating teaching and learning resources that effectively foster students' intercultural awareness, aligning with the current needs of English language users, cannot be overstated. Furthermore, the findings acquired can also make a valuable contribution to the training of educators who will be engaged in intercultural education. It is imperative for these educators to possess a deeper understanding of various cultures, adopt appropriate attitudes toward the objectives of teaching and learning, and be adequately equipped to serve as language facilitators and cultural mediators in the field of English Language Teaching (ELT) in the 21st century.

The findings of the current study provide a new understanding of the term 'Intercultural Awareness' in the specific context since the term 'Intercultural Awareness' is ignored and paid less attention among scholars. Hence, the current research is thought to contribute to the field by adding more knowledge and information to the current literature and our existing knowledge. The present study makes several noteworthy contributions and should prove to be particularly valuable to the

field of English Language teaching regarding intercultural awareness of both native/non-native and novice / experienced teachers in Türkiye due to the limited number of studies on this topic specifically in the context of both School of Foreign Languages and English Language Teaching departments.

Research Questions

- 1) Is there a significant difference between the attitudes of
 - a) Native and Non-native EFL instructors' regarding intercultural awareness in the context of Higher Education in Türkiye?
 - b) Novice and Expert EFL instructors' regarding intercultural awareness in the context of Higher Education in Türkiye?

Literature Review

Intercultural awareness

Many of the knowledge and abilities required for all intercultural communication cases can be conceptualized through cultural awareness (Baker, 2011). According to Canagarajah (2013), cultural sensitivity is the knowledge of how culturally motivated behaviour affects language use and communication. Moreover, it entails the capacity for cross-cultural comparison, the ability to identify aspects of similarity and difference, and the capacity to relativize our cultural ideas. With the correct understanding of what culture is, cultural awareness can be effectively increased.

To properly appreciate that "*cultures are not identical with countries*," an English language instructor who engages in cross-cultural communication must have a solid understanding of cultural notions (Jandt, 2017). However, in the context of international communication where cross-cultural contacts involve a diverse group of individuals, this limited understanding of culture proves to be inadequate. In order to effectively engage in cross-cultural communication, individuals who utilize the English language must possess the requisite attitudes and intercultural competencies that constitute intercultural awareness. The idea of intercultural awareness (ICA) holds significant importance in the contemporary context of a progressively globalized society. The acquisition of intercultural awareness has become an essential goal in the realm of English language education, with the aim of promoting successful intercultural dialogue. The term essentially denotes the ability to understand, appreciate, and effectively engage with individuals from diverse cultural backgrounds in various cultural contexts (Baker, 2011; Barany, 2016; Kasap, 2019). The ability to engage in communicative behaviours that successfully and appropriately negotiate one another's cultural identity or identities in a culturally varied context is referred to as intercultural awareness (Chen & Starosta, 1996). However, Zhu (2011) points out that the word "intercultural awareness" refers to a skill that includes both the knowledge component of intercultural competence and the characteristics of coping with attitudes and abilities necessary for intercultural communication. In conclusion, Intercultural awareness can be defined as the ability to effectively apply these conceptualizations in real-time communication, adapting to specific contexts, while also possessing a conscious comprehension of the potential impact that culturally rooted forms, practices, and frameworks of understanding may exert on intercultural communication.

Intercultural awareness involves recognizing and respecting cultural differences as well as understanding how those differences can impact communication, behaviours, and relationships. Intercultural awareness requires individuals to be open-minded and non-judgmental and to be willing to learn about and adapt to different cultural perspectives and practices (Kasap, 2021). They also need to avoid stereotypes and prejudices and adapt their communication style and language usage to suit the needs of other interlocutors (Liu, 2016). Intercultural awareness is a vital component of teaching English as a Foreign Language (EFL), particularly in today's globalized world because English is a global language and is used as a lingua franca among people from different cultures. Overall, intercultural awareness is an important component of EFL teaching and learning, as it can help students become more effective communicators in global contexts and build stronger relationships with speakers from different cultures. Thanks to intercultural awareness, individuals and organizations can build stronger collaborations across cultures, avoid misunderstandings and conflicts, and foster more inclusive and diverse communities (Czura, 2016). It also promotes cultural sensitivity and empathy, which are important skills for global citizenship and for promoting social justice and equality (Sercu et al., 2005).

There are many effective teaching strategies for intercultural awareness in EFL. Several studies have identified effective teaching strategies for promoting intercultural awareness in EFL (Baker, 2011; Meier, 2007; Wang et al., 2022). Some strategies for promoting intercultural awareness in EFL include incorporating cultural content and perspectives into language teaching materials, such as including authentic materials from different cultures, using cultural comparisons and contrasts, providing opportunities for cross-cultural communication and interaction, and promoting reflective practice to support learners in reflecting on their own cultural biases and assumptions (Camilleri, 2016). Moreover, to encourage intercultural communication and interaction in the classroom, teaching methods such as group discussions, role-plays, and cross-cultural dialogues can be used in language courses. Therefore, a supportive classroom environment that values diversity and promotes mutual respect and understanding is created (Ayber & Hojeij, 2021). Then, providing opportunities for learners to reflect on their own cultural biases and assumptions and to develop self-awareness and empathy has significant importance for intercultural awareness. Finally, training teachers to be interculturally competent, such as by providing intercultural training and professional development, is one of the strategies for promoting intercultural awareness (Coyle, 2009). Hence, regarding this, it should be noted that the need for intercultural training and professional development is significant, especially in the context of an EFL setting.

In conclusion, intercultural awareness is a vital aspect of teaching English as a Foreign Language. It is essential for effective communication, cultural sensitivity, and global citizenship. Effective teaching strategies for promoting intercultural awareness in EFL include incorporating cultural content and perspectives, encouraging intercultural communication, promoting reflective practice, and creating a supportive classroom environment. In this regard, this study aims to explore the intercultural awareness of EFL instructors in the context of Turkish Higher Education.

Related Studies

It is commonly acknowledged in language teaching that students do not only require knowledge and aptitude in a language's grammar but also the capacity to use the language in

socially and culturally relevant ways. The 'Common European Framework of Reference' of the Council of Europe also emphasizes the need for 'intercultural awareness,' 'intercultural skills,' and 'existential competence' in foreign language education (Barany, 2016). The majority of empirical investigations concerning English as a Foreign Language (EFL) instructors' perspectives on intercultural awareness utilize survey-based methodologies. These studies consistently reveal that teachers possess a limited understanding of the effective incorporation of intercultural awareness within language instruction (Gashi, 2021; Gu, 2016).

There are studies looking into the intercultural awareness of English language instructors and students around the world. One study by Chen and Starosta (1996) examined the acquisition of intercultural sensitivity among American college students. The study found that students who had more exposure to people from different cultures showed higher levels of intercultural sensitivity. Additionally, students who had taken courses on intercultural communication had significantly higher levels of intercultural sensitivity than those who had not. The study suggests that exposure to different cultures and education in intercultural communication can help develop intercultural awareness. Gudykunst and Nishida (2001) also explored at the connection between intercultural communication skills and conflict resolution in a different study. The research's conclusions showed that individuals with higher degrees of intercultural communication skills were more adept at resolving disputes in intercultural settings. The study suggests that developing intercultural awareness and communication skills can lead to more effective conflict resolution in intercultural settings.

Another study by Paige et al. (2003) investigated the impacts of study-abroad programs on the development of intercultural competence. The research demonstrated that instructors who took part in study abroad programs significantly increased their intercultural competency, notably in their capacity to communicate successfully with people from various cultures. Likewise, in a study conducted by Deardorff (2006), intercultural competence was found to be a key factor in the success of international training programs. The study concluded that teachers who had higher levels of intercultural competence had a better overall experience and were more successful academically and socially. The study also suggested that intercultural competence can be developed through various educational and training programs. Al Mawoda (2011) investigated how EFL instructors at Chinese universities perceived intercultural competency instruction. The majority of teachers believed it was crucial to teach about as many other cultures as possible in the classroom, but their actual teaching methods didn't reflect this belief. Teachers stated that this was caused by their lack of exposure to different cultures, the lack of intercultural content in the curriculum and textbook, and the testing methodology's predominance of language criteria. In their investigation into pre-service English teachers' perceptions of the concepts of culture and intercultural competency, Olaya and Gómez (2013) came to similar conclusions. The results of the questionnaire and interviews revealed that these concepts had not been thoroughly investigated; consequently, the participants had only a superficial comprehension of them. In addition, the majority of them were intolerant of non-native cultures and accents. Susilo et al. (2019) carried out a study that investigated strategies for improving the intercultural awareness of EFL instructors in Indonesian higher education by incorporating intercultural awareness into a learner-centered pedagogy. Wang (2014) surveyed and interviewed university instructors and students in Australia, focusing on the perspectives of teachers and students on intercultural awareness. Even though both groups showed positive

attitudes toward intercultural awareness, the researcher found that additional intercultural interactions, exchange initiatives, and technological advancements were still required to encourage intercultural awareness.

When the research studying intercultural awareness in the Turkish EFL context is examined, it is possible to say that there are a few studies. With a focus on cultural awareness, Atay (2005) looked into pre-service teachers' attitudes and actions toward cultural integration in English language lessons. Surveys and observations were applied as components of the research's parameters. Although survey results demonstrated that teachers understood the value of intercultural awareness, their classroom methods did not adequately reflect the integration of cultural information. The results demonstrated that instructors were aware of the importance of becoming cultural insiders in the target culture. In accordance with the previous results, according to the findings of Yilmaz and Ozkan's (2015) research, it was seen that English language instructors demonstrated a willingness to incorporate cultural aspects into their instructional practices. However, it was noted that the majority of emphasis was placed on the cultures associated with the target language. Due to difficulties with the curriculum, time constraints, textbooks, and monolingual settings. According to Deniz et al. (2016) study, a considerable majority of teacher candidates agreed to include cultural aspects of the target language in language education to ensure proper and thorough acquisition. The participants preferred implementing Standard English standards rather than Global English based on the idea of EFL and opposed adopting the EFL approach in their context of language education.

In addition to these, several studies attempted to explore the different themes of intercultural awareness of EFL instructors from different perspectives. To provide an example a study by Özışık et al. (2019) investigated the intercultural awareness of EFL lecturers in language teaching from various perspectives such as Vygotskian theory of interaction, Byram's ICC model, Bennett's model of intercultural sensitivity. Similarly, Sercu et al. (2005) study also explored Foreign Language Teachers' intercultural awareness from the constructivist theory.

In conclusion, the above studies highlight the significance of intercultural awareness in today's globalized world. They suggest that developing intercultural awareness and communication skills can lead to more effective communication and conflict resolution in intercultural settings. In English-language classrooms, it is essential to implement teacher-training programs, update curricula and textbooks, organize cultural events, and establish global initiatives that prioritize the intercultural dimension of the language. These measures are essential for enhancing the intercultural awareness of teachers as well as students. It can also be concluded that intercultural awareness can be developed through exposure to different cultures, education and training programs, and study abroad programs.

Methodology

Setting and Participants

The participants are 50 EFL teachers: Native EFL Teachers (NET) and Non-Native EFL teachers (NNET). The setting of the study is the Department of English Language Teaching as well as the School of Foreign Languages. Participants' educational backgrounds are English Language Teaching, and English Language Literature. Teaching experiences are between 2 years and below,

8 years and more. This study complies with research publishing ethics as defined by the Erzurum Technical University Scientific Research and Publication Ethics Committee.

Data Tools

The current study adopted a quantitative design. The data collection tool for the study is the ‘English Language Instructors’ Questionnaire for Intercultural Awareness’ which was adopted by Yilmaz & Ozkan (2015) (See Appendix A). The aim of the questionnaire is to give better insight into perspectives about EFL instructors’ intercultural awareness.

The questionnaire consists of sixteen items with a scale ranging from 5 (strongly agree) to 1 (strongly disagree). Besides, a permission letter to be provided when needed for adopting the ‘English Language Instructors’ Questionnaire for Intercultural Awareness’ was taken from the authors Yilmaz and Ozkan (2015). To provide more information regarding the English Language Instructors’ Questionnaire for Intercultural Awareness, the questions in the questionnaire were adapted from those used in the studies by Al Mawoda (2011) and Wang (2014), as well as by Sercu et al. (2005). The earlier researchers performed a pilot study before the actual data collection process. It has been found that Cronbach's alpha score is .659 in the ‘English Language Instructors’ Questionnaire for Intercultural Awareness’. Hence, the questionnaire was revised to produce more accurate and reliable results. However, the reliability of the ‘English Language Instructors’ Questionnaire for Intercultural Awareness’ was recalculated for the sake of the current study, and it was found to be .850. Table 1 shows the reliability statistics of the questionnaire.

Table 1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.876	16

Data Analysis

In the first phase of the data analysis, Kolmogorov-Smirnov and Shapiro-Wilk tests were run to explore the normality of the data distribution. In the second phase, since the data is not normally distributed the quantitative data that was collected through the ‘English Language Instructors’ Questionnaire for Intercultural Awareness’ is analyzed via The Mann-Whitney U test. The collected data from the questionnaire were analyzed according to two contexts: the Attitudes of Native and Native Instructors for Intercultural Awareness and the Attitudes of Novice and Expert Instructors for Intercultural Awareness because of the differences between the teaching experience and the state of instructors being native and non-native.

Findings

Findings for Research Question 1a

In the first phase of the study, Kolmogorov-Smirnov and Shapiro-Wilk tests were run to explore the normality of the data distribution. Two tests revealed that data does not have a normal

distribution (sig=.00; $p < .05$) which is why non-parametric tests such as The Mann-Whitney U test were used for data analysis (Greasley, 2008). Table 2 shows the results of the Tests of Normality.

Table 2

Results of the Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Q1	.34	50	.00	.71	50	.00
Q2	.30	50	.00	.77	50	.00
Q3	.33	50	.00	.73	50	.00
Q4	.32	50	.00	.74	50	.00
Q5	.17	50	.00	.88	50	.00
Q6	.20	50	.00	.84	50	.00
Q7	.22	50	.00	.84	50	.00
Q8	.21	50	.00	.84	50	.00
Q9	.27	50	.00	.68	50	.00
Q10	.28	50	.00	.77	50	.00
Q11	.25	50	.00	.80	50	.00
Q12	.29	50	.00	.75	50	.00
Q13	.27	50	.00	.78	50	.00
Q14	.25	50	.00	.76	50	.00
Q15	.30	50	.00	.74	50	.00
Q16	.23	50	.00	.89	50	.00

a. Lilliefors Significance Correction

The Mann-Whitney Test was run to explore whether there is a significant difference in items between native and non-native participants. Table 3 below shows the results of the Mann-Whitney test for native and non-native instructors.

Table 3

Results of the Mann-Whitney Test for Native and Non-Native Instructors

	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Point Probability
Q1	235.00	-1.21	.22	.23	.02
Q2	247.00	-.90	.36	.37	.01
Q3	245.50	-.96	.33	.34	.01
Q4	195.00	-2.09	.03	.03	.00
Q5	239.00	-1.01	.31	.32	.01
Q6	230.50	-1.19	.23	.23	.00
Q7	131.50	-3.26	.00	.00	.00
Q8	190.00	-2.03	.04	.04	.00
Q9	248.00	-.89	.36	.37	.00
Q10	253.50	-.76	.44	.46	.02
Q11	284.50	-.07	.93	.92	.00
Q12	253.500	-.76	.44	.45	.00
Q13	283.50	-.09	.92	.92	.00
Q14	275.50	-.276	.783	.777	.007
Q15	245.00	-.96	.33	.33	.01
Q16	265.00	-.48	.62	.64	.00

a. Grouping Variable: BACKGR

The Mann-Whitney Test results indicate that there is a significant difference for items 4, 7, and 8 between native and non-native participants. Similarly, the mean rank table below shows that non-native instructors have a more positive attitude toward item 4, while for items 7 and 8 native teachers have a more positive attitude. It means that non-native instructors strongly agreed with item 4; *“Providing cultural information enhances motivation towards learning English”*. While native English Instructors strongly agreed with Item 7; *“Only when there are international students in your classes do you have to teach intercultural competence.”* and with 8; *“Language and culture cannot be taught in an integrated way. You have to separate the two.”* Table 4 shows the Mean Rank Table for native and non-native Instructors.

Table 4

Mean Rank Table for Native and Non-Native Instructors

	BACKGR	N	Mean Rank	Sum of Ranks
Q1	NON-NATIVE	30	27.16	869.00
	NATIVE	20	22.56	406.00
	Total	50		

Q2	NON-NATIVE	30	26.78	857.00
	NATIVE	20	23.22	418.00
	Total	50		
Q3	NON-NATIVE	30	26.83	858.50
	NATIVE	20	23.14	416.50
	Total	50		
Q4	NON-NATIVE	30	28.41	909.00
	NATIVE	20	20.33	366.00
	Total	50		
Q5	NON-NATIVE	30	23.97	767.00
	NATIVE	20	28.22	508.00
	Total	50		
Q6	NON-NATIVE	30	23.70	758.50
	NATIVE	20	28.69	516.50
	Total	50		
Q7	NON-NATIVE	30	20.61	659.50
	NATIVE	20	34.19	615.50
	Total	50		
Q8	NON-NATIVE	30	22.44	718.00
	NATIVE	20	30.94	557.00
	Total	50		
Q9	NON-NATIVE	30	26.75	856.00
	NATIVE	20	23,28	419,00
	Total	50		
Q10	NON-NATIVE	30	24.42	781.50

	NATIVE	20	27.42	493.50
	Total	50		
Q11	NON-NATIVE	30	25.61	819.50
	NATIVE	20	25.31	455.50
	Total	50		
Q12	NON-NATIVE	30	24.42	781.50
	NATIVE	20	27.42	493.50
	Total	50		
Q13	NON-NATIVE	30	25.36	811.50
	NATIVE	20	25.75	463.50
	Total	50		
Q14	NON-NATIVE	30	25.11	803.50
	NATIVE	20	26.19	471.50
	Total	50		
Q15	NON-NATIVE	30	26.84	859.00
	NATIVE	20	23.11	416.00
	Total	50		
Q16	NON-NATIVE	30	26.22	839.00
	NATIVE	20	24.22	436.00
	Total	50		

As it is clear from Table 4, non-native instructors have a more positive attitude toward item 4, while for items 7 and 8 native teachers have a more positive attitude.

Findings for Research Question 1b:

In order to answer the question number 1b; the Mann-Whitney Test is run to explore whether there is a significant difference for items between novice and expert participants. Table 5 below shows the results of the Mann-Whitney test or items between novice and expert participants.

Table 5

Results of the Mann-Whitney Test for Novice and Expert Instructors

	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Exact Sig. (2-tailed)	Point Probability
Q1	288.00	-.26	.78	.80	.05
Q2	174.50	-2.71	.00	.00	.00
Q3	216.50	-1.85	.06	.06	.00
Q4	252.00	-1.06	.28	.30	.03
Q5	215.50	-1.70	.08	.09	.00
Q6	278.00	-.44	.65	.66	.01
Q7	279.50	-.41	.67	.68	.00
Q8	282.50	-.35	.72	.73	.00
Q9	265.00	-.77	.44	.45	.02
Q10	285.00	-.32	.74	.77	.01
Q11	272.50	-.59	.55	.57	.00
Q12	276.50	-.51	.60	.60	.00
Q13	245.00	-1.17	.23	.24	.00
Q14	294.00	-.13	.89	.89	.01
Q15	264.00	-.79	.42	.44	.00
Q16	225.50	-1.53	.12	.12	.00

English Language Instructors are categorized as experts and novices according to their years of teaching English. English instructors with 4 years below are considered novices and 5 years more as expert teachers for the sake of the current study. As it is clear from Table 6 there is a significant difference between novice and expert teachers for item 2. The mean rank table shows that expert teachers have a more positive attitude to item 2. The more students know about other cultures the more tolerant they are, compared to novice teachers.

Table 6

Mean Rank Table for Novice and Expert Instructors

		N	Mean Rank	Sum of Ranks
Q1	EXP	30	25.10	753.00
	NOVICE	20	26.10	522.00
	Total	50		

Q2	EXP	30	29.68	890.50
	NOVICE	20	19.23	384.50
	Total	50		
Q3	EXP	30	28.28	848.50
	NOVICE	20	21.33	426.50
	Total	50		
Q4	EXP	30	27.10	813.00
	NOVICE	20	23.10	462.00
	Total	50		
Q5	EXP	30	28.32	849.50
	NOVICE	20	21.28	425.50
	Total	50		
Q6	EXP	30	24.77	743.00
	NOVICE	20	26.60	532.00
	Total	50		
Q7	EXP	30	24.82	744.50
	NOVICE	20	26.53	530.50
	Total	50		
Q8	EXP	30	26.08	782.50
	NOVICE	20	24.63	492.50
	Total	50		
Q9	EXP	30	26.67	800.00
	NOVICE	20	23.75	475.00
	Total	50		
Q10	EXP	30	25.00	750.00

	NOVICE	20	26.25	525.00
	Total	50		
Q11	EXP	30	24.58	737.50
	NOVICE	20	26.88	537.50
	Total	50		
Q12	EXP	30	24.72	741.50
	NOVICE	20	26.68	533.50
	Total	50		
Q13	EXP	30	23.67	710.00
	NOVICE	20	28.25	565.00
	Total	50		
Q14	EXP	30	25.30	759.00
	NOVICE	20	25.80	516.00
	Total	50		
Q15	EXP	30	24.30	729.00
	NOVICE	20	27.30	546.00
	Total	50		
Q16	EXP	30	23.02	690.50
	NOVICE	20	29.23	584.50
	Total	50		

Discussion and Conclusion

The studies in the related literature suggest that understanding the developmental model of intercultural sensitivity has a significant place in EFL and can help teachers and students develop intercultural awareness and sensitivity. However, when the related literature is examined, it is possible to say that very little research concentrates on both native and non-native teachers' points of view. Also, there is no study investigating the effects of experience on the intercultural awareness of EFL teachers. Taking into account all these studies, we can conclude that there is a

need for further studies focusing on the attitudes of EFL teachers. In this sense, this study aims to fill the gap in the literature by offering the perspectives of both native and non-native, novice and experienced teachers in Türkiye. This research also extends our knowledge of ways to develop intercultural communication in English language education.

The main purpose of this research was to examine the attitudes of English language instructors toward intercultural awareness, focusing specifically on the concepts of English ownership and cultural integration within the context of English language instruction. As the findings of the study suggest, native and non-native instructors have different attitudes and viewpoints toward intercultural awareness. Specifically, while non-native instructors strongly agreed that providing cultural knowledge develops motivation for English classes, native English instructors strongly agreed that culture and language should not be viewed as integrated and that providing cultural knowledge is necessary when there are international students in the classroom (Kasap, 2023). Secondly, as it is clear from the findings part for Attitudes of Novice and Expert Instructors for Intercultural Awareness; novice and expert teachers have different attitudes for intercultural awareness. Expert teachers have a more positive attitude compared to novice teachers and they think that students become more tolerant as they get a greater knowledge of various cultures

The findings are consistent with the research conducted by Wang (2014) and Zhu (2011). These studies concluded that non-native teachers in the EFL context developed an intercultural awareness as well as native teachers. Regarding the initial research question, participants expressed a common viewpoint that incorporating instruction and comprehension of diverse cultures is vital within the context of English language education. This conclusion is confirmed by the outcomes of Al Mawoda's (2011) and Olaya & Gómez's (2013) studies which showed that a significant majority of educators perceived it as crucial to impart knowledge about a wide range of cultures in the instructional setting. Based on the findings concerning the second research question, there is a notable difference in the attitudes toward other cultures between novice and expert teachers. The present analysis emphasizes the issue at hand, suggesting that expert teachers exhibit a more favourable attitude in contrast to their novice colleagues. Concerning classroom activities, it was found that both native and non-native instructors agreed on the utilization of intercultural activities within educational institutions. The results align with the study conducted by Yilmaz and Ozkan (2015), which suggests that natives and non-natives produced applications that exhibited distinct cultural characteristics. Nevertheless, the present discovery contradicts the findings of Atay (2005), who asserted that although participants acknowledged the significance of intercultural awareness, their instructional methods did not adequately incorporate cultural information.

Limitations of the Study

The study was limited by the absence of a big sample size which did not allow for the adequate generalization of the findings. The second major limitation is related to the research design that the study adopted. The study could adopt a Qualitative Research design along with administering the 'Semi-Structured Interview, Classroom Observations' rather than solely having a Quantitative Research Design.

Suggestion for Further Studies

The findings of this study have significant implications for the field of English language teaching from a pedagogical perspective. In order to foster intercultural awareness in English language schools, the study underlines the value of developing an intercultural curriculum, syllabus, and textbook. The findings also point to the need for teacher training programs that emphasize raising instructors' multicultural understanding. This would enable them to effectively convey their intercultural perspectives to students within the classroom setting. Further research with a more comprehensive focus is warranted to provide a more profound understanding of the phenomenon of intercultural awareness. Additionally, enhancing the data collection procedure through the inclusion of classroom observations would undoubtedly yield advantageous outcomes.

Ethics Committee Permission Information: This study was conducted with the permission of Erzurum Technical Scientific Research and Publication Ethics Committee with decision number 07 dated 25.05.2023.

Author Conflict of Interest Information: There is no conflict of interest in this study and no financial support was received.

Author Contribution: The authors contributed equally to the article.

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Geniş Özet

Giriş

Bu çalışma, Türk Yükseköğretimi bağlamında İngilizce öğretmenlerinin kültürlerarası farkındalığını araştırmayı amaçlamaktadır. Katılımcılar, Türkiye'deki Yabancı Diller Yüksekokulu ve İngilizce Öğretmenliği Bölümü'nden 50 İngilizce öğretmenidir. Mevcut çalışma nicel bir tasarım benimsemiştir; veri aracı, Yılmaz ve Özkan (2015) tarafından uyarlanan 'İngiliz Dili Öğretmenleri Kültürlerarası Farkındalık Anketi'dir. 'İngilizce Öğretmenlerinin Kültürlerarası Farkındalık Anketi'nin güvenilirliği mevcut çalışma için yeniden hesaplanmış ve .850 olarak bulunmuştur.

Metodoloji

Veri Toplama Araçları ve Analizi

Veriler Mann-Whitney U testi ile analiz edilmiştir. Anketten elde edilen veriler iki aşamada analiz edilmiştir: Anadili İngilizce olan / olmayan ve Az Tecrübeli / Uzman Öğretmenlerin Kültürlerarası Farkındalığı. Çalışmanın bulgularına göre, kültürlerarası farkındalık konusunda anadili İngilizce olan ve olmayan ile az tecrübeli ve uzman öğretmenlerin tutumları arasında anlamlı farklılıklar bulunmaktadır.

1) a) Anadili İngilizce olan ve olmayan İngilizce öğretmenlerinin İngilizcenin yabancı dil olarak öğretildiği Türkiye yükseköğretim bağlamında kültürlerarası farkındalık tutumları arasında anlamlı bir farklılık var mıdır?

b) Az tecrübeli ve uzman İngilizcenin öğretmenlerinin İngilizcenin yabancı dil olarak öğretildiği Türkiye yükseköğretim bağlamında kültürlerarası farkındalık tutumları arasında anlamlı bir farklılık var mıdır?

Veri analizinin ilk aşamasında; veri dağılımının normalliğini araştırmak için Kolmogorov-Smirnov ve Shapiro-Wilk testleri yapılmıştır. İkinci aşamada, 'İngilizce Öğretmenlerinin Kültürlerarası Farkındalık Anketi' aracılığıyla toplanan nicel veriler Mann-Whitney U testi ile analiz edilmiştir. Anketten toplanan veriler, anadili İngilizce olan / olmayan öğretmenlerin kültürlerarası farkındalığa yönelik tutumları ve az tecrübeli / uzman öğretmenlerin kültürlerarası farkındalığa yönelik tutumları olmak üzere iki bağlama göre analiz edilmiştir.

Mann-Whitney Testi sonuçları, 4., 7. ve 8. maddeler için anadili İngilizce olan / olmayan katılımcılar arasında anlamlı bir fark olduğunu göstermektedir. Benzer şekilde, data analizleri anadili İngilizce olmayan öğretmenlerin 4. madde için daha olumlu bir tutuma sahip olduğunu gösterirken, 7. ve 8. maddeler için yerli öğretmenlerin daha olumlu bir tutuma sahip olduğunu göstermektedir. Bu, anadili İngilizce olmayan öğretmenlerin 4. madde olan "Kültürel bilgi sağlamak İngilizce öğrenmeye yönelik motivasyonu artırır" ifadesine kesinlikle katıldıkları anlamına gelmektedir. Anadili İngilizce olan öğretmenler Madde 7; "Sadece sınıflarınızda uluslararası öğrenciler olduğunda kültürlerarası yetkinliği öğretmek zorunda kalırsınız." ve Madde 8; "Dil ve kültür entegre edilmiş bir şekilde öğretilemez." ifadelerine kesinlikle katılırken, anadili İngilizce olmayan öğretmenler Madde 4 için daha olumlu bir tutuma, Madde 7 ve 8 için anadili İngilizce olan öğretmenler daha olumlu bir tutuma sahiptir. Ayrıca, 2. madde için az tecrübeli ve uzman öğretmenler arasında anlamlı bir fark vardır, çünkü uzman öğretmenler 2. maddeye daha olumlu yaklaşmaktadır; öğrenciler diğer kültürler hakkında ne kadar çok şey bilirlerse, az tecrübeli öğretmenlere kıyasla o kadar hoşgörülü olurlar.

Genel olarak, bu araştırmanın temel amacı, İngilizce dil öğretmenlerinin kültürlerarası farkındalığa yönelik tutumlarını incelemek ve özellikle İngilizce dil eğitimi bağlamında İngilizceyi sahiplenme ve kültürel entegrasyon kavramlarına odaklanmaktır. Çalışmanın bulgularına göre, anadili İngilizce olan ve olmayan öğretmenlerin kültürlerarası farkındalığa yönelik tutumları arasında önemli farklılıklar bulunmaktadır. Özellikle, ana dili İngilizce olmayan öğretmenler kültürel bilgi sağlamanın İngilizce dersleri için motivasyon geliştirdiğine güçlü bir şekilde katılırken, ana dili İngilizce olan öğretmenler kültür ve dilin bütünleşik olarak görülmemesi gerektiğine ve sınıfta uluslararası öğrenciler olduğunda kültürel bilgi sağlamanın gerekli olduğuna güçlü bir şekilde katılmıştır. İkinci olarak, az tecrübeli ve uzman öğretmenlerin Kültürlerarası Farkındalığa Yönelik Tutumları bölümündeki bulgulardan da anlaşılacağı üzere, az tecrübeli ve uzman öğretmenler arasında anlamlı bir fark vardır. Uzman öğretmenler, az tecrübeli öğretmenlere kıyasla daha olumlu bir tutuma sahiptir ve öğrencilerin çeşitli kültürler hakkında daha fazla bilgi edindikçe daha hoşgörülü hale geldiklerini düşünmektedirler.

Bulgular ve Sonuç

Bulgular, Wang (2014) ve Zhou (2011) tarafından yapılan araştırmalarla tutarlıdır. Bu çalışmalar, EFL (English as a Foreign Language) bağlamında anadili İngilizce olmayan öğretmenlerin de anadili İngilizce olan öğretmenler kadar kültürlerarası farkındalık geliştirdiği sonucuna varmıştır. İlk araştırma sorusuyla ilgili olarak katılımcılar, farklı kültürlerin öğretilmesi ve kavranmasının İngilizce eğitimi bağlamında hayati önem taşıdığı konusunda ortak bir görüş belirtmişlerdir. Bu sonuç, Al mawoda'nın (2011) ve Olaya & Gómez'in (2013) eğitimcilerin önemli bir çoğunluğunun öğretim ortamında çok çeşitli kültürler hakkında bilgi vermenin çok önemli olduğunu algıladıklarını gösteren çalışmalarının sonuçlarıyla da doğrulanmaktadır. İkinci araştırma sorusuna ilişkin bulgulara göre, az tecrübeli ve uzman öğretmenler arasında diğer kültürlere yönelik tutumlarda kayda değer bir fark vardır.

Mevcut analiz, uzman öğretmenlerin az tecrübeli meslektaşlarına kıyasla daha olumlu bir tutum sergilediklerini ortaya koyarak söz konusu meseleyi vurgulamaktadır. Sınıf içi etkinliklerle

ilgili olarak, hem anadili İngilizce olan hem de olmayan öğretmenlerin eğitim kurumlarında kültürlerarası etkinliklerin kullanılması konusunda hemfikir oldukları görülmüştür. Sonuçlar, Yılmaz ve Özkan (2015) tarafından yürütülen yerli ve yabancı öğretmenlerin farklı kültürel özellikler sergileyen uygulamalar ürettiğini öne süren çalışmayla örtüşmektedir. Bununla birlikte, mevcut bulgu, katılımcıların kültürlerarası farkındalığın önemini kabul etmelerine rağmen, öğretim yöntemlerinin kültürel bilgileri yeterince içermediğini ileri süren Atay'ın (2005) bulgularıyla çelişmektedir.

Appendices

Appendix A. Questionnaire for Intercultural Awareness

Dear Participant,

This study is being carried out by Asst. Prof. Dr. H. Kübra Er, and Lect. Büsra Nur Çiftçi Aksoy. The research includes questions about "Intercultural Awareness of EFL Instructors". Information identifying you will not be disclosed under any circumstances and your responses will be kept absolutely confidential. We would also like to point out that participation is voluntary and you may withdraw and refuse to participate at any time.

If you have any questions about the study and/or your participation, then please don't hesitate to contact us anytime (kubra.er@erzurum.edu.tr/ busra.ciftci@erzurum.edu.tr)

Thank you for participating in this questionnaire.

Part 1- Background information:

Gender

- Male
- Female

Age

- 20-30
- 31-40
- 41-50
- over 50

Years of Teaching English

- 2 years and below
- 3-4 years
- 5-7 years
- 8 and more

Language Background

- Native speaker of English
- Non - Native speaker of English

Part 2- Views Towards Intercultural Awareness

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

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

Intercultural awareness and English language Teaching	Weighted Scores				
1. In the language classroom, teaching culture is important.	5	4	3	2	1
2. The more students know about other cultures the more tolerant they are.	5	4	3	2	1
3. All teachers and students should acquire intercultural competence.	5	4	3	2	1
4. Providing cultural information enhances motivation towards learning English.	5	4	3	2	1
5. Intercultural skills cannot be acquired at school.	5	4	3	2	1
6. Teaching intercultural competence is important only if it is necessary for the students (e.g. travelling)	5	4	3	2	1
7. Only when there are international students in your classes do you have to teach intercultural competence.	5	4	3	2	1
8. Language and culture cannot be taught in an integrated way. You have to separate the two.	5	4	3	2	1
9. Culture teaching should be integrated into English language teaching.	5	4	3	2	1
Classroom activities to enhance intercultural awareness					
10. I tell my students what I heard (or read) about the English-speaking countries or their cultures.	5	4	3	2	1
11. I ask my students to think about what it would be like to live in the English-speaking countries.	5	4	3	2	1
12. I talk to my students about my own experiences in the English-speaking countries.	5	4	3	2	1
13. I ask my students about their experiences in English speaking countries.	5	4	3	2	1
14. I ask my students to compare an aspect of their own culture with that aspect in the English-speaking cultures.	5	4	3	2	1
15. I use pictures, videos, etc. to introduce my students' other cultures.	5	4	3	2	1
16. I decorate my classroom with posters illustrating particular aspects of different cultures around the world.	5	4	3	2	1