

APPENDICES

Appendix 1. Interview Questions

Semi-structured interviews were used to collect data regarding the integration of intercultural awareness in English language teaching that is able to create an inclusive and tolerant learning environment by using appropriate teaching materials and techniques where students from different cultural backgrounds feel valued and understood.

Title	Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanaian English Teachers
Recordings	Face- to- face video recorded and Zoom meeting application

Table Interview Questions

No.	Questions
1.	How important is the integration of cultural knowledge in language learning in the classroom? (Arif & Jusuf, 2022)
2.	How do you incorporate “intercultural awareness” into your language teaching? (Estrella, 2023)
3.	Can you give me some examples of exploring cultural representations in the materials you use in your class? (Nguyen, 2023)
4.	How do you promote understanding and respect for cultural diversity among your students? (Byram, 1997)
5.	Do you think if it is useful to develop Asian/African cultures or global cultures in relation to teaching and learning English? If yes, how do you do in your class? (Nguyen, 2023)
6.	What methods and techniques are suitable for teaching language classes with diverse backgrounds? (Arif & Jusuf, 2022)
7.	Alongside textbooks, what other source for exploring cultural representations you bring to class? How do you use them in class? (Nguyen, 2023)

8.	How do you handle situations where cultural differences affect student interactions or understanding in the English classroom? (Byram, 1997)
9.	What materials or topics are suitable to be taught for these diverse language classes? (Arif & Jusuf, 2022)
10.	How do you encourage students to reflect on their own cultural identities and biases while learning English? (Byram, 1997)
11.	How do you address stereotypes or misconceptions about different cultures in your English lessons? (Byram, 1997)
12.	How do you assess students' intercultural communication skills in the English classroom? (Byram, 1997)

Appendix 2. The Transcript of Semi-Structured Interviews

Interview Coding

Questions	Participants	Responses	Codes/Themes	Categories	Examples
How important is the integration of cultural knowledge in language learning in the classroom ?	REP	Menurut Ibu, integrasi kebudayaan itu sangat penting untuk diajarkan di kelas. Apalagi untuk anak-anak yang menengah ke atas. Mereka harus sudah paham dan tahu tentang keberanekaragaman budaya kita. Banyak karakter anak yang bermacam-macam di kelas, dan adat istiadat yang berbeda. Jadi, peserta didik sangat harus mengetahui integrasi pengetahuan tentang kebudayaan atau budaya kita sendiri.	<ul style="list-style-type: none"> Cultural relativity (accepting cultural diversity in the classroom) 	The integration of intercultural awareness	<i>Integrasi kebudayaan itu sangat penting untuk diajarkan di kelas. Apalagi untuk anak-anak yang menengah ke atas. Mereka harus sudah paham dan tahu tentang keberanekaragaman budaya kita. Banyak karakter anak yang bermacam-macam di kelas, dan adat istiadat yang berbeda. Jadi, peserta didik sangat harus mengetahui integrasi pengetahuan tentang kebudayaan atau budaya kita sendiri.</i> (REP)

	<p>U</p>	<p>Yes, it's a very nice question. In my line of work here particularly, many of the students that we have, as I've told you before, it's an international school. We have many students that come from the African South region, some from outside of Africa, continents like America, Britain, Egypt, Lebanon, Turkey. So, basically, what we do as teachers is that we bring our culture. We do something called marrying of the various cultures. We try to understand the various cultures of these students from their backgrounds and try to marry them together. By doing that, we get to respect their culture, learn something we didn't know</p>	<ul style="list-style-type: none"> • Cultural awareness (Understanding and appreciating cultural diversity and also the value of recognizing and respecting the diverse cultural backgrounds) • Openness to change (marrying of the various cultures) 	<p>The integration of intercultural awareness</p>	<p><i>We have many students that come from the African South region, some from outside of Africa, continents like America, Britain, Egypt, Lebanon, Turkey. So, basically, what we do as teachers is that we bring our culture. We do something called marrying of the various cultures. (U)</i></p> <p><i>By doing that, we get to respect their culture, learn something we didn't know about them, and appreciate that the world is much bigger than what they know within their cultural settings. (U)</i></p>
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		about them, and appreciate that the world is much bigger than what they know within their cultural settings. This way, the children are able to learn faster because they leave their comfort zone, come to a new culture in a different setting, and are able to learn faster and better because of the integration of other cultures beside their own.			
How do you incorporate “intercultural awareness” into your language teaching?	REP	Untuk lebih memahami anak-anak atau peserta didik dalam kebudayaan atau kesadaran antar budaya, Ibu harus memberikan contoh yang biasanya mereka lakukan dalam kehidupan sehari-hari atau dalam kehidupan bermasyarakat. Misalnya, adat istiadat yang berbeda harus dihargai. Kita harus	<ul style="list-style-type: none"> • Cultural relativity (give examples that are relevant to students) 	The integration of intercultural awareness	<i>Untuk lebih memahami anak-anak atau peserta didik dalam kebudayaan atau kesadaran antar budaya, Ibu harus memberikan contoh yang biasanya mereka lakukan dalam kehidupan sehari-hari atau dalam kehidupan bermasyarakat. Misalnya, adat istiadat yang berbeda</i>

		menghargai keanekaragaman budaya yang ada di Indonesia.			<i>harus dihargai. Kita harus menghargai keanekaragaman budaya yang ada di Indonesia. (REP)</i>
	U	You see when it comes to English for example, for example the lesson on comprehension. Comprehension is something called comprehension across fields and cultures. So I can go and pick any topic, maybe any passage from Egypt but in English. You know the content is about Egypt but the language is English. So those of us from different backgrounds rather than Egypt, we learn, we get to know more about those areas of Egypt which is away from our others. So doing there's an integration of those of us	<ul style="list-style-type: none"> • Creativity and adaptability (apply the content from all over the world) • Teaching tool (comprehension) 	The integration of intercultural awareness	<i>You see when it comes to English for example, for example the lesson on comprehension. Comprehension is something called comprehension across fields and cultures. So I can go and pick any topic, maybe any passage from Egypt but in English. You know the content is about Egypt but the language is English. So those of us from different backgrounds rather than Egypt, we learn, we get to know more about those areas of Egypt which is away from our others. (U)</i>

		who don't belong there and those who belong there with ours. We learn to marry the two cultures so by using comprehension we are able to read across cultures and then different fields.			
Can you give me some examples of exploring cultural representations in the materials you use in your class?	REP	Misalnya dalam materi bahasa Inggris, banyak contoh deskriptif teks, recount, report, Ibu selalu memberikan contoh-contoh keberagaman Indonesia. Misalnya adat budaya, wonderful Indonesia, adat-istiadat di Minangkabau. Anak-anak harus mengetahui berbagai macam keanekaragaman. Misalnya dalam teks deskripsi, mereka harus menggambarkan suatu tempat yang ada di Indonesia.	<ul style="list-style-type: none"> • Cultural relativity (giving examples of various regions in Indonesia) • Materials (descriptive text, recount text, report text) 	Materials in integrating in ELT	<i>Misalnya dalam materi bahasa Inggris, banyak contoh deskriptif teks, recount, report, Ibu selalu memberikan contoh-contoh keberagaman Indonesia. Misalnya adat budaya, wonderful Indonesia, adat-istiadat di Minangkabau. Anak-anak harus mengetahui berbagai macam keanekaragaman. Misalnya dalam teks deskripsi, mereka harus menggambarkan suatu tempat yang</i>

					<i>ada di Indonesia. (REP)</i>
	U	Yes, we use a different setting. For example, in descriptive writing, students are able to describe what they are familiar with. We are comfortable allowing students to describe their hometown, community, or how their favorite food is prepared. This way, they are comfortable and we also learn more about them as they describe what they know well.	<ul style="list-style-type: none"> • Avoid generalization (introduce their origin such as hometown, customs, and traditional food) • Materials (descriptive text) 	Materials in integrating in ELT	<i>Yes, we use a different setting. For example, in descriptive writing, students are able to describe what they are familiar with. We are comfortable allowing students to describe their hometown, community, or how their favorite food is prepared. This way, they are comfortable and we also learn more about them as they describe what they know well. (U)</i>
How do you promote understanding and respect for cultural diversity among your students?	REP	Anak-anak disuruh memperkenalkan apa yang khas dari daerah mereka, misalnya salam dalam bahasa daerah. Cara bertamu misalnya, ada adat yang harus kita makan makanan yang disajikan. Itu	<ul style="list-style-type: none"> • Avoid generalizations (share unique aspects of their local culture) • Activities (open dialogue or role-play) 	The integration of intercultural awareness	<i>Anak-anak disuruh memperkenalkan apa yang khas dari daerah mereka, misalnya salam dalam bahasa daerah. Cara bertamu misalnya, ada adat yang harus kita makan makanan yang</i>

		cara saling menghormati dan menghargai sesama.			<i>disajikan. Itu cara saling menghormati dan menghargai sesama. (REP)</i>
	U	<p>There's one student from Nigeria from Ogun state it's in grade 10 D now. You know they are the same as the Ghanaians, they say but we say but ah yes the accent right. They say church we say church.</p> <p>Initially our students that we have in class anytime he speaks they laugh at him but then after therefore talking to them there are other students from Liberia. Liberians they have the same accent even worse than Nigeria. So after talking to them, they ok so this also exists in the world it's not just me it's not just the way I see that should be accepted I just be able to accept what</p>	<ul style="list-style-type: none"> • Cultural awareness (different accents) • Cultural relativity (a global phenomenon that should be accepted gracefully) 	The integration of intercultural awareness	<p><i>So, after talking to them, they ok so this also exists in the world it's not just me it's not just the way I see that should be accepted I just be able to accept what others how they see it. So, during that people are able to accept that ok we have people speaking accents that should be accepted. It's what we are trying to promote here. (U)</i></p>

		others how they see it. So during that people are able to accept that ok we have people speaking accents that should be accepted. It's what we are trying to promote here.			
Do you think if it is useful to develop Asian/African cultures or global cultures in relation to teaching and learning English? If yes, how do you do in your class?	REP	Untuk mengembangkan budaya lokal sangat harus dilakukan, apalagi kebudayaan kita sendiri. Kita jangan sampai lupa pada kebudayaan kita sendiri. Misalnya sekarang banyak anak-anak mengikuti budaya Barat seperti girl band, boy band. Ibu selalu mengingatkan untuk jangan melupakan kebudayaan kita. Contohnya permainan anak-anak tradisional zaman dahulu. Meskipun zaman	<ul style="list-style-type: none"> • Openess to change (assosiating English with local cultures) • Cultural awareness (cultural identity and sustainability) 	The integration of intercultural awareness	<i>Untuk mengembangkan budaya lokal sangat harus dilakukan, apalagi kebudayaan kita sendiri. Kita jangan sampai lupa pada kebudayaan kita sendiri. Misalnya sekarang banyak anak-anak mengikuti budaya Barat seperti girl band, boy band. Ibu selalu mengingatkan untuk jangan melupakan kebudayaan kita. Contohnya permainan anak-anak tradisional zaman dahulu. Meskipun zaman</i>

		sekarang digitalisasi, kita tetap harus mengembangkan atau memberikan pemahaman kepada anak-anak didik untuk mencintai kebudayaan sendiri.			<i>sekarang digitalisasi, kita tetap harus mengembangkan atau memberikan pemahaman kepada anak-anak didik untuk mencintai kebudayaan sendiri. (REP)</i>
	U	Yes, yes. See the world has become a global village. In the olden days when something happened somewhere in Malaysia you could not even hear it at all because of lack of internet, lack of rules. But today something happens maybe in America within minutes we hear it. That's one. So for better communication you can never better understand things you are not aware of. So in order to have better understanding of situations in the world we	<ul style="list-style-type: none"> • Avoid generalizations (global awareness, understanding of cultures beyond one's own) • Culture awareness (teaching English focus on global interconnectedness for effective global communication) 	The integration of intercultural awareness	<i>Yes, yes. See the world has become a global village. In the olden days when something happened somewhere in Malaysia you could not even hear it at all because of lack of internet, lack of rules. But today something happens maybe in America within minutes we hear it. That's one. So, for better communication you can never better understand things you are not aware of. (U)</i>

		<p>try to promote intercultural relationships between nations and students and people of the whole world. But if you don't understand my situation you can never understand, you can never appreciate my peculiar situation. So that's what basically we do here. We try to promote the proper understanding of intercultural relationships between students that we have here so that anywhere they go they will fit in. Otherwise if you don't understand me postgraduate whatever you go. That's why we try to promote. I think it's important that we all embark on this journey of cultural integration of the whole world I mean population.</p>			
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<p>What methods and techniques are suitable for teaching language classes with diverse backgrounds?</p>	<p>REP</p>	<p>Baik, banyak ya metode dan teknik yang harus kita lakukan di dalam kelas. Di dalam kelas pasti banyak sekali dan beragam sekali peserta didik kita ya. Apalagi kan misalnya Ibu mengajar di beberapa kelas, tidak mungkin satu kelas sama dengan yang lainnya. Ada yang kelas ini mampu menangkap materi itu dengan baik dan cepat. Ada juga kelas yang sangat, maksudnya harus diberikan bimbingan khusus gitu. Bimbingan khusus baru mereka bisa menangkapnya. Menangkap apa yang kita jelaskan. Yang pertama metodenya mungkin kita harus menciptakan suasana kelas itu nyaman, lingkungannya nyaman.</p>	<ul style="list-style-type: none"> • Creativity and adaptability (using technology) • Teaching tools (canva) • Materials (biography text and descriptive text) 	<ul style="list-style-type: none"> • Teaching techniques in presenting intercultural awareness in ELT • Materials in integrating intercultural awareness in ELT 	<p><i>Terus menggunakan teknologi juga. Jadi kita tidak tertinggal gitu. Misalnya anak-anak kan. Kadang mereka. Belum tahu gitu menggunakan teknologi dalam pembelajaran. Jadi kita memberikan materi atau pengajaran menggunakan teknologi. Misalnya cara membuat biografi di aplikasi Canva atau web Canva seperti itu. Jadi kan mereka bisa edit, mengulik gitu ya. Membuat biografi. Membuat biografi di aplikasi Canva. Kemudian pendekatan inklusif juga itu penting ya. Karena kita harus bisa menghargai dan menghargai keunikan berbagai</i></p>
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		<p>Terus menggunakan pendekatan kita kepada siswa. Kemudian kolaboratif juga sangat penting ya untuk dilakukan di dalam kelas gitu. Yang pertama memang pendekatan dulu ya. Jadi kita tahu karakteristiknya. Mereka mau memiliki anak seperti apa, mereka mau belajarnya seperti apa, dan harus menggunakan metode apa yang cocok dengan karakteristik mereka gitu. Kalau Ibu sih selalu memberikan kolaborasi juga ya. Kolaboratif itu sangat penting gitu. Kelompok belajar juga sangat penting.</p> <p>Terus menggunakan teknologi juga. Jadi kita</p>			<p><i>siswa kita. Mungkin seperti itu. Jadi tidak ada diskriminasi ya antara siswa. Antara siswa. Satu dengan yang lain. (REP)</i></p>
			<ul style="list-style-type: none"> • Teaching methods or techniques (colaborative approach) • Cultural awareness (recognizing and understanding cultural diversity in the classroom) 	<ul style="list-style-type: none"> • Teaching techniques in presenting intercultural awareness in • Materials in integrating intercultural awareness in ELT 	<p><i>Kemudian kolaboratif juga sangat penting ya untuk dilakukan di dalam kelas gitu. Yang pertama memang pendekatan dulu ya. Jadi kita tahu karakteristiknya. Mereka mau memiliki anak seperti apa, mereka mau belajarnya seperti apa, dan harus menggunakan metode apa yang cocok dengan karakteristik mereka gitu. Kalau Ibu sih selalu memberikan kolaborasi juga ya. Kolaboratif itu sangat penting gitu. Kelompok belajar juga sangat</i></p>

		<p>tidak tertinggal gitu. Misalnya anak-anakan. Kadang mereka. Belum tahu gitu menggunakan teknologi dalam pembelajaran. Jadi kita memberikan materi atau pengajaran menggunakan teknologi. Misalnya cara membuat biografi di aplikasi Canva atau web Canva seperti itu. Jadi kan mereka bisa edit, mengulik gitu ya. Membuat biografi. Membuat biografi di aplikasi Canva. Kemudian pendekatan inklusif juga itu penting ya. Karena kita harus bisa menghargai dan menghargai keunikan berbagai siswa kita. Mungkin seperti itu. Jadi tidak ada diskriminasi ya antara</p>			<p><i>penting.</i> (REP)</p>
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		siswa. Antara siswa. Satu dengan yang lain.			
	U	<p>Okay sometimes we use the focus groups. Focus groups. Like we have small groups sometimes in class you are going to write about a particular topic let's say you are doing narrative writing you want students to narrate something they know. So something that they are made up because of creativity. So if you put them in a group because of their various</p>	<ul style="list-style-type: none"> • Cultural awareness (a group has a different background) • Teaching methods or techniques (forming a group or small group) • Materials (narrative text) 	<p>Teaching techniques in presenting intercultural awareness in</p>	<p><i>Okay sometimes we use the focus groups. Focus groups. Like we have small groups sometimes in class you are going to write about a particular topic let's say you are doing narrative writing you want students to narrate something they know....So we give them okay three of you one from Egypt, one from Lebanon, one from let's say Nigeria. So, they have</i></p>

		<p>cultural backgrounds they are going to discuss so one person is leading the group they discuss and then they write. Because if they are able to accept each other's view within the groupings they always come up with better results because the results come from divergent views because the results come from various people from various different cultures. It's something unique that is always brought up rather than people from one particular geographic location. So normally we use what we call the focus groups also we call them project writers, project based learning. So we give them okay three of you one from Egypt, one</p>		<p><i>different, this one will bring his view from Nigeria, this one will bring his view from Egypt, this one from Lebanon, put it together. (U)</i></p>
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		from Lebanon, one from let's say Nigeria. So they have different, this one will bring his view from Nigeria, this one will bring his view from Egypt, this one from Lebanon, put it together.			
Alongside textbooks, what other source for exploring cultural representations you bring to class? How do you use them in class?	REP	Selain buku pelajaran, memang banyak ya di misalnya website, internet gitu kan. Sekarang memang sudah mudah untuk mencari berbagai macam materi gitu. Tidak hanya satu buku paket aja gitu ya. Anak-anak juga kan sekarang leluasa untuk mencari misalnya mencari materi apapun gitu yang ada di internet. Jadi Ibu selalu menggunakan ya yang pertama buku sumber terus apa namanya. Internet gitu terus berbagai macam lagi e-book atau apapun itu	<ul style="list-style-type: none"> • Creativity and adaptability (using internet or online platforms) • Teaching sources (textbook, e-book, website) 	Materials in integrating in ELT	<i>Selain buku pelajaran, memang banyak ya di misalnya website, internet gitu kan. Sekarang memang sudah mudah untuk mencari berbagai macam materi gitu. Tidak hanya satu buku paket aja gitu ya. Anak-anak juga kan sekarang leluasa untuk mencari misalnya mencari materi apapun gitu yang ada di internet. Jadi Ibu selalu menggunakan ya yang pertama buku sumber terus apa namanya. Internet gitu terus berbagai macam lagi e-book atau apapun itu</i>

		untuk apa namanya untuk mengajar di kelas.			untuk apa namanya untuk mengajar di kelas. (REP)
	U	<p>Our school is full of high-tech materials. We have a smart board, an ICT laboratory, and many books stored in our library. Sometimes, off the hook in the middle of a lesson, we can just go to YouTube, maybe to the Taj Mahal, for example. I take them on a virtual tour using the smart board, like to the Taj Mahal or the Blue Mosque of Turkey. We integrate different cultural backgrounds. We can go to the Moko Moko of Nigeria or any area we want to virtually explore. We can also ask the students to read about topics like how the Mau Mau rebels were defeated</p>	<ul style="list-style-type: none"> • Creativity and adaptability (direct and in-depth cultural exploration) • Teaching media/ sources (Youtube and textbook) • Teaching tools (smart board, ICT laboratory and books in the library) • Activities (virtual tours through smart board, discussion and present with their group using smart board) 	Materials in integrating in ELT	<p><i>Sometimes, in the middle of a lesson, we can just go to YouTube, maybe to the Taj Mahal, for example. I take them on a virtual tour using the smart board, like to the Taj Mahal or the Blue Mosque of Turkey. We integrate different cultural backgrounds. We can go to the Moko Moko of Nigeria or any area we want to virtually explore. We can also ask the students to read about topics like how the Mau Mau rebels were defeated in Kenya or how the Malaysians used palm nuts to transform their country. When we are there, we see many unique things from</i></p>

		<p>in Kenya or how the Malaysians used palm nuts to transform their country. When we are there, we see many unique things from the students, and they present what they have discussed with their group using the smart board.</p>			<p><i>the students, and they present what they have discussed with their group using the smart board.</i> (U)</p>
<p>How do you handle situations where cultural differences affect student interactions or understanding in the English classroom?</p>	REP	<p>Jika ada situasi perbedaan pendapat atau perbedaan budaya, langkah pertama yang Ibu ambil adalah memberikan pemahaman kepada siswa tentang mengapa kebudayaan kita beragam. Yang terpenting adalah komunikasi yang lancar untuk menghindari kesalahpahaman dan miskomunikasi. Selain itu, penting untuk saling menghargai dan</p>			

		<p>menghormati satu sama lain agar tidak terjadi konflik. Jika kita bisa bertoleransi dan menghormati, Ibu rasa tidak akan ada kesalahpahaman atau konflik di dalam kelas.</p>			
	U	<p>Yes it's a major problem we have here. Yes, because sometimes they misunderstand or like, yeah student it's true. It's always like there, you know language perse people are very familiar with languages that they are born with what we call mother tongue. Mother tongue is a language that you are born with, the first language you learn is your mother tongue. The students come from different cultural background because their mother tongue is not English</p>	<ul style="list-style-type: none"> • Cultural awareness (recognizing and understanding one's own cultural background) • Creativity and adaptability (students' mother tongue are not English) 	<p>The integration of intercultural awareness</p>	<p><i>The students come from different cultural background because their mother tongue is not English they find it difficult to understand the language the base of the language. (U)</i></p>

		<p>they find it difficult to understand the language the base of the language. For example one of the students called Muhammad it's called Abdullah it's not 11a but brilliance, mathematics excellence everything is perfect except English language, except English language. Yes, so sometimes what we do is we take them to extra lesson, extra tuition. So after classes we take classes with him. He does extra reading with a very monitored extra reading material that we will provide for him. So he is able to progress that well. He is now in university of Ghana it was very worse he was crying that his language was</p>			
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		not so good but after completion he passed and he is now in university now.			
What materials or topics are suitable to be taught for these diverse language classes?	REP	Menurut Ibu, tidak ada satu materi yang cocok untuk semua siswa, mengingat mereka memiliki karakteristik yang beragam. Semua materi pun bisa diajarkan kepada anak-anak yang memiliki keberagaman karakteristik. Misalnya, teks naratif dan teks-teks lain juga bisa diajarkan. Jika topiknya diarahkan ke keberagaman budaya, itu bisa menjadi cara yang baik. Kita juga bisa memberikan instruksi kepada siswa untuk mencari informasi tentang keberagaman budaya atau adat istiadat dari berbagai wilayah di Indonesia.	<ul style="list-style-type: none"> • Avoid generalization (Each student has a unique cultural background and experience) • Materials (narrative text) 	Materials in integrating intercultural awareness in ELT	<i>Menurut Ibu, tidak ada satu materi yang cocok untuk semua siswa, mengingat mereka memiliki karakteristik yang beragam. Semua materi pun bisa diajarkan kepada anak-anak yang memiliki keberagaman karakteristik. (REP)</i>

		Kemudian, mereka bisa menjelaskan apa yang mereka temukan.			
	U	<p>The material that we best use is, we use a multiple of materials. It's because we are teaching language. We teach, we make impact on four different areas. Speaking skills, okay, listening skills, okay, reading skills, and then writing skills. So if you use only one material, only one aspect of these four will be affected. So we use multiple. For writing skills, we use maybe writing prompts. After a lesson, in the middle of a lesson, every 15 minutes in the middle of a lesson, I will stop. And so we can ask you a question to write about it. I could also give oral questions. Ask</p>	<ul style="list-style-type: none"> • Creativity and adaptability (using multiple materials) • English skills (speaking, listening, reading and writing) • Materials (prompts) 	Materials in integrating intercultural awareness in ELT	<p><i>The material that we best use is, we use a multiple of materials. It's because we are teaching language. We teach, we make impact on four different areas. Speaking skills, okay, listening skills, okay, reading skills, and then writing skills. So, if you use only one material, only one aspect of these four will be affected.</i></p> <p>(U)</p>

		<p>a question that students have to stand up and talk about a particular given topic. But students are doing that. Maybe they are speaking slow. Or maybe, I just ask you to maybe, to say anything about what you saw or to summarize the topic. Let's say I spoke at length about something.</p> <p>When I'm done with 10 minutes, I'll stop and say, okay. Who will give me a summary of the entire lesson? Yes. That's me doing that. That's me doing that. Students will just articulate themselves or learn to do so very well. So we use multiple multiple of means to teach students who have different cultural backgrounds.</p>			
How do you	REP	Oh iya, dalam pembelajaran,	• Cultural relativity	The integrati	<i>Oh iya, dalam pembelajaran,</i>

<p>encourage students to reflect on their own cultural identities and biases while learning English?</p>		<p>refleksi bisa dilakukan dengan cara bertanya kepada siswa setelah materi pelajaran selesai. Misalnya, setelah membahas topik tertentu seperti keberanekaragaman budaya, kita bisa mengajukan pertanyaan seperti, "Apa saja makanan khas dari Ciamis?" atau "Apa makanan khas dari daerah kalian?". Pertanyaan seperti ini bisa mendorong siswa untuk mencari tahu lebih dalam tentang ciri khas makanan dari daerah mereka masing-masing. Jika kita tidak memberikan instruksi atau tugas seperti ini, kemungkinan besar siswa tidak akan mengeksplor lebih lanjut tentang makanan khas</p>	<p>(increase their knowledge and understanding of local cultures)</p> <ul style="list-style-type: none"> • Activities (asking or assigning a final task or encouraging them to look up information about specialties or customs in their own area) 	<p>on of intercultural awareness</p>	<p><i>refleksi bisa dilakukan dengan cara bertanya kepada siswa setelah materi pelajaran selesai. Misalnya, setelah membahas topik tertentu seperti keberanekaragaman budaya, kita bisa mengajukan pertanyaan seperti, 'Apa saja makanan khas dari Ciamis?' atau 'Apa makanan khas dari daerah kalian?'. Pertanyaan seperti ini bisa mendorong siswa untuk mencari tahu lebih dalam tentang ciri khas makanan dari daerah mereka masing-masing. (REF)</i></p>
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		<p>dari Ciamis atau daerah lainnya. Dengan memberikan tugas akhir atau meminta mereka mencari informasi tentang makanan khas atau kebiasaan di tempat mereka masing-masing, siswa yang awalnya tidak tahu bisa menjadi tahu dan lebih memahami budaya daerah mereka.</p>			
	U	<p>As I said, English is only a language. It's not a craft. It's only a language. It's only a means to knowing yourself better. It's only a language. So, learning English or language cannot force you to change, to become human or not. But I'll tell you that every culture is unique. It's the uniqueness of the culture that makes us who we are as</p>	<ul style="list-style-type: none"> • Cultural relativity (to accept and understand that every culture has its uniqueness that should be appreciated) 	<p>The integration of intercultural awareness</p>	<p><i>So, learning English or language cannot force you to change, to become human or not. But I'll tell you that every culture is unique. It's the uniqueness of the culture that makes us who we are as human beings. And no culture is better than any other culture. Indonesian culture, Malaysian culture, Ghanaian culture, you</i></p>

		<p>human beings. And no culture is better than any other culture. Indonesian culture, Malaysian culture, Ghanaian culture, you are all unique people. So we want students, we want students to accept that their cultures are okay. It's okay to be a Ghanaian. It's okay to be an Indonesian. It's okay to be a Turkish. No one can take that away from you. Accept that only learn English. Learn it and better articulate your culture in English. That's all we need to do. We let them know that if you only learn English, you better articulate and express your cultures using English language. Yes. So, I think that's it. Okay. So, how to say,</p>		<p><i>are all unique people. So we want students, we want students to accept that their cultures are okay. It's okay to be a Ghanaian. It's okay to be an Indonesian. It's okay to be a Turkish. (U)</i></p>
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		<p>you taught them, you accept their cultures into your English language teaching.</p> <p>When they meet for the first time, if student meet for the first time, let's say in the class, you know when they start in grade 10, before they meet in grade 10, for example, because they are meeting for the first time, they don't know each other from Adam. They just met. So, initially, they have cultural shock. Yes. Cultural shock is when you see your friend saying something that you should not be saying. For example, Americans, the child can't say anything to you because they are used to the confidence and the freedom. It's the same thing</p>			
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		<p>you cannot say normally in a Ghanaian culture or maybe African culture or maybe Arabic culture. But the same thing you cannot imagine. So, those who are going for a different, they are shocked. But as time goes on, they begin to adapt to it, okay. This is how they speak part there. So, let us learn to accept it. Between seeing it and disrespect, it's another way of learning how they approach the language, how they speak, learn from something, and even food, even food here too, sometimes the food, the country leads, they are not used to the food. But sometimes we find Egyptians, Americans eating our own</p>			
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		food. It's very unique.			
How do you address stereotypes or misconceptions about different cultures in your English lessons?	REP	<p>Ya kita harus memberikan pemahaman kenapa kalian harus belajar bahasa Inggris. Karena bahasa Inggris itu bahasa yang global. Internasional. Kalau kalian misalnya mau berkomunikasi dengan yang lain jadi mudah. Misalnya mau liburan atau mencari kerja di luar negeri pun. Kalian mudah menjalannya kalau memang sudah bisa bahasa Inggris gitu. Apalagi dasarnya. Apalagi kan di jurusan-kejuruan ya di SMK itu kan memang pasti saling berkesinambungan antara bahasa Inggris atau bahasa asing dan jurusan mereka. Contohnya kan di teknik sepeda motor, perbankan syariah, dan</p>	<ul style="list-style-type: none"> • Openess to change (persuading or correct misconceptions about English) 	The integrati on of intercultural awareness	<p><i>Ya kita harus memberikan pemahaman kenapa kalian harus belajar bahasa Inggris. Karena bahasa Inggris itu bahasa yang global. Internasional. Kalau kalian misalnya mau berkomunikasi dengan yang lain jadi mudah.... . Apalagi kan di kejuruan-kejuruan ya di SMK itu kan memang pasti saling berkesinambungan antara bahasa Inggris atau bahasa asing dan jurusan mereka. Contohnya kan di teknik sepeda motor, perbankan syariah, dan teknik komputer jaringan itu kan. Di dalam komputer banyak kan bahasa-bahasa asing yang harus mereka pahami</i></p>

		<p>teknik komputer jaringan itu kan. Di dalam komputer banyak kan bahasa-bahasa asing yang harus mereka pahami apalagi di motor juga banyak bahasa-bahasa yang harus mereka pelajari. Jadi bahasa Inggris itu sangat penting bagi mereka. Untuk menjaga kesalahpahaman harus dijelaskan terlebih dahulu, dikomunikasikan, dan diberi pemahaman terlebih dahulu.</p>			<p><i>apalagi di motor juga banyak bahasa-bahasa yang harus mereka pelajari. (REP)</i></p>
	U	<p>For stereotypes, they are always there. Stereotypes are always there among students, even among adults. But with the advent of technology, students cannot imagine what the students know that we don't know.</p>	<ul style="list-style-type: none"> • Cultural relativity (creating a respectful atmosphere in the classroom) • Activities (discussion and self-discovery) 	<p>The integration of intercultural awareness</p>	<p><i>Respectful atmosphere. They can accept the difference, culture among them. Yes. Very, very respectful atmosphere for every culture. Every culture is free to express itself. Last time I remember we were talking</i></p>

		<p>They know a lot more than we do. Give them some time. Give them some credit for. So we use prompts. We use prompts in class. The moment a student says something in class that we don't, we think, wow, their students think is not, is strange, we address the issue and then we link them using, we let them do their research themselves to find out more about a particular topic and why that really is in the various cultures.</p> <p>Respectful atmosphere. They can accept the difference, culture among them. Yes. Very, very respectful atmosphere for every culture. Every culture is free to express itself. Last</p>		<p><i>about one food in Nigeria. We call the food Amala. Amala. It's a Nigerian food. Our friend from Nigeria, Sokumbi, Tengdi. The food, the way the food is prepared is very unique. You know, when he was talking about the food, the friend was, ah, it looks very nasty. The food is made with, you know, cassava. They put cassava in water until the cassava rots. When it rots, they steam it and then they new food out of it. Now when he was talking about the food, they look some way less. Having said it and explained it, okay, the question got him, okay, there are things elsewhere that we don't know, that we have to learn from.</i></p>
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		<p>time I remember we were talking about one food in Nigeria. We call the food Amala. Amala. It's a Nigerian food. Our friend from Nigeria, Sokumbi, Tengdi. The food, the way the food is prepared is very unique. You know, when he was talking about the food, the friend was, ah, it looks very nasty. The food is made with, you know, cassava. They put cassava in water until the cassava rots. When it rots, they steam it and then they new food out of it. Now when he was talking about the food, they look some way less. Having said it and explained it, okay, the question got him, okay, there are things elsewhere that we don't know,</p>		<p><i>So it's very interesting.</i> (U)</p>
--	--	---	--	---

		that we have to learn from. So it's very interesting.			
How do you assess students' intercultural communication skills in the English classroom ?	REP	<p>Untuk menilainya yang pertama pasti siswa bisa menjelaskan atau menerangkan tentang kebudayaan yang ada di Indonesia. Kemudian siswa juga mampu menangkap makna-makna yang kita komunikasikan tentang kebudayaan. Terus yang kedua, tidak adanya kesalahpahaman satu dengan yang lainnya. Yang ketiga juga, siswa mampu memberikan ide atau gagasan mereka tentang kebudayaan atau materi-materi kebudayaan. Yang keempat, siswa juga mampu mendengarkan secara efektif tentang penjelasan</p>	<ul style="list-style-type: none"> • Cultural awareness (trying to make the atmosphere of classroom respectful) • Openness to change (avoiding culture shock by constantly learning about and adjusting to other backgrounds) 	Teaching techniques in presenting intercultural awareness in	<p><i>Untuk menilainya yang pertama pasti siswa bisa menjelaskan atau menerangkan tentang kebudayaan yang ada di Indonesia. Kemudian siswa juga mampu menangkap makna-makna yang kita komunikasikan tentang kebudayaan. Terus yang kedua, tidak adanya kesalahpahaman satu dengan yang lainnya. Yang ketiga juga, siswa mampu memberikan ide atau gagasan mereka tentang kebudayaan atau materi-materi kebudayaan. Yang keempat, siswa juga mampu mendengarkan secara efektif tentang penjelasan</i></p>

		<p>yang guru sampaikan di kelas. Terus yang kelima, mereka mampu mengkomunikasikan atau mempresentasikan informasi dengan baik kepada teman-teman sebanyakya. Dan yang terakhir, mereka atau siswa mampu menggunakan bahasa yang baik dan efektif.</p>			<p><i>yang guru sampaikan di kelas. Terus yang kelima, mereka mampu mengkomunikasikan atau mempresentasikan informasi dengan baik kepada teman-teman sebanyakya. Dan yang terakhir, mereka atau siswa mampu menggunakan bahasa yang baik dan efektif. (REP)</i></p>
	U	<p>Well, the first one of them is through speaking. In one of our lessons, there's something called oral English. And oral English, we teach children how to pronounce words correctly, how to pronounce words. And it means that sometimes we let them read different topics. So when they read on given topics, we're able to see whether they are adapted to</p>	<ul style="list-style-type: none"> • Creativity and adaptability (ensuring their adaptation to the appropriate way of teaching) 	<p>Teaching techniques in presenting intercultural awareness in</p>	<p><i>Well, the first one of them is through speaking. In one of our lessons, there's something called oral English. And oral English, we teach children how to pronounce words correctly, how to pronounce words. And it means that sometimes we let them read different topics. So when they read on given topics, we're able to see whether they</i></p>

		<p>the proper way of what we are telling them. We also use comprehension. After doing comprehension lessons, as I said, we do reading across topics, across cultural boundaries. That's another way. We also use project works. Now project works, what do you mean? In that case, having given them group works as students in group, now we now give them individual project work. Let's say we put them in three groups. Three students in a group. Having done the first group work, we now give every student his own project work based on what they did together. So while you were in the group with your colleagues, what did you learn? What did you learn</p>		<p><i>are adapted to the proper way of what we are telling them. We also use comprehension. After doing comprehension lessons, as I said, we do reading across topics, across cultural boundaries.</i> (U)</p>
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		<p>together as a group? Just you alone. See, like, he has learned from his colleagues, maybe from Lebanon, from Turkey, from America. All here, I learned all that by myself. That's what we're doing. We promote intercultural relationships to this. We show them the adapted, based on what they learned from the group. Okay. And then, because this is international school, such as like American or British, they are already native speakers. While Turkish, Egyptian, Lebanese, it's non-native speakers. So we use English as foreign language, right? And also, Ghanaian also, right? Yes. Yeah, Ghanaian also.</p>			
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		<p>Then, how you can handle the difference between the native and the non-native?</p> <p>Yes. Besides the pronunciation, of course, it's really different.</p> <p>Native is like this already-deaf language. Well, in our culture, in our, it's second of foreign language that we use for, you know, formal or international or global things, right?</p> <p>Yes. So, but we use our own language for daily communication.</p>			
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Appendix 3. Research Permit Letter in Ghana



YAYASAN PENDIDIKAN GALUH
UNIVERSITAS GALUH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus: Jl. R.E. Martadinata No. 150 Tlp. (0265) 772192 Fax 771955 Ciamis

Nomor : 474 /21/SP/KM/DI/V/2024

Ciamis, 6 Juni 2024

Perihal : Ijin Penelitian

Kepada

Yth. Kepala Sekolah Hudai Tiwnkli International Senior High School,
TINASCO

Di Tempat

Dengan Hormat,

Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP
Universitas Galuh Ciamis :

Nama : NURUL ARIFIN

N I M : 2109200041

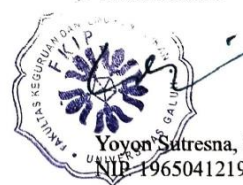
Program Studi : PENDIDIKAN BAHASA INGGRIS

Tingkat/Semester : IV (EMPAT)/VIII (DELAPAN)

Kami mohon dengan hormat bantuan Bapak/Ibu untuk dapat menerima dan memberikan kesempatan kepada yang bersangkutan dalam hal mengumpulkan data sehubungan dengan penulisan karya ilmiah (Skripsi) yang berjudul : EXPLORING INTERCULTURAL AWARENESS IN ENGLISH LANGUAGE TEACHING: A COMPARATIVE STUDY OF INDONESIAN AND GHANIAN ENGLISH TEACHERS

Demikian permohonan kami, atas bantuan dan perhatiannya kami ucapkan terima kasih.

Hormat Kami,
Wakil Dekan I



Yoyon Sutresna, Drs., M.Kes.
NIP. 196504121990021001

Tembusan disampaikan Kepada Yth,

1. Prodi di FKIP UNIGAL
2. Panitia DBS
3. Arsip

Appendix 4. Research Permit Letter in Indonesia



YAYASAN PENDIDIKAN GALUH
UNIVERSITAS GALUH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus: Jl. R.E. Martadinata No. 150 Tlp. (0265) 772192 Fax 771955 Ciamis

Nomor : 474 /21/SP/KM/DI / V/2024

Ciamis, 6 Juni 2024

Perihal : Ijin Penelitian

Kepada

Yth. . Kepala Sekolah SMK Miftahussalam

Di Tempat

Dengan Hormat,

Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP Universitas Galuh Ciamis :

Nama : NURUL ARIFIN

N I M : 2109200041

Program Studi : PENDIDIKAN BAHASA INGGRIS

Tingkat/Semester : IV (EMPAT)/VIII (DELAPAN)

Kami mohon dengan hormat bantuan Bapak/Ibu untuk dapat menerima dan memberikan kesempatan kepada yang bersangkutan dalam hal mengumpulkan data sehubungan dengan penulisan karya ilmiah (Skripsi) yang berjudul : EXPLORING INTERCULTURAL AWARENESS IN ENGLISH LANGUAGE TEACHING: A COMPARATIVE STUDY OF INDONESIAN AND GHANIAN ENGLISH TEACHERS

Demikian permohonan kami, atas bantuan dan perhatiannya kami ucapkan terima kasih.

Hormat Kami,
Wakil Dekan I



Yoyon Sutresna, Drs., M.Kes.
NIP. 196504121990021001

Tembusan disampaikan Kepada Yth,

1. Prodi di FKIP UNIGAL
2. Panitia DBS
3. Arsip

Appendix 5. Research Consent Forms in Ghana

Consent Form

Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanaian English Teachers

I agree to participate or agree to participate in the research project titled “Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanaian English Teachers”, conducted by Nurul Arifin who has discussed the research project with me.

I have received, read, and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project and the following has been explained to me:

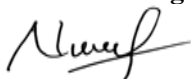
- the research may not be of direct benefit to me
- my participation is completely voluntary
- my right to withdraw from the study at any time without any implications to me
- the risks including any possible inconvenience, discomfort, or harm as a consequence of my participation in the research project
- the steps that have been taken to minimize any possible risks
- what I expected and required to do
- whom I should contact for any complaints about the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- security and confidentiality of my personal information.

In addition, I consent to:

- audio-visual recording of any part of or all research activities (if applicable)
- publication of results from this study on the condition that my identify will not be revealed.

By signing the form, I agree to the terms indicated above

Researcher’s Signature



Nurul Arifin

Date: 10-06-2024

Participants’s Signature



Umar Mutawakil

Date: 10-06-2024

Appendix 6. Research Consent Form in Indonesia

Consent Form

Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanian English Teachers

I agree to participate or agree to participate in the research project titled “Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanian English Teachers”, conducted by Nurul Arifin who has discussed the research project with me.

I have received, read, and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- the research may not be of direct benefit to me
- my participation is completely voluntary
- my right to withdraw from the study at any time without any implications to me
- the risks including any possible inconvenience, discomfort, or harm as a consequence of my participation in the research project
- the steps that have been taken to minimize any possible risks
- what I expected and required to do
- whom I should contact for any complaints about the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- security and confidentiality of my personal information.

In addition, I consent to:

- audio-visual recording of any part of or all research activities (if applicable)
- publication of results from this study on the condition that my identify will not be revealed.

By signing the form, I agree to the terms indicated above

Researcher's Signature



Nurul Arifin

Date: 11-06-2024

Participants's Signature



Rinzani Edyani Putri, S. Pd., Gr

Date: 11-06-2024

Appendix 7. Curriculum Vitae

Curriculum Vitae



A. Personal identity

Name : Nurul Arifin
Place of Birth : Ciamis
Date of Birth : 29th June 2001
Sex : Female
Home Address : Cijoho, RT11/RW15, Desa Muktisari, Kec.
Cipaku, Kab. Ciamis
Nationality : Indonesia
Phone/ Mobile : -
E-mail : narifin622@gmail.com

B. Educational Program

- Elementary School at SDN 2 Muktisari (2008-2014)
- Junior High School at SMPN 1 Ciamis (2014-2017)
- Senior High School at SMAN 2 Ciamis (2017-2020)