

**Networked Professional Learning in Intercultural Language
Education: A Case Study of a Small Connectivist Open Online
Course (SCOOC)**

by

Nguyen Thi Khoi Bui

**A thesis submitted for the degree of Doctor of Philosophy of The
Australian National University**



August 2018

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DECLARATION

I declare that, to the best of my knowledge, this thesis is my own original work and does not contain any material previously published or written by another person, except where otherwise indicated.

Signed by

A handwritten signature in black ink, appearing to read 'K. Bui', is written over a horizontal line.

Nguyen Thi Khoi Bui

August 2018

ACKNOWLEDGEMENTS

This thesis, and the research behind it, would not have been possible without the significant support of others. Without any intention to diminish the contribution of those that are not named here, I would like to especially recognise a few. First and foremost, I am deeply thankful to my supervisory panel members. I am wholeheartedly indebted to Associate Professor Inger Mewburn (my primary supervisor and Director of Research Training at the Australian National University) who has always supported, encouraged, and guided me through the process of finishing my thesis. Without her intellectual inspiration, valuable advice on the research, and prompt feedback on the chapters, I would have not attained my goals. I am truly thankful to Associate Professor Daniel Martin (the ANU School of Literature, Languages, and Linguistics) and Associate Professor Johanna Rendle-Short (former Vice-Dean of the ANU College of Arts and Social Sciences) for chairing my PhD panel and greatly supporting me during my hard time. My deep gratitude to Dr. Ksenia Gnevsheva (my associate supervisor, the ANU School of Literature, Languages and Linguistics) for her immediate, insightful, and helpful comments on my draft chapters. I am very grateful to Associate Professor Daniel Martin and Professor Stephen Haslett (Director of the ANU Statistical Consulting Unit) for their great guidance and useful advice on my quantitative data analysis. My sincere thanks to Professor Jane Simpson (the ANU School of Literature, Languages and Linguistics) for offering me a guest lecturer position which encouraged me to further explore my research topic; Professor Catherine Travis (the ANU School of Literature, Languages and Linguistics) for giving constructive feedback on my research

proposal; and Dr. Chantal Crozet (RMIT's School of Global, Urban and Social Studies) for her insightful advice on the literature review and helpful conversations about my study.

I would like to extend my sincere appreciation to lecturers, colleagues, and friends who supported my data collection and management. My gratitude to Associate Professor Beth Beckmann, Mr. Glenn O'Grady (Director of CHELT), and the staff of the ANU Centre for Higher Education, Learning, and Teaching (CHELT) for their great support during my building and implementing of the SCOOC in this study. My sincere thanks to Robbie Coombs from the Australian Department of Defense for generously hosting my SCOOC on his Moodle server for my data collection and the ANU Online Team for hosting my SCOOC on the ANU Wattle website for my data analysis. I am especially grateful to France Meyer (Associate lecturer of Arabic language at the ANU Centre for Arab and Islamic Studies), Lesley Cioccarelli (Cultural Diversity Coordinator for Canberra Institute of Technology, Australia), and Susan Burg Zanchi (English lecturer of the University of Florence in Italy) who devoted their valuable time and great efforts to moderate the SCOOC in this study. I am also thankful to all global participants in the SCOOC and in this study. Many thanks to my supervisors, friends and colleagues who globally promoted my SCOOC to the target participants. Without their great support and voluntary participation, my study could not have been conducted.

My special gratitude to my parents, my husband's family, and my sisters who have always been trusting and encouraging me to sustain the progress of my PhD research. I am beyond words to express my heartfelt thanks and endless love

to my husband, Thong Anh Tran, and my children, Minh Khoi Tran and William Minh Tran. They have always been the greatest sources of motivation and support for my personal and academic achievements. I am forever thankful to Jeannette Fierro (from the Australian Department of Defense), Hanh Nguyen (from the ANU), and Nhi Nguyen who have always been academically and personally supportive to me during my entire time in Australia. Without their accompany, life-long friendship, and great encouragement, I could not have sustained my PhD progress. I would also like to thank Lien Nguyen, Dr. Loan Dao, Dr. Thai Bao, Dr. Katie Freud, Jodie-Lee Trembath, Lauren Sadow, Kathryne Ford, Yishan Huang, Eleonora Quijada Cervoni, Sue Strickland, Dr. Belle Joseph, and all of my friends, office mates, and colleagues at the ANU, in Australia, America, and Vietnam who I cannot name all here but have been greatly supporting me through the ups and downs of my PhD journey. I thank them all for making my PhD study much more meaningful.

Finally, I would like to thank the Australian Government Department of Education and Training for awarding me the Endeavour Postgraduate Scholarship that financially and professionally supports my doctoral study at the Australian National University. I am particularly grateful to the Scope Global case managers for personally and academically guiding me through the stages of my Endeavour scholarship. I truly appreciate the enthusiastic support of the Endeavour liaison staff at the Australian National University and the HDR administrators at the Schools of Literature, Languages and Linguistics of the Australian National University who have greatly assisted me during my study.

ABSTRACT

The globalisation era presents an urgent need for teacher professional development in the domain of intercultural language teaching and learning (ILTL) that allows language teachers to work with and prepare their students for effective intercultural communication. However, most teacher professional development programs in ILTL are simply intercultural training workshops or based on short-term, sporadic and top-down approaches, overlooking the expertise, experience and beliefs of teacher-participants. Innovative delivery models are needed to improve teacher professional learning in ILTL.

With the growth of various open online learning formats, teacher professional learning is no longer an individualistic or school-based activity but networked learning that uses information and communication technologies to promote connections between people as well as between people and resources. While connections in social networks or informal/personal learning networks do not sufficiently support professional development in specific teaching areas, SCOOCs (Small Connectivist Open Online Courses) have recently emerged as a potential course structure that better facilitates networked professional learning activities. However, little empirical research has examined the effectiveness of a SCOOC for teacher professional learning in ILTL. There is also a lack of research-based evidence on design principles for effective networked professional learning.

Networked professional learning goes beyond traditional organisational boundaries to potentially foster connections and dialogues across cultures. In this light, this case study aimed to look further into how a SCOOC could facilitate networked professional learning in intercultural language education. Adapting

the ADDIE-five-stage instructional design model with strong emphasis on quality assurance, a SCOOC was designed to engage networked professional learning of 84 tertiary English language teachers across cultural and geographical boundaries. Termed as “*The Intercultural Dimensions of English Language Teaching*” or the *IDELT 2015*, this SCOOC attempted to foster quality networked professional learning in a formal course structure. It was designed based on Desimone’s (2009) core professional development design features, Downes’ (2010) key Connectivism principles, O’Dowd and Waire’s (2009) telecollaboration framework, Byram’s (1997) intercultural competence model, and Byram et al.’s (2002) guidelines to develop intercultural dimensions in language education. The study adapted Desimone’s (2009) professional development evaluation framework to evaluate the SCOOC’s effectiveness in these aspects: (1) teachers experience effective professional learning, (2) professional learning increases teachers’ knowledge and skills and/or changes their attitudes and beliefs, and (3) professional learning impacts on teaching practice and student learning.

Employing a mixed-methods case study approach with multiphase design, this study was conducted in three phases from 2015 to 2016. Data were collected from a needs analysis survey, an online pre-test and post-test questionnaire, module-based reflections, examples from online discussion forums, Moodle reports, and a follow-up email survey. The findings from the thematic analysis and the statistical data analysis suggested design considerations for a SCOOC in networked intercultural language teaching and learning. This study challenges some existing views on networked professional learning and provides implications for online teacher professional development in intercultural language education.

TABLE OF CONTENTS

| | |
|---|-----------|
| DECLARATION | i |
| ACKNOWLEDGEMENTS | ii |
| ABSTRACT | v |
| LIST OF FIGURES | xv |
| LIST OF TABLES | xviii |
| LIST OF ACRONYMS | xx |
| CONFERENCE PAPERS ARISING FROM THIS RESEARCH | xxi |
| CHAPTER 1: INTRODUCTION | 1 |
| 1.1 Statement of the Problems | 1 |
| 1.2 Research Objectives | 5 |
| 1.3 Research Questions..... | 6 |
| 1.4 Overall Data Collection and Analysis Strategy | 7 |
| 1.5 Significance of the Study | 9 |
| 1.6 Thesis Structure | 11 |
| CHAPTER 2: LITERATURE REVIEW | 14 |
| 2.1 Culture in Language Education..... | 15 |
| 2.2 The importance of Culture Teaching in Language Education..... | 16 |
| 2.3 Intercultural Dimensions in Language Education | 18 |
| 2.3.1 Changes in culture pedagogy | 18 |
| 2.3.2 Conceptualisations of culture teaching in language education..... | 19 |
| 2.3.3 Intercultural language teaching and learning | 21 |
| 2.4 Intercultural Competence..... | 22 |
| 2.4.1 Definitions of intercultural competence..... | 22 |
| 2.4.2 Conceptual models of intercultural competence | 23 |
| 2.4.3 Byram's (1997) model of intercultural competence..... | 26 |
| 2.4.4 Assessment methods of intercultural competence (IC)..... | 29 |
| 2.4.4.1 Popular IC assessment methods | 29 |
| 2.4.4.2 Assessment of teachers' intercultural competence..... | 32 |
| 2.5 Barriers in Applying Intercultural Language Teaching and Learning for Foreign Language Education..... | 34 |
| 2.5.1 Lack of resources and support..... | 34 |
| 2.5.2 Institutional and social factors | 35 |

| | | |
|---------|---|-----------|
| 2.5.3 | Teachers' confusion, disbeliefs and negative attitudes | 36 |
| 2.6 | TPD in IC and Intercultural Language Teaching and Learning | 38 |
| 2.7 | Networked Professional Learning | 42 |
| 2.7.1 | Definition and characteristics of networked learning | 43 |
| 2.7.2 | Importance of networked professional learning in the globalised and digital age | 44 |
| 2.7.3 | Key concepts in the design of networked professional learning in this study | 45 |
| 2.8 | Connectivism in MOOCs and MOOCs-like Derivatives for Networked Professional Learning | 47 |
| 2.9 | SCOOC and its Design for Networked Professional Learning..... | 50 |
| 2.9.1 | Definition and features | 50 |
| 2.9.2 | SCOOC for networked professional learning in intercultural language teaching and learning | 51 |
| 2.10 | Conclusion | 52 |
| | CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY | 54 |
| 3.1 | Research Methodology | 54 |
| 3.1.1 | Design and development research..... | 54 |
| 3.1.1.1 | Definition and characteristics | 54 |
| 3.1.1.2 | Rationales for utilising the design and development research..... | 56 |
| 3.1.1.3 | Why not an action research, design science research or design-based research? | 58 |
| 3.1.2 | Mixed-methods case study with multiphase design | 60 |
| 3.1.2.1 | Case study research..... | 60 |
| 3.1.2.2 | Mixed-methods approach | 62 |
| 3.1.2.3 | Multiple phase design | 66 |
| 3.1.3 | Analytical framework | 68 |
| 3.2 | Research Design | 71 |
| 3.2.1 | Study setting..... | 71 |
| 3.2.2 | Sampling strategies | 71 |
| 3.2.3 | Participants..... | 73 |
| 3.2.3.1 | Participant selection criteria | 74 |
| 3.2.3.2 | Participant recruitment process..... | 74 |
| 3.2.3.3 | Participants' socio-demographics | 75 |
| 3.2.4 | Data collection | 77 |
| 3.2.4.1 | Data collection procedures | 77 |

| | | |
|---------|---|-----------|
| 3.2.4.2 | Descriptions of data collection methods..... | 80 |
| 3.2.5 | Data analysis..... | 89 |
| 3.2.5.1 | Data analysis tools and procedure..... | 89 |
| 3.2.5.2 | Data analysis strategies..... | 91 |
| 3.3 | Ethical Considerations for Human Subjects..... | 95 |
| 3.4 | Conclusion..... | 96 |
| | CHAPTER 4: SCOOC Design Features and Quality Assurance..... | 97 |
| 4.1 | An Overview of the IDELT Course..... | 98 |
| 4.2 | Core Design Features of the IDELT Course..... | 100 |
| 4.2.1 | Rationales for the selection of the core design features..... | 101 |
| 4.2.2 | Descriptions of the nine core design features and their support of the design of the IDELT course elements..... | 103 |
| 4.2.2.1 | Design feature 1 – Diversity of connections..... | 103 |
| 4.2.2.2 | Design feature 2 – Autonomy for self-directed learning..... | 106 |
| 4.2.2.3 | Design feature 3 – Openness for constructive feedback and peer assessment..... | 110 |
| 4.2.2.4 | Design feature 4 – Connectedness/Interactivity for learner engagement..... | 112 |
| 4.2.2.5 | Design feature 5 – Content focus..... | 114 |
| 4.2.2.6 | Design feature 6 – Active learning..... | 119 |
| 4.2.2.7 | Design feature 7 – Collective participation..... | 121 |
| 4.2.2.8 | Design feature 8 – Duration..... | 123 |
| 4.2.2.9 | Design feature 9 – Coherence..... | 124 |
| 4.3 | Quality Assurance of the IDELT Course Design..... | 127 |
| 4.3.1 | Analysis stage..... | 129 |
| 4.3.2 | Design stage..... | 132 |
| 4.3.3 | Development stage..... | 135 |
| 4.3.4 | Implementation stage..... | 137 |
| 4.3.4.1 | Online course promotion..... | 138 |
| 4.3.4.2 | Participant selection..... | 138 |
| 4.3.4.3 | Course set-up and registration..... | 138 |
| 4.3.4.4 | Course moderation..... | 139 |
| 4.3.4.5 | In-course evaluation and adjustment..... | 140 |
| 4.3.4.6 | Awarding course completion certificates..... | 141 |
| 4.3.5 | Evaluation stage..... | 141 |
| 4.4 | Conclusion..... | 142 |

| | |
|--|------------|
| CHAPTER 5: ANALYSIS OF PARTICIPANTS' IDELT LEARNING EXPERIENCE | 144 |
| 5.1 Brief Description of the Strategies for Data Collection and Analysis, Respondents, and Response Rate | 145 |
| 5.1.1 Strategies for data collection and analysis | 145 |
| 5.1.1.1 Online module-based reflections (Appendices 3C and 3D) | 145 |
| 5.1.1.2 Moodle reports | 146 |
| 5.1.2 Respondents and response rate | 147 |
| 5.2 Quantitative Findings | 150 |
| 5.2.1 Findings on the participants' retention rate and overall satisfaction with the IDELT course | 150 |
| 5.2.2 Findings on participants' reactions to the IDELT course elements | 151 |
| 5.2.2.1 Participants' reactions to the IDELT course delivery format | 151 |
| 5.2.2.2 Participants' reactions to the IDELT task guidelines | 152 |
| 5.2.2.3 Participants' reactions to the technical and learner support in the IDELT course | 153 |
| 5.2.2.4 Participants' engagement in the IDELT interactive and collaborative activities | 154 |
| 5.2.2.5 Participants' reactions to the suggested technological tools in the IDELT course | 155 |
| 5.2.2.6 Participants' reactions to the IDELT learning materials | 157 |
| 5.2.2.7 Participants' reactions to the organisation of IDELT content | 158 |
| 5.2.2.8 Participants' reactions to the online IDELT discussion forums | 159 |
| 5.2.2.9 Participants' reactions to learning pace and time spent in the IDELT modules | 162 |
| 5.2.2.10 Participants' ratings of the IDELT relevance and applicability to the learning objectives | 165 |
| 5.3 Qualitative Findings | 166 |
| 5.3.1 Participants' positive feedback | 166 |
| 5.3.1.1 Theme 1: The IDELT modules were rewarding | 167 |
| 5.3.1.2 Theme 2: Participants learned from not only the IDELT course materials but also their peers | 169 |
| 5.3.1.3 Theme 3: Participants found it worth spending time in the IDELT course | 173 |
| 5.3.2 Participants' negative feedback | 178 |
| 5.3.2.1 Lack of time for task completion | 179 |
| 5.3.2.2 There was not much collaboration among IDELT participants | 181 |

| | | |
|---|---|------------|
| 5.3.2.3 | Problems with the online discussion forums | 183 |
| 5.3.2.4 | Lack of explicit support from moderators | 186 |
| 5.4 | Discussion | 188 |
| 5.4.1 | Retention rate and participants' overall satisfaction with their IDELT learning experience | 189 |
| 5.4.2 | The effectiveness of nine core design features in facilitating the IDELT participants' networked professional learning experience | 190 |
| 5.4.2.1 | Effective core design features | 190 |
| 5.4.2.2 | Core design features that need adjustments | 193 |
| 5.5 | Conclusion | 196 |
| CHAPTER 6: ANALYSIS OF PARTICIPANTS' IDELT LEARNING OUTCOMES | | |
| | | 197 |
| 6.1 | Data Collection Instruments, Data Analysis and Brief Description of Respondents | 199 |
| 6.1.1 | Data collection instruments and data analysis | 199 |
| 6.1.1.1 | Online questionnaire | 199 |
| 6.1.1.2 | Online module-based reflections (see Appendices 3C and 3D) | 200 |
| 6.1.2 | Socio-demographics of respondents | 201 |
| 6.1.2.1 | Overseas experience | 203 |
| 6.1.2.2 | Interaction with people from other cultures | 204 |
| 6.1.2.3 | Previous professional development experience in intercultural communication | 205 |
| 6.1.2.4 | Technological skills | 206 |
| 6.1.3 | Probability and reliability checks for the internal consistency of test scales | 206 |
| 6.2 | Findings of Respondents' Certainty of IC Development | 210 |
| 6.2.1 | Quantitative findings from part one of the online questionnaire | 210 |
| 6.2.1.1 | Attitudes | 211 |
| 6.2.1.2 | Knowledge | 212 |
| 6.2.1.3 | Skills of discovery and interaction | 213 |
| 6.2.1.4 | Skills of interpreting and relating | 213 |
| 6.2.1.5 | Critical cultural awareness | 214 |
| 6.2.2 | Qualitative findings from the online module-based reflections | 215 |
| 6.2.2.1 | Attitudes (Savoir être) | 216 |
| 6.2.2.2 | Knowledge (Savoirs) | 223 |
| 6.2.2.3 | Skills of interpreting and relating (Savoir comprendre) | 226 |

| | | |
|---|---|------------|
| 6.2.2.4 | Skills of discovery and interaction (Savoir apprendre/faire) | 230 |
| 6.2.2.5 | Critical cultural awareness (savoir s'engager)..... | 234 |
| 6.3 | Findings of the IDELT Participants' Enhanced Self-Efficacy Beliefs of Intercultural Language Teaching and Learning..... | 236 |
| 6.3.1 | Quantitative findings from part two of the online questionnaire | 236 |
| 6.3.2 | Qualitative findings from the online module-based reflections | 240 |
| 6.4 | Findings of the IDELT Participants' Changed Attitudes about Intercultural Language Teaching..... | 242 |
| 6.5 | Relations between Socio-Demographic Variables and Respondents' Certainty of Intercultural Competence (IC) Development and IC Teaching Self-Efficacy Beliefs | 245 |
| 6.6 | Summaries of Findings and Discussion | 250 |
| 6.6.1 | Participants' certainty of intercultural competence development..... | 250 |
| 6.6.2 | IDELT participants' self-efficacy beliefs in intercultural language teaching and learning..... | 254 |
| 6.6.2.1 | Quantitative findings..... | 254 |
| 6.6.2.2 | Qualitative findings..... | 257 |
| 6.6.3 | Changes in the IDELT participants' attitudes about intercultural language teaching and learning | 257 |
| 6.6.4 | Relations between socio-demographic variables and respondents' intercultural competence and IC teaching self-efficacy beliefs..... | 259 |
| 6.7 | Conclusion..... | 260 |
| CHAPTER 7: ANALYSIS OF IDELT LEARNING IMPACTS ON TEACHING PRACTICE AND STUDENT LEARNING..... | | 262 |
| 7.1 | Methods of Evaluation..... | 265 |
| 7.1.1 | Data collection instruments..... | 265 |
| 7.1.1.1 | In-course reflections (see Appendices 3C and 3D) | 265 |
| 7.1.1.2 | Moodle reports..... | 266 |
| 7.1.1.3 | Examples from the online discussion forums | 266 |
| 7.1.1.4 | Anonymous follow-up email survey (see Appendix 3E) | 266 |
| 7.1.2 | Strategy for data analysis | 267 |
| 7.1.3 | Respondents and response rate | 268 |
| 7.1.4 | Data triangulation | 270 |
| 7.2 | Findings about the IDELT Impacts on Teacher Change in Instruction | 271 |
| 7.2.1 | Findings of participants' levels of use during the IDELT course | 273 |
| 7.2.1.1 | Level of use I – Orientation (67%, during the IDELT course)..... | 275 |
| 7.2.1.2 | Level of use II – Preparation (25%, during the IDELT course)..... | 279 |

| | | |
|-----------------------------------|--|------------|
| 7.2.1.3 | Level of use III – Mechanical (21%, during the IDELT course) | 281 |
| 7.2.1.4 | Level of use IVA – Routine (7%, during the IDELT course) | 286 |
| 7.2.1.5 | Level of use IVB - Refinement (4%, during the IDELT course)..... | 288 |
| 7.2.1.6 | Level of use V – Integration (5%, during the IDELT course) | 289 |
| 7.2.2 | Findings of the socio-demographics of during-course IDELT users ... | 291 |
| 7.2.3 | Findings of participants’ levels of use after the IDELT course | 293 |
| 7.2.3.1 | Level of use I – Orientation (10%, after the IDELT course)..... | 294 |
| 7.2.3.2 | Level of use II – Preparation (16%, after the IDELT course)..... | 295 |
| 7.2.3.3 | Level of use III – Mechanical (26%, after the IDELT course) | 296 |
| 7.2.3.4 | Level of use IVA – Routine (16%, after the IDELT course) | 297 |
| 7.2.3.5 | Level of use IVB – Refinement (13%, after the IDELT course) | 297 |
| 7.2.3.6 | Level of use V – Integration (10.5%, after the IDELT course)..... | 299 |
| 7.2.3.7 | Level of use VI – Renewal (8%, after the IDELT course) | 299 |
| 7.2.4 | Findings on the socio-demographics of after-course IDELT users | 300 |
| 7.3 | IDELT Learning Impacts on Student Learning..... | 302 |
| 7.3.1 | Findings from data collected during the IDELT course | 303 |
| 7.3.2 | Findings from data collected 9-12 months after the IDELT course ... | 307 |
| 7.4 | Critical Contextual Factors Affecting Teacher Change of Instruction | 308 |
| 7.4.1 | Language-focused curriculum..... | 309 |
| 7.4.2 | Teachers’ concerns of students’ low language competence..... | 311 |
| 7.4.3 | Teachers’ concerns of mono-cultural teaching contexts | 312 |
| 7.4.4 | Lack of organisational support | 313 |
| 7.4.5 | Lack of assessment on language students’ IC development | 315 |
| 7.5 | Summary of Main Findings, Discussion and Recommendations | 316 |
| 7.5.1 | The impacts of IDELT innovation on teacher change in instruction.. | 316 |
| 7.5.1.1 | Participants’ levels of use of the IDELT innovation..... | 316 |
| 7.5.1.2 | Demographic features of the IDELT users | 319 |
| 7.5.2 | The impacts of IDELT implementation on student learning..... | 320 |
| 7.5.3 | The contextual factors affecting teachers’ IDELT implementation..... | 321 |
| 7.6 | Conclusion..... | 322 |
| CHAPTER 8: CONCLUSION..... | | 324 |
| 8.1 | Summary of the Main Findings | 326 |
| 8.1.1 | Participants’ retention rate and overall satisfaction with their professional learning experience in the SCOOC (Chapter 5)..... | 326 |
| 8.1.2 | Participants’ reactions to the SCOOC design features (Chapter 5).... | 327 |

| | | |
|---------|--|------------|
| 8.1.3 | Participants' acquisition of target learning outcomes (Chapter 6) | 334 |
| 8.1.3.1 | Participants' certainty of intercultural competence development | 334 |
| 8.1.3.2 | Participants' enhancement of their self-efficacy beliefs of intercultural language teaching | 335 |
| 8.1.4 | Professional learning impacts on teacher practice (Chapter 7)..... | 337 |
| 8.1.5 | Professional learning impacts on student learning (Chapter 7)..... | 338 |
| 8.1.6 | Contextual factors affecting the implementation of professional learning innovation in teaching practice (Chapter 7)..... | 339 |
| 8.2 | Research Limitations..... | 340 |
| 8.3 | Design Considerations for a SCOOC for Networked Professional Learning in Intercultural Language Teaching and Learning | 343 |
| 8.3.1 | Design consideration one: Using stimulus materials and peer learning as the main learning resources to facilitate online intercultural exchange activities..... | 343 |
| 8.3.2 | Design consideration two: Facilitating participants' acquisition of content knowledge and pedagogical content knowledge to make professional learning applicable and relevant to participants' teaching practice | 344 |
| 8.3.3 | Design consideration three: Enhancing connections in self-directed and autonomous learning environments | 345 |
| 8.3.4 | Design consideration four: Providing sufficient time duration and learning span for task completion | 346 |
| 8.3.5 | Design consideration five: Employing a mixture of instructional strategies and technologies to provide well-structured support for active learning..... | 346 |
| 8.3.6 | Design consideration six: Learners and moderators are co-learners in an open and engaging learning environment | 347 |
| 8.3.7 | Design consideration seven: Sustaining networked learning over time with opportunities for collaboration and follow-up implementation through collective participation | 348 |
| 8.4 | Implications of the Study..... | 349 |
| 8.5 | Implications for the Design of Networked Intercultural Language Teaching and Learning | 351 |
| 8.6 | Suggestions for Future Research | 353 |
| | References | 355 |
| | APPENDICES | 382 |

LIST OF FIGURES

| | |
|--|-------------------------------------|
| <i>Figure 1.1.</i> An overview of research procedure | 8 |
| <i>Figure 2.1.</i> Byram's model of intercultural communication | 27 |
| <i>Figure 3. 1.</i> Two types of design and development research | 56 |
| <i>Figure 3.2.</i> Composite diagram depicting the Development Research model, the General Methodology of Design Science Research and the Design-based Research Cycle..... | 59 |
| <i>Figure 3.3.</i> Flowchart of the multiphase design in this study | 65 |
| <i>Figure 3.4.</i> Evaluation framework for the IDELT course..... | 69 |
| <i>Figure 3.5.</i> The IDELT course timeline | 78 |
| <i>Figure 3.6.</i> An example of an IDELT module page statistics of views | 87 |
| <i>Figure 4.1.</i> An overview of the IDELT course..... | 99 |
| <i>Figure 4.2.</i> A conceptual framework for the design of a SCOOC for networked professional learning | 100 |
| <i>Figure 4.3.</i> The IDELT technical support forum.... | Error! Bookmark not defined. |
| <i>Figure 4.4.</i> An example of stimulus materials in an IDELT course module..... | 116 |
| <i>Figure 4.5.</i> An example of a resources page in the IDELT course..... | 117 |
| <i>Figure 4.6.</i> An example of the IDELT discussion forums..... | 122 |
| <i>Figure 4.7.</i> An IDELT page on the course requirements..... | 123 |
| <i>Figure 4.8.</i> ADDIE stages in the design of the IDELT course | 128 |
| <i>Figure 4.9.</i> Participants' preferred kinds of technical support | 130 |
| <i>Figure 4.10.</i> Participants' preferred task types | 131 |
| <i>Figure 4.11.</i> Participants' interest in discussion topics..... | 131 |
| <i>Figure 4.12.</i> Reasons for participants' registration for the IDELT course | 132 |

| | |
|--|-----|
| <i>Figure 4.13.</i> Participants' previous professional development participation in IC..... | 132 |
| <i>Figure 5.1.</i> IDELT participants' overall satisfaction with the ten IDELT modules | 150 |
| <i>Figure 5.2.</i> IDELT participants' rating of the course delivery format | 152 |
| <i>Figure 5.3.</i> Participants' reactions to the clarity of task requirements/guidelines | 152 |
| <i>Figure 5.4.</i> IDELT participants' rating of technical and learner support | 153 |
| <i>Figure 5.5.</i> IDELT participants' interaction versus collaboration | 154 |
| <i>Figure 5.6.</i> Participants' use of technological tools for first-time collaboration contact..... | 156 |
| <i>Figure 5.7.</i> IDELT participants' use of technological tools for collaborative work | 156 |
| <i>Figure 5.8.</i> IDELT participants' rating of the usefulness of stimulus materials | 157 |
| <i>Figure 5.9.</i> IDELT participants' rating of the appropriateness of learning materials | 158 |
| <i>Figure 5.10.</i> IDELT participants' rating of the IDELT content organisation | 159 |
| <i>Figure 5.11.</i> IDELT participants' rating of online discussion forums..... | 160 |
| <i>Figure 5.12.</i> IDELT participants' rating of the learning pace in the IDELT modules | 163 |
| <i>Figure 5.13.</i> IDELT participants' time spent in the IDELT modules | 164 |
| <i>Figure 5.14.</i> IDELT participants' rating of IDELT relevance to their intercultural competence development | 165 |
| <i>Figure 5.15.</i> IDELT participants' rating of IDELT applicability for their intercultural language teaching | 166 |

| | |
|--|-----|
| <i>Figure 6.1.</i> Respondents' overseas experience..... | 204 |
| <i>Figure 6.2.</i> Respondents' total numbers of visited foreign countries | 204 |
| <i>Figure 6.3.</i> Respondents' interaction frequency with people from other cultures | 205 |
| <i>Figure 6.4.</i> Respondents' previous professional development experience in intercultural communication | 205 |
| <i>Figure 6.5.</i> Respondents' technological skills | 206 |
| <i>Figure 7.1.</i> Levels of use of the innovation | 272 |
| <i>Figure 7.2.</i> Levels of use with decision points..... | 275 |
| <i>Figure 7.3.</i> Trends in the IDELT participants' posts and comments in the online discussion forums | 278 |
| <i>Figure 7.4.</i> Trends in the IDELT participants' total views of each online discussion forum across all ten IDELT modules | 279 |
| <i>Figure 7.5.</i> An example of IDELT implementation shared by an IDELT participant in discussion forum 1C..... | 283 |
| <i>Figure 7.6.</i> An example of IDELT implementation shared by an IDELT participant in Discussion Forum 4B..... | 284 |
| <i>Figure 7.7.</i> An example of IDELT implementation shared by an IDELT participant in discussion forum 9B | |
| <i>Figure 7.8.</i> An example of IDELT implementation impact on student learning . | 305 |
| <i>Figure 7.9.</i> Trends in participants' levels of use during and after the IDELT course | 318 |

LIST OF TABLES

| | |
|--|-----|
| Table 2.1 <i>Summary of Some Popular IC Models and their Components</i> | 24 |
| Table 2.2 <i>ICC Assessment Tools for Educational Studies</i> | 31 |
| Table 3.1 <i>Demographic Information of 84 IDELT Course Participants</i> | 76 |
| Table 3.2 <i>Data Collection Procedures in Three Phases of the Study</i> | 79 |
| Table 3.3 <i>Three Main Parts of the Online Questionnaire</i> | 82 |
| Table 3.4 <i>Data Analysis Procedures</i> | 90 |
| Table 4.1 <i>Telecollaboration Phases in the IDELT Course Structure</i> | 120 |
| Table 4.2 <i>14 Tasks in the Analysis Stage of the IDELT Course</i> | 133 |
| Table 5. 1 <i>Total Numbers and Percentages of Respondents and Non-Respondents of the Online Reflections</i> | 147 |
| Table 5.2 <i>Socio-Demographics of 81 Respondents to the In-Course Data Collection Tools</i> | 148 |
| Table 5.3 <i>Total Posts and Comments in Each IDELT Forum and Module</i> | 161 |
| Table 5.4 <i>Total Views of Participants for Each IDELT Module Section</i> | 162 |
| Table 6.1 <i>Three Main Parts of the Online Questionnaire</i> | 199 |
| Table 6.2 <i>Questionnaire Respondents' Socio-Demographic Variables</i> | 202 |
| Table 6.3 <i>Cronbach's Alpha Results for Part 1 of the Online Questionnaire (on 5 Dimensions of Intercultural Competence)</i> | 208 |
| Table 6.4 <i>Paired t-tests results of respondents' scores on 'Attitudes'</i> | 211 |
| Table 6.5 <i>Paired t-tests results of respondents' scores on 'Knowledge'</i> | 212 |
| Table 6.6 <i>Paired T-Test Results of Respondents' Scores on 'Skills of Discovery & Interaction'</i> | 213 |

| | |
|---|-----|
| Table 6.7 Paired <i>t</i> -tests results of respondents' scores on 'Skills of interpreting and relating' | 214 |
| Table 6.8 Paired <i>T</i> -Tests Results of Respondents' Scores on 'Critical Cultural Awareness' | 215 |
| Table 6.9 Details of Full Items with Non-Significant Mean Differences | 237 |
| Table 6.10 Paired <i>T</i> -Tests Results of Respondents' Self-Efficacy Beliefs of IC Teaching | 238 |
| Table 6.11 <i>T</i> -test Results of Question 18 in Part Two of the Questionnaire | 239 |
| Table 6.12 <i>P</i> -Values of the Regression Analysis of Participants' IC and Socio-Demographic Variables | 247 |
| Table 6.13 <i>P</i> -Values of the Regression Analysis of Participants' IC Teaching Self-Efficacy Beliefs and Socio-Demographic Variables | 249 |
| Table 6.14 Summary of Main Themes about Five IC Dimensions | 253 |
| Table 7.1 Socio-Demographics of 38 Respondents to the Follow-Up Email Survey | 269 |
| Table 7.2 Overview of Participants' Levels of Use during the IDELT Course | 291 |
| Table 7.3 Demographics of 27 In-Course IDELT Users (Out of 81 Respondents) .. | 292 |
| Table 7.4 Participants' Levels of Use after the IDELT Course..... | 300 |
| Table 7.5 Socio-Demographics of 28 Post-IDELT Users (Out of 38 Respondents) | 301 |
| Table 8.1 Overview of Research Phases, Research Objectives, and Research Questions..... | 325 |
| Table 8.2 Nine SCOOC Design Features for Networked Professional Learning.... | 328 |

LIST OF ACRONYMS

- ADDIE: 5 instructional design stages of Analysis, Design, Development, Implementation, and Evaluation
- ANU: The Australian National University
- CBAM: Concerns Based Adoption Model
- DBR: Design-based research
- DDR: Design and Development research
- DSR: Design Science Research
- ELICOS: English as a Second Language centres
- EFL: English as a Foreign Language
- ESL: English as a Second Language
- IC: Intercultural competence
- ICC: Intercultural communicative competence
- IDELT: The Intercultural Dimensions of English Language Teaching course
- ILTL: Intercultural language teaching and learning
- LoUs: Levels of Use
- MOOCs: Massive Open Online Course
- Moodle: Modular Object-Oriented Dynamic Learning Environment
- SCOOC: Small Connectivist Open Online Course
- TAFE: Technical and Further Education
- TESL: Teaching English as a Second Language
- TESOL: Teaching English to Speakers of Other Languages
- TPD: Teacher professional development

CONFERENCE PAPERS ARISING FROM THIS RESEARCH

1. Bui, N. (2018). *Networked professional learning in intercultural language education: Evidence of impact*. Paper presented at the Language Teaching Forum 2018 of the Australian National University, Australia (26 Mar 2018).
2. Bui, T.K.N (2017). *Internationalisation of teacher professional learning in intercultural competence: A connectivist perspective*. Paper presented at the Australian Association for Research in Education (AARE) conference 2017 held in Canberra, Australia (26-30 Nov 2017).
3. Bui, N. (2017). *Technological considerations for learner engagement in A Small Connectivist Open Online Course (SCOOOC)*. Paper accepted for the EdTechPosium 2017 held at the UNSW Canberra at the Australian Defence Force Academy (ADFA), Australia (30-31 Oct 2017).
4. Bui, T.K.N (2017). *Teaching techniques for intercultural competence development: Implications for English language teachers*. Paper presented at the 15th Asia TEFL International Conference-64th TEFLIN International Conference 2017 held in Yogyakarta, Indonesia (13-15 Jul 2017).
5. Bui, T.K.N (2017). *Online teacher professional development in intercultural competence: Evidence for impact*. Paper accepted for the Australian Teacher Education Association (ATEA) 2017 conference held in Brisbane, Australia (5-7 Jul 2017).
6. Bui, T.K.N (2017). *A Small Connectivist Open Online Course (SCOOOC) for intercultural competence development: Some insights for online teacher education*. Paper presented at the European Conference on Education 2017 held in Brighton, the United Kingdom (30 Jun – 2 Jul 2017).
7. Bui, N. (2016). *Networked professional learning for intercultural competence development*. Paper presented at the HDR Conference of the School of Literature, Languages and Linguistics, the Australian National University, Australia (30 Oct 2016).
8. Bui, N. (2016). *Quality control in online course design and delivery*. Presentation at the Language Teaching Forum 2016 of the Australian National University, Australia (22 Aug 2016).
9. McLoughlin, C., Oerlemans, K., **Bui**, N., & Roberts, P. (2016). *Curriculum development and learning design*. Invited workshop for HERDSA ACT held at the Australian Catholic University, Canberra, Australia (18 Jan 2016).
10. Bui, N. (2015). *Socio-demographic considerations for online teacher professional development in intercultural competence*. Paper presented at the ALAA/ALANZ/ALTAANZ 2015 Conference held at the University of South Australia, Australia (30 Nov- 2 Dec 2015).
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CHAPTER 1

Introduction

1.1 Statement of the Problems

Nowadays internationalisation becomes a fundamental policy and curriculum driver in most tertiary institutions. In this context, developing intercultural competence (IC), ‘the ability to meet and engage successfully with people of another social group’ (Byram, 2015, p.43), is recommended in many national curricula and teacher standards. Teachers are required to go beyond the sole objective of linguistic development to ‘... educate students who are linguistically and culturally equipped to communicate successfully...’ (National Standards in Foreign Language Education in the United States, 1999, p.7) and ‘to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds’ (Australian Professional Standards for Teachers, Standard 1.3, p.1). The Australian Curriculum Assessment and Reporting Authority (ACARA) also includes intercultural understanding as one of the seven General Capabilities (ACARA, 2013). However, these national documents have no specific guidelines on how to foster intercultural language education.

Intercultural learning and competence are among core elements of twenty-first-century life (Lasonen, 2010; Weber, 2005) and increasingly recognised by many researchers as valid areas of exploration. Researchers have argued that intercultural competence does not just naturally occur, and that, for most people, this competence must be developed through education (Deardorff, 2006, p. 259). Language educators are at the forefront of moves towards helping students to function well in a globally connected world, both in terms of

developing teachers' intercultural competence and taking an intercultural orientation in their language teaching (Byram, 2015, p.44). Language education can be considered as the ideal site for a systematic approach to IC development (Golub, 2014; Han, 2013) and 'an endeavour focused on the development of intercultural understanding' (Liddicoat & Kohler, 2012, p.73). Unfortunately, many language teachers seem to lack content knowledge of IC (Deardorff, 2009b) and pedagogical content knowledge of effective intercultural language teaching (Conway et al., 2010; Peiser & Jones, 2014). These problems present an urgent need for teacher professional development (TPD) in intercultural language education.

Online teaching and learning technology and innovations can be harnessed to provide low cost, effective delivery methods and structures for TPD in intercultural language education. However, at the moment, traditional TPD programs are generally 'fragmented, disconnected, and irrelevant to the real problems of their classroom practice' (Lieberman & Mace, 2010, p. 1). TPD in intercultural language education is largely face-to-face, sporadic, short-term, and top-down; existing professional development mainly takes the form of general cultural awareness programs, specialised training workshops for working with cultural diversity, and train-the-trainer activities (Bean et al., 2008). For the purposes of building teacher capacity in "intercultural language teaching and learning" (The term used in Liddicoat & Scarino, 2013), these conventional TPD opportunities do not fully leverage teacher-participants' teaching expertise, beliefs, and experience. Also, not all language teachers have opportunities for professional learning in intercultural language education, especially those in developing countries where the need to provide language education is the

highest. Recently, a 'bottom-up' approach, which utilises teachers' experience and expertise for professional learning, has been used (see Díaz, 2011). However, the practice of this approach is still school-based, limiting learning opportunities for teachers from disadvantaged areas of the world. Even when intercultural awareness training is provided to language teachers, there is very little evidence of the effectiveness of these professional learning programs in practice. The lack of careful attention to the structure and delivery methods of TPD makes it difficult for teachers to transform the insights gained from formal training programs into their daily teaching practice (Schreurs, 2014). Given the availability of online tools for extending connections between teachers in diverse locations and time zones, there is an urgent need to systematically explore the effectiveness of online innovations that use a 'bottom-up' approach for language teacher professional learning in intercultural education.

With the advancement of web 2.0 technologies and social media, as well as the growth of various open online learning formats, TPD does not have to be an individual endeavour or a mandatory school-based activity. Instead, networked learning, which promotes connections between people, as well as between people and resources (Goodyear et al., 2004), might provide a flexible and suitable approach to TPD in intercultural language education. It has been shown that teacher connections in social networks or personal learning networks do not sufficiently support TPD in specific teaching areas (see Holmes, 2013; Macià & García, 2016). Online approaches can have similar limitations; for example, MOOCs (Massive Open Online Courses) have been shown to have drawbacks in low retention rates, and lack of equity and deep learning (Armstrong, 2014; Kop, 2011; Liyanagunawardena et al., 2013). An approach that combines the flexible,

customisable benefits of networked learning, at scale, has not yet been tried and assessed in the context of TPD in intercultural language education.

One approach that might fill this gap for effective and accessible TPD is a SCOOC or a Small Connectivist Open Online Course (Bartolomé & Steffens, 2015). SCOOCs are like MOOCs in that they offer an open and flexible enrolment structure that can facilitate virtual learning networks where participants connect, acquire, share, and create information and knowledge sources. Existing studies on networked learning have been mostly limited to specific components of learning networks, such as creating and managing online dialogue or increasing certain types of communication. Researchers have also studied different types of cooperative activities, student engagement, and methodological issues (Czerkawski, 2016). To date, no empirical research has examined the effectiveness of a SCOOC for TPD, especially in the area of intercultural language education. There remains a gap for research on the potential of SCOOCs as an innovative model for networked professional learning in intercultural language education. This thesis seeks to explore this gap.

This study explores the potential of networked learning in a SCOOC for TPD in intercultural language education. Operating around three main concepts of connections, collaboration and personalisation (*see Chapter Four for more information*), the SCOOC in this study attempted to foster the ‘weak ties’ and ‘strong ties’¹ of networked learning in a formal education setting. Using English as a Lingua Franca, the SCOOC of this study made communication possible

¹ Strong ties exist among communicators who actively use multiple means of communication to support their connections and are more able to influence each other to resist a change when it does not suit their mutually agreed patterns of communication. Weak ties exist among communicators who have low motivation to communicate and low influence on each other’s behaviours. (Haythornthwaite, 2002, p.397)

between English language teachers from diverse cultural and linguistic backgrounds. As IC 'is not something innate within us, nor does it occur accidentally' (Wiseman, 2002, p. 211), the SCOOC of this study aimed to develop not only teachers' IC but also their IC teaching self-efficacy beliefs² so that they could help their students cultivate similar IC. In this thesis, I argue that a SCOOC is an effective innovation to foster language teachers' networked professional learning in the complex area of intercultural language education.

1.2 Research Objectives

This thesis aims to explore how networked learning might facilitate effective TPD in intercultural language education, using a SCOOC as a TPD innovation. The research specifically includes the following main objectives:

- (1) To design a SCOOC that provides networked professional learning in intercultural language education
- (2) To examine the effectiveness of a SCOOC in facilitating teacher-participants' professional learning experience and their acquisition of the target professional learning outcomes, and,
- (3) To investigate the impacts of networked professional learning in a SCOOC on teacher-participants' teaching practice and their student learning

² 'A teacher's self-efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated' (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 73).

1.3 Research Questions

This research set out to establish if a SCOOC could be an effective vehicle for TPD in intercultural language learning and was carried out in three phases, following a design and development research model (*as outlined in Chapter Three*). Practically, the SCOOC in this study connected English language teachers from different countries and cultures so that they could learn from each other about taking the intercultural focus in English language education.

In phase one, I completed a comprehensive literature review to identify potential design features of a SCOOC for networked professional learning in intercultural language teaching and learning. This selection of design features was in reference to the analysis of target participants' needs and backgrounds. This phase addressed one research question:

1. *What are the core design features of a SCOOC for networked professional learning in intercultural language teaching and learning?*

In phase two, I built and evaluated the effectiveness of a SCOOC called '*The Intercultural Dimensions of English Language Teaching*' (henceforth: The IDELT course). The IDELT course was designed as a research instrument to specifically investigate participants' professional learning experience and evaluate their achievement of the learning objectives. This phase was guided by three key research questions:

2. *What was the participants' overall satisfaction with their IDELT learning experience?*

3. *How did participants react to the IDELT course elements designed with the nine IDELT core features?*

4. *To what extent did the IDELT participants achieve the target learning outcomes?*

4a. *Did the IDELT participants develop their certainty of intercultural competence dimensions? If so, how?*

4b. *Did the IDELT participants enhance their self-efficacy beliefs in intercultural language teaching? If so, how?*

4c. *What were the changes in the IDELT participants' attitudes towards intercultural language teaching and learning?*

Finally, in phase Three (9-12 months after the IDELT course), I assessed the TPD learning impacts on teacher- participants' teaching practice and their student learning. I also explored how contextual factors affected the implementation of TPD innovation in practice. This phase included three more research questions:

5. *What were the impacts of the IDELT initiatives on teacher change in instruction?*

6. *What were the impacts of the IDELT implementation on student learning?*

7. *What contextual factors affected the IDELT implementation in teaching practice?*

1.4 Overall Data Collection and Analysis Strategy

In this mixed-methods case study, different sources of data were collected and analysed in three phases to answer seven main research questions. Figure 1.1 shows the overview of the data collection and analysis procedure. Findings are presented and discussed in Chapters 4-7 of this thesis.

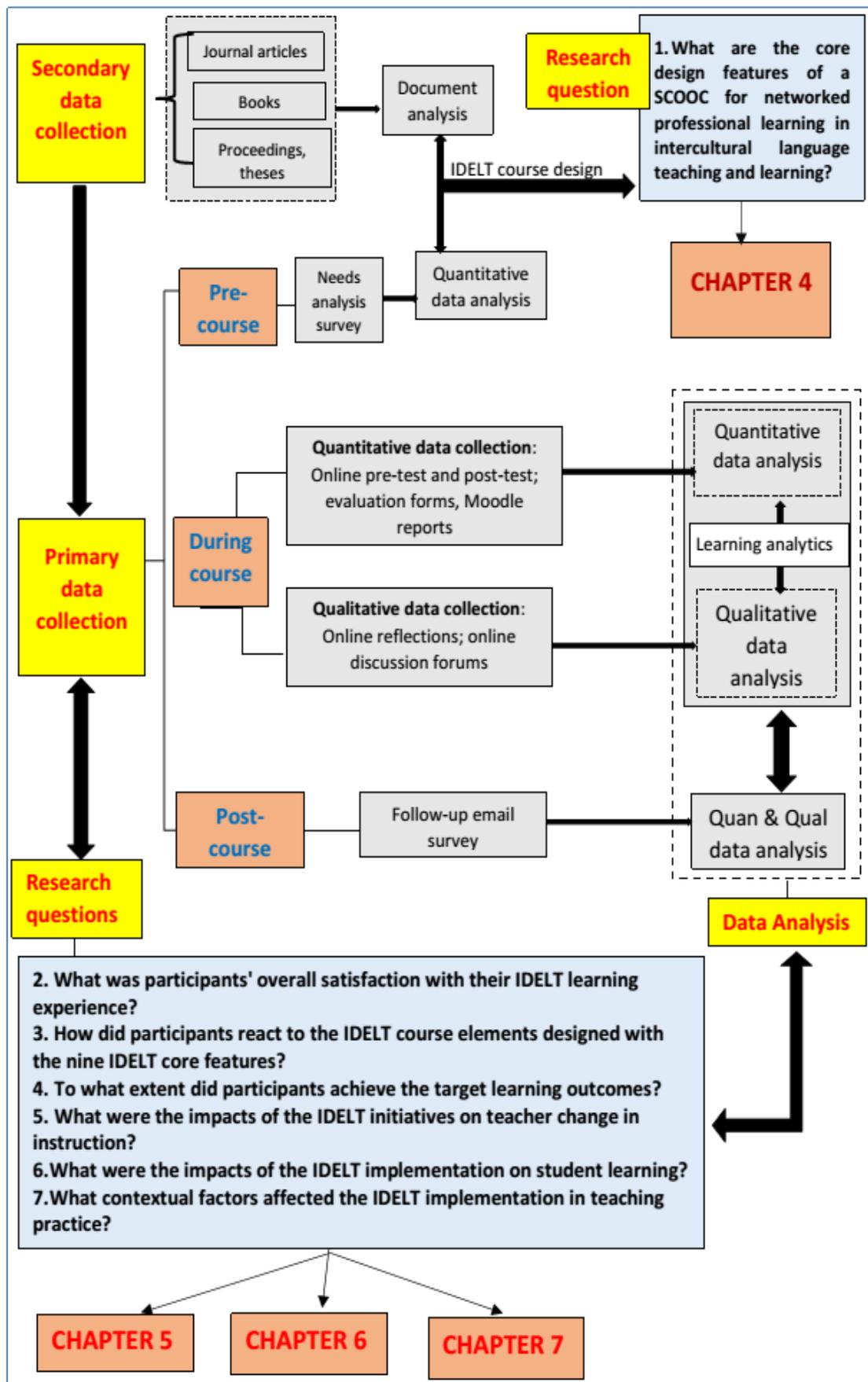


Figure 1.1. An overview of research procedure

1.5 Significance of the Study

This research seeks to have a positive impact on English language education policies and teacher professional development in intercultural language education. It advances our understanding of instructional design for professional development in intercultural language education. The use of pedagogical strategies for intercultural language teaching and learning in the SCOOC of this study is one way towards solutions to help English language teachers prepare their learners for successful engagement in the 21st century. The exploration of contextual factors affecting teachers' change in instruction and student learning also provides implications for educational policy makers and language curriculum designers. These benefits suit the need of an intercultural focus in the internationalisation of English language education curriculum.

This study also expands knowledge to the growing body of research on online teacher professional development in tertiary settings. The findings from this study reject the common argument that collaborative professional development is more effective than professional learning in isolation. The study provides evidence of the effective use of 'strong ties' and 'weak ties' in the online professional networks for both personalised or self-paced learning and collective learning. Hence this research contributes to the research literature on effective online teacher professional learning.

The study aims to suggest effective SCOOC design features to develop a networked professional learning model that creates authentic intercultural learning opportunities for language teachers in the digital age. The research should be of interest to online learning designers, professional development

coordinators or moderators, and to those developing professional development opportunities for teachers.

This study attempts to create a link between the connectivist learning and the MOOCs-like adoption model for networked professional learning in tertiary contexts. This research sheds light on the effective use of connectivism principles for teacher professional learning in the networked era. By applying connectivism principles in the SCOOC design, the study explores the promise that connectivism is 'social learning that is networked' (Duke, Harper & Johnston, 2013, p.6). The case study provides a unique global context to try connectivism principles in practice while outlining the challenges that surface during the design and implementation process. These implications are obviously useful for designers of MOOCs-like alternatives as well as those tasked with TPD for language teachers.

The research serves as a stepping stone for further research into the possibility of effectively enhancing teachers' intercultural competence and its teaching - at low cost, an important consideration in the context of the developing world. The effectiveness of the free open online intercultural learning environment in a SCOOC may lead to a new professional learning trend that greatly benefits teachers from developing countries and increase access to this important teacher skill.

Finally, this mixed-methods case study is unique and innovative as most research on networked learning has not been conducted with both approaches. Czerkawski (2016) reports that most studies on networked learning are based on qualitative studies or social network analysis research. As a consequence, the

research findings do not always have clear, generalizable, and particularly practical implications. By contrast, large-scale and longitudinal quantitative studies which can offer new insights, often do not look deeply into the formation of a solid design theory or framework and its implementation in practice. This research provides a new research approach for valid, rich and research-based evidence on an effective networked learning innovation.

1.6 Thesis Structure

The overall structure of this thesis takes the form of eight chapters, including this introductory chapter.

Chapter One introduces the research topic, states the research problems/gaps, and describes the research objectives and questions. It also briefly presents the data collection and analysis process in reference to the research questions and research phases. Finally, the chapter discusses the significance of the study and outlines the thesis structure.

Chapter Two reviews the literature to provide an understanding of the key concepts and theoretical issues that underpin this research. Specifically, this literature review presents an overview of conceptualisations of culture, culture teaching and intercultural dimensions in foreign language education, intercultural competence, teacher professional development in intercultural language education, and networked professional learning. It also discusses the relationships between connectivism, MOOCs, SCOOCs and learning design principles for networked professional learning. Especially, this chapter proposes a new term of *networked intercultural language teaching and learning* for teacher professional development in intercultural language education.

Chapter Three positions this research as a mixed-methods case study within the one-round *Design and Development* research framework. The chapter presents the research setting, sampling strategies, participants, research phases, the adoption of data collection and data analysis tools and their procedures in the three research phases. It also discusses the limitations of the selected research methodology and design as well as ethical considerations for human subjects.

Chapter Four presents an overview of the whole process for building the SCOOC (or the Intercultural Dimensions of English Language Teaching (IDELT) course in this study) with 5 ADDIE stages. It also describes in detail how the IDELT course elements were designed with nine design features selected from the literature review. From a connectivist perspective, the chapter primarily shows how the IDELT course was systematically built and implemented for effective networked professional learning.

Chapter Five provides insights into the effectiveness of the nine selective SCOOC design features for networked intercultural language teaching and learning. Based on teacher-participants' reflections and evaluation, this chapter presents and discusses the findings on their satisfaction with the IDELT learning experience and their feedback on the IDELT course design features.

Chapter Six presents and discusses the findings of another evaluation aspect of the IDELT effectiveness: teacher-participants' acquisition of the target learning outcomes. The chapter specifically examines teacher-participants' changes in teacher quality which include (1) participants' certainty of intercultural competence (IC) development; and (2) participants' self-efficacy beliefs of IC teaching.

Chapter Seven investigates the impacts of the professional learning initiative on teaching practice and student learning. This chapter also explicitly evaluates the roles and effects of contextual factors on the IDELT implementation in practice.

Chapter Eight summarises the key research findings and presents the implications in light of the research questions. The chapter also suggests SCOOOC design principles and final thoughts on the contributions of the study to practice and knowledge in the research fields. It concludes with the discussion of the limitations of the study and the suggestions for future research.

CHAPTER 2

Literature Review

This chapter reviews the literature that sets a background and reflects the gaps relevant to the research concern: examining the effectiveness of an innovation for networked professional learning in intercultural language teaching and learning (ILTL). First, I will explore the conceptualisations of culture, specifically how it is perceived and taught in language education, in order to situate the importance of this study to teacher professional development in intercultural competence (IC) and its teaching. Then I will define the intercultural dimensions that language teachers should be aware of through critiquing the miscellany of intercultural competence frameworks. Next, I will review the issues associated with the barriers to intercultural language teaching and learning. Through an analysis of trends and popular forms for teacher professional development, specifically in IC and IC teaching, I will highlight the lack of online teacher professional development opportunities in these areas. From the review of some top-down approaches, I will turn to explore networked learning environments as a potentially effective bottom-up approach for teacher professional learning. Building on existing theories of networked learning and connectivism, I start to map out a new approach of *networked intercultural language teaching and learning*. Finally, given the drawbacks of MOOCs, I suggest the application of a Small Connectivist Open Online Course (SCOOC) that might be valuable to the conception, organisation and implementation of *networked intercultural language teaching and learning*.

2.1 Culture in Language Education

Culture plays a vital role in language education because of its relationship with language. In fact, language and culture are inseparable (Liu & Laohawiriyanon, 2013), interdependent (Elsen & St. John, 2007) and closely linked (Chan, Bhatt, Nagami, & Walker, 2015). Stern (1992) argues that languages cannot be taught separately from culture. Rather, culture is the essential context for language learning and use. Liddicoat (2011) also considers this relationship as 'the starting point for the intercultural' (p.837). He highlights that a learner who is proficient in a language but not in the culture is 'not well-equipped to communicate in that language' (Liddicoat, 2008a, p.278). This notion establishes the theoretical basis of this current study.

So, what is culture? Despite its numerous conceptualisations and definitions in the literature (Faulkner et al., 2006; Kroeber et al., 1952; Mimirinis et al., 2006; Robinson, 1985; Rosaldo, 2006), culture is a variable concept in language education. Culture can be understood from both static and dynamic views. An example of a static model of culture is Ting-Toomey & Chung's (2005) iceberg model which divides culture into two parts: *visible* cultural characteristics (behaviours and practices such as clothing, physical features, food, music, gestures, and so on) and *invisible* culture (perceptions, attitudes, values and beliefs that drive and shape the visible elements of the culture). Despite being the most well-known among many visual models of culture, this iceberg model is criticised for presenting culture as static and may mislead people to conceptualise culture as 'an entity with mysterious unknown qualities' (Bennett, 2013, para. 4). In contrast with the static view, culture has recently been seen as dynamic (Kohler, 2015; Liddicoat, 2002; Liddicoat & Scarino, 2013; Risager, 2007), relative

(Levy, 2007; Liddicoat & Scarino, 2013), and individual (Levy, 2007). Notably, culture is heterogeneous (Spencer-Oatey & Franklin, 2009), and not determined by national or political boundaries (Jandt, 2010). In other words, an individual cannot be a representative of any culture because people of the same culture tend to practice its conventions differently. Despite its 'complex and elusive' construct (Lo Bianco, 2003, p.11) with no clear-cut definition, culture can be seen as 'subject to an individual's unique experience within it, or apart from it. Culture is dynamic, multiple and contested' (Jackson, 2014, p.70).

In this study, I view culture as sets of attitudes, values, beliefs and behaviours developed through social interactions. Culture, in this view, is a dynamic social construct which is not limited to national or occupational or organisational cultures (Ting Toomey, 1999; Scollon et al., 2012). Culture is defined as a varying entity '...embedded in language as an intangible, all-pervasive and highly variable force' (Crozet & Liddicoat, 1999, p.116) and 'learned through a process of socialisation' (CARLA, 2018, para.1). In other words, culture and language should not be taught and acquired separately but as one entity and through social interactions.

2.2 The importance of Culture Teaching in Language Education

Effective language teaching needs to foster intercultural communication at the same time as acquisition of vocabulary and linguistic competency. For this reason, teaching culture as part of language instruction has been advocated in many official national frameworks/ documents and professional standards. Some examples include the *Standards for Foreign Language Learning: Preparing for the 21st Century* by the American Council on the Teaching of Foreign Languages

(ACTFL, 1996); *the Common European Framework of Reference for Languages* by the European Council (CEFR, 2001); *the Professional Standards for Accomplished Teaching of Languages and Cultures* by the Australian Federation of Modern Language Teachers Associations' (AFMLTA, 2005); *Intercultural Communicative Language Teaching (iCLT): Implications for Effective Teaching and Learning* commissioned by the New Zealand Ministry of Education (Newton et al., 2010); *the Commission on Language Learning* document by the American Academy of Arts and Sciences (American Academy of Arts & Sciences, 2017); *the New Standards for English Course, Standards for Teachers of Chinese to Speakers of Other Languages and Chinese Language Proficiency Scales for Speakers of Other Languages* by the Office of Chinese Language Council International (Confucius Institute Headquarters/Hanban, 2014).

Researchers have also recognised the crucial roles of culture teaching in language education. Arasaratnam (2014) finds that 'students are being challenged to be inclusive of cultural diversity because there is the gap between the ideology and the practice of multiculturalism' (p.6). To bridge the gap between what is expected and what happens in practice, Dubreil (2006) claims that culture teaching is fundamental to fostering effective communication for learners in proficiency-oriented foreign language classroom. Byram (2015) agrees with this point of view and advises that teachers not only need to develop their own intercultural competence but also make this the focus of their language lessons. Similarly, Wright and Beaumont (2014) state that 'teaching and learning foreign languages entails engagement – mental, physical, social, and even emotional – with other cultures' (p.6). Understanding the intercultural issues in language teaching will help teachers grasp a leading role in their career. Given all these

claims on the vital roles of culture teaching, it is essential to integrate culture teaching in language education to prepare language learners for productive and harmonious interaction with people from other cultures.

However, there are many different interpretations of what exactly culture teaching means and how to make it happen in language teaching. I will further explore how culture teaching has evolved and conceptualised in the next section.

2.3 Intercultural Dimensions in Language Education

2.3.1 Changes in culture pedagogy

With the practical implications of culture teaching in language education, there have been dramatic changes in language teaching towards the inclusion of the intercultural dimensions. In their review of the teaching of culture in language education, Lo Bianco et al. (1999) identify these changes in the establishment of four main paradigms: (a) the traditional approach to teaching culture; (b) the culture studies' approach; (c) the 'culture as practices' approach; and (d) the intercultural language teaching. The traditional approach emphasises high culture and written language through the teaching of literature (Peiser & Jones, 2014) while the culture studies' approach does not connect language and culture but develops learners' understanding of a culture's geography, institutions, history and social structures. The 'culture as practices' approach seems to be better at developing culturally competent speakers who hold positive attitudes towards the target culture (Peiser & Jones, 2014); however, this approach does not help learners make connections between their own culture and the target culture. Culture, in this approach, is seen as static and transmitted as knowledge of facts. The last paradigm, the intercultural language teaching,

develops learners' skills, attitudes, knowledge, and awareness of their own and others' cultures and languages towards effective communication across cultural boundaries. In their view, there is a positive transfer from the traditional approach to the intercultural language teaching.

In her review of the history of culture pedagogy in different nations, Risager (2007) remarks on a positive change towards taking an intercultural approach in language education over time. She acknowledges the development of the transnational paradigm towards developing 'intercultural speakers' who are '...able to establish a relationship between their own and the other cultures, to mediate and explain difference – and ultimately to accept that difference and see the common humanity beneath it' (Byram & Fleming, 1998, p.8). Cultural teaching in this paradigm should help language learners interact with people from other cultural backgrounds appropriately and effectively, wherever they find themselves, not to just understand a particular target culture. The review shows a movement in culture pedagogy from the national paradigm (based on the standards of teaching culture in each country) to a transnational, or global approach to language and culture teaching. This movement towards a global approach to intercultural language teaching is guiding this study.

2.3.2 Conceptualisations of culture teaching in language education

From the reviews above, it is clear that culture teaching was referred to as an *approach* to address the intercultural dimensions in language education in the 1990s and early years of the 21st century. However, a large body of work has conceptualised culture teaching under other labels. A very direct and popular name related to culture teaching is *intercultural competence teaching* used by

Sercu et al. (2005). This label is also interchangeably used with the phrase *intercultural foreign language education* to stress the importance of intercultural teaching in the context of foreign language education. Another label, emphasising the *third space* (between the self and the other) (Kramsch, 1993) but referring to the intercultural approach, is *intercultural language teaching*. Its definition and pedagogical framework have been discussed by Liddicoat and Crozet in some papers (Crozet, 1996; Crozet & Liddicoat, 1999; Liddicoat & Crozet, 2001). Later Liddicoat (2002) elaborates this pedagogical method with the focus on the way language and culture are learned; hence he uses the term *intercultural language learning*. Intercultural language learning is all about the strategies for learning more about culture in interactions with the others while cultures, in this conceptualisation, are relative and dynamic beyond the scope of a classroom acquisition. Within the same notion, however, Liddicoat and Scarino (2013) do not see intercultural teaching practice as an approach or a method but rather a *perspective* (p. 2). They come up with a term *intercultural language teaching and learning* which emphasises the important interrelation of language, culture and learning. Another example of the diversity of labels for the intercultural dimensions is the term *intercultural communicative language teaching* (Newton et al., 2010). This framework sets out six principles for fostering intercultural teaching in communicative language teaching.

In summary, there are different labels and pedagogical models for culture teaching in language education. This brief review cannot do justice to all pedagogical changes and varying constructs of culture teaching. This section is rather an overview of trends to understand my choices of the concept and

pedagogy for the application of culture teaching, at a later stage of this study, to online learning environment. I will discuss these issues in the next subsection.

2.3.3 Intercultural language teaching and learning

Despite the various ways to name the inclusion of culture teaching in language education, I prefer using the term *intercultural language teaching and learning* (Liddicoat & Scarino, 2013) in this study. This preference is to suit the main objective of the research, which is to explore an effective online professional development innovation that can help language teachers address the intercultural dimensions in their language classes.

In my study, intercultural language teaching and learning (ILTL) is understood as a *perspective* or an intercultural *orientation* in language education. In this sense, it is essential to move teachers from a culturalist to an interculturalist view. The foci are on experiential and reflective learning. Learning goes beyond the lists of ‘dos and don’ts’ which give students tricks or recipes to apply when communicating with people from a given culture. This perspective aims to help language learners perceive the interlocutor as an individual who may have multiple identities (or qualities) and does not represent his or her national culture (Byram, Gribkova & Starkey, 2002, p. 9). ILTL enables language learners to treat other people with curiosity, respect, empathy and tolerance and develops them as intercultural speakers or mediators. In other words, the ultimate goal of taking ILTL is to develop learners’ intercultural competence that is ‘the lens through which the nature, purpose, and activity of language teaching and learning is viewed, and the focus which learners develop through their language learning’ (Liddicoat & Scarino, 2013, p. 6). The next section will discuss further

the concept of intercultural competence in terms of its various definitions, models and assessment methods.

2.4 Intercultural Competence

2.4.1 Definitions of intercultural competence

Although intercultural competence (IC) has been increasingly recognised as a vital and desirable learning objective in language education, there is no consensus of its definition and constructs. In fact, the definition of IC is neither clear nor comparable internationally (Vogt, 2006). IC has been referred to under different labels such as interculturality, cross-cultural awareness, global competitive intelligence, intercultural maturity, multicultural competence, cultural competence, intercultural sensitivity, ethno-relativity, international competence, intercultural interaction, biculturalism, multiculturalism, and so on (Fantini, 2006, p. 81). Dervin (2010) states that IC is ‘a concept that seems to be transparent, universally accepted, understood and used, but which has received many differing definitions inside and outside academia’ (p. 158). IC should reflect the predictable and measurable learning outcomes (Zotzmann, 2015); however, the lack of universal understanding of IC makes it hard to clearly define or describe its objectives in practice.

While terminologies are used interchangeably in the literature, I will make a distinction between intercultural competence, intercultural *communicative* competence and intercultural *sensitivity* in this thesis. Intercultural sensitivity is ‘the ability to discriminate and experience relevant cultural differences’ whereas intercultural competence is ‘the ability to think and act in interculturally appropriate ways’ (Hammer, Bennet, & Wiseman, 2003, p.422). While IC refers to

the ability to establish and maintain relations with members of other cultures (but it is not necessarily linked to *foreign language competence*), intercultural *communicative* competence implies that the learner can do this in a foreign language with their linguistic competence (Byram, 1997).

Drawing from Deardorff's (2006) Delphi study (in consensus with other scholars in the field), in this thesis, I define IC as the ability to conduct effective communication with people from other cultures based on one's critical understanding and respect of cultural differences. To do this one must have intercultural knowledge and skills as well as the awareness of both one's own cultural background and others' cultures.

2.4.2 Conceptual models of intercultural competence

There are different IC conceptual models in the literature, which can make it difficult for practitioners to choose a suitable model for use with their learners. Recent reviews of IC conceptualisations (e.g., Johnson et al. 2006; Paige 2004; Spitzberg & Changnon, 2009) present the variety, with more than thirty IC models and 300 related constructs listed. Leung et al. (2015) classify more than 300 IC constructs into the domains of intercultural traits, intercultural attitudes and worldviews, and intercultural capabilities. To simplify the complex conceptualization process, Spitzberg and Changnon (2009) categorise existing IC models into five types: (a) *Compositional models* (focusing on factors such as relevant or probable traits, characteristics, and skills which constitute competent interaction, without showing relations among those components); b) *Co-orientational models* (Focusing on communicative mutuality and shared meanings and featuring the achievement of intercultural understanding or its

variants such as empathy, perspective taking, accuracy and so on); (c) *Developmental models* (Emphasizing the process of competent progression or maturity over time); (d) *Adaptational models* (Figuring multiple interactants such as actions, attitudes, as well as understandings through the interaction with members of another culture); (e) *Causal process models* (Reflecting interrelationships among components to lead to a set of outcomes that mark or provide a criterion of competence). As shown in Table 2.1, Spitzberg and Changnon's (2009) summarise some popular IC models and their primary components. This summary reflects a lack of consensus among IC models.

Table 2.1

Summary of Some Popular IC Models and their Components

| Models | Authors | Components |
|---|-----------------------|---|
| Behavioral approach to intercultural communicative competence | Ruben (1976) | (1) Display of respect, (2) interaction posture, (3) orientation to knowledge, (4) empathy, (5) self-oriented role behaviour, (6) interaction management, (7) lastly, tolerance for ambiguity |
| Intercultural communicative competence | Wiseman et al. (1989) | Culture-specific understanding of other (cognitive), culture-general understanding (affective) and positive regard for other (conative) |
| Intercultural competence | Cui and Awa (1992) | Interpersonal skills, social interaction skills, cultural empathy, personality traits and managerial ability |
| Anxiety/Uncertainty Management Model (AUM) | Gudykunst (1993) | Self-awareness, superficial causes (self and self-concept motivation to interact with strangers; reaction to strangers, social categorization of strangers, situational processes; connections with strangers), and basic causes (uncertainty management; anxiety management) |

| | | |
|--|------------------------------------|---|
| Intercultural Competence | Kramersch (1993) | Critical approach, pragmatics and hermeneutics (the orientation towards the others' understanding, towards the communicational practices that makes one understood, and towards self-understanding) |
| Intercultural Competence | Byram (1997) | Skills of interpreting and relating; skills of discovery and interaction; knowledge; attitudes; and critical cultural awareness |
| Intercultural effectiveness | Spitzberg (1997) | Knowledge, skills, motivation, appropriateness, and effectiveness |
| Intercultural communicative competence | Fantini (2000) | (1) A variety of characteristics or traits; (2) three areas or domains; (3) four dimensions: knowledge, skills, attitude, awareness; (4) proficiency in a second language |
| Developmental Model of Intercultural Sensitivity (DMIS) | Bennett (1993, 2004) | Three <i>ethnocentric</i> stages (the individual's culture is the central worldview) and three <i>ethnorelative</i> stages (the individual's culture is one of many equally valid worldviews) |
| Intercultural Maturity Model | King & Baxter Magolda (2005) | Cognitive, intrapersonal, interpersonal |
| Integrated Model of Intercultural Communicative Competence (IMICC) | Arasaratnam & Doerfel (2005) | Empathy and experience as exogenous variables, interaction involvement (active listening), motivation (to interact with people from other cultures), and positive attitude toward people of other cultures as mediating variables |
| Pyramid Model of Intercultural Competence | Deardorff (2006) | Knowledge and comprehension, skills, requisite attitudes, desired external outcome, desired internal outcome |
| Rainbow Model of Intercultural Communication Competence | Kupka, Everett & Wildermuth (2007) | (1) foreign language competence, (2) cultural distance, (3) self-awareness, 4) knowledge, (5) skills, (6) motivation, (7) appropriateness, (8) effectiveness, (9) contextual interactions, and (10) intercultural affinity |

In summary, this short discussion shows that IC is a highly contested concept and research space. Researchers seem unwilling to adopt and use existing definitions, which might account for the proliferation of IC models. It

was important to pick a robust and appropriate model to use in the case study of this thesis. I chose Byram's model because it is the most comprehensive framework available; encompassing many facets of intercultural competence implied in other IC models in Table 2.1 above. In the next section, I will discuss Byram's model in more detail.

2.4.3 Byram's (1997) model of intercultural competence

Defining IC as the 'individual's ability to communicate and interact across cultural boundaries' (1997, p.7), Byram (1997) includes five *savoirs*: Skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre/faire*), knowledge (*savoirs*), attitudes (*savoir être*), and critical cultural awareness (*savoir s'engager*). Byram's IC model is actually Byram and Zarate's model, with some minor development. As shown in Figure 2.1, IC is an important construct of Byram's model of intercultural *communicative* competence, which consists of intercultural, linguistic, sociolinguistic, and discursive competences.

Nault (2006, pp. 8-13) summarises different dimensions of Byram's (1997) IC model and suggests that they can be exploited as teaching objectives. Details are discussed as follows:

1. *Attitudes*. Learners should be curious, open-minded and flexible, or ready 'to suspend disbelief' about others' cultures;

2. *Knowledge*. Learners should understand 'social groups and their products and practices' and 'the general processes of societal and individual interaction' in their own and foreign countries;

3. *Skills of interpreting and relating*. Learners should be able ‘to interpret a document or event from another culture’ in relation to their own cultural perspective;

4. *Skills of discovery and interaction*. Learners should be able ‘to acquire new knowledge of a culture and cultural practices’ and ‘operate knowledge, attitudes and skills under the constraints of real-time communication and interaction’; and

5. *Critical cultural awareness*. Learners should be able ‘to evaluate critically and on the basis of explicit criteria perspectives, practices and products’ in their own and others’ cultures and countries.

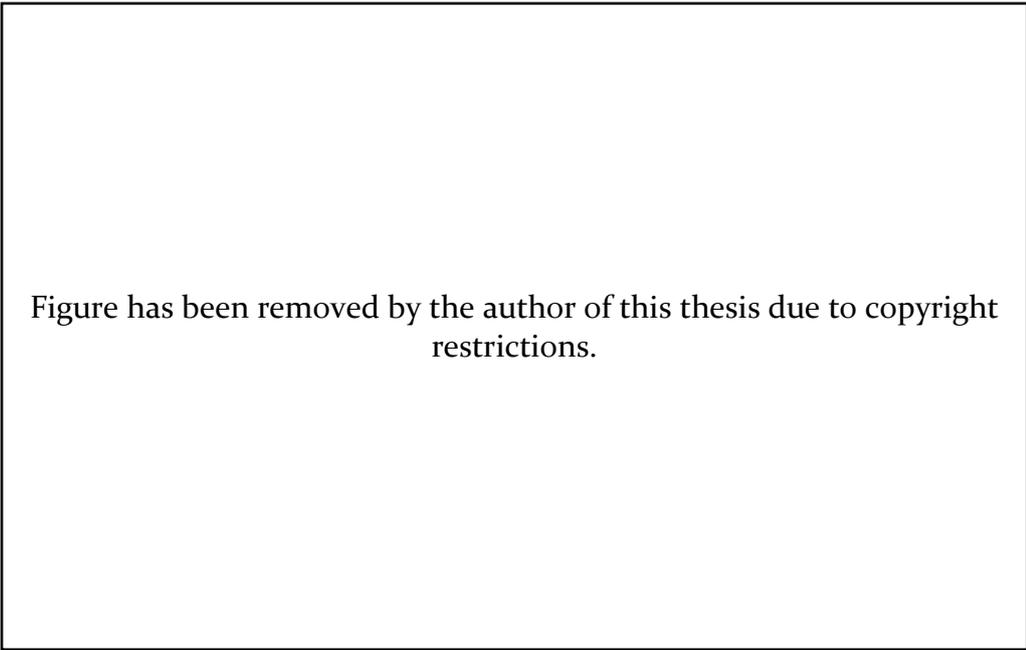


Figure has been removed by the author of this thesis due to copyright restrictions.

Figure 2.1. Byram’s model of intercultural communication (Byram, 1997, p.73)

In this study, I took Byram’s (1997) IC model as the basic point of reference. There are various reasons for this choice. Firstly, Byram’s (1997) IC model is widely used in foreign language classrooms (Davis, Cho & Hagenson, 2005, p.2) and often cited in foreign language pedagogical literature (Matsuo, 2012, p.349). Despite

being critiqued for his individual-oriented and list-type model, Byram 'is one of very few scholars... who extensively operationalise the notion of intercultural competence in instructed foreign language learning' (Belz, 2007, p.136). Even though Byram's (1997) IC model was not developed for the digital teaching and learning realm, it is the most suitable starting point for developing a framework that serves the various goals of online intercultural exchange (Helm & Guth, 2010). Based on these benefits of Byram's (1997) IC model for online learning and foreign language education contexts, I adopted this model for designing the learning content, learning objectives, and learning assessment of participating English language teachers in the SCOOC of this study (*described in Chapter 4*).

Despite being recognised as the most clearly articulated IC model, Byram's (1997) model does have some limitations. Beside the existing *savoirs*, Sercu (2004) proposes the inclusion of a metacognitive dimension. This new dimension functions as self-regulating mechanisms that enable learners to plan, monitor, and evaluate their own learning processes (Sercu, 2004). In the same line, Liddicoat and Scarino (2013) believe that a metacognitive dimension can 'add a stronger educational dimension to the *savoirs* and integrate reflection on learning into the model in addition to reflection on action' (p. 50). Moreover, the separate treatment of linguistic issues from intercultural competence is considered a weakness of the model (Baker, 2015; Borghetti, 2013). Another limitation is that Byram's model does not explicitly explain the extent to which its five dimensions are linked and affect one another. Byram acknowledges a lack of relations between five dimensions that:

The model does not describe or subscribe relations among the sub-competences, neither within intercultural competence nor within the more

complex model of intercultural communicative competence. It is not a psychological model of interaction of the sub-competences within or among individuals. Nor does it suggest a didactic ordering of which aspects of which competences should be taught prior to others. (Byram, 2009, p.325).

While adopting Byram's (1997) IC model, I addressed the drawbacks of this model through the design of learning activities and assessment for my case study. In fact, I used online module-based reflections to include the meta-cognition dimension. To eliminate the potential linguistic problems for linguistically diverse participants' communication, English was used as a Lingua Franca. The online reflections (used as SCOOC completion requirements) also included some guiding questions to better understand the relationship between Byram's five IC constructs and a self-evaluation questionnaire on IC. With the inclusion of selective items from Byram's suggestions for IC learning assessment, the self-evaluation questionnaire aimed to help participating teachers understand the IC learning objectives that can be applied in their teaching contexts.

2.4.4 Assessment methods of intercultural competence

This section explores the issues around IC assessment methods in foreign language education because developing participants' IC was one of the main learning objectives in this research. This review moves from general IC assessment methods to the popular tools used in educational studies and then some specific tools and studies for assessing teachers' IC.

2.4.4.1 Popular IC assessment methods

Given the possibility of assessing degrees or levels of IC (Deardorff, 2006, 2011; Fantini, 2009), there are various IC assessment tools in the literature. Fantini

(2006) lists about 87 IC assessment tools (Fantini, 2006). The Society for Intercultural Education, Training and Research (SIETAR), Transcultural C.A.R.E Associates, and The Intercultural Communication Institute indicate many assessment tools of IC (see <https://intercultural.org/intercultural-training-and-assessment-tools/> and <http://transculturalcare.net/cultural-assessment-tools/>). Deardorff (2006) classify various ways for IC assessment into direct methods (performance assessment, portfolio assessment, and interviews), indirect methods (self-reports, surveys or questionnaires with a focus on multiple dimensions of the overall construct of IC) and mixed methods (the combination of both direct and indirect assessment methods such as a suite of questionnaires, scenarios, and role plays). Later Deardorff (2011) also suggests utilising a combination of mixed methods to assess IC. Similarly, Dooly and O'Dowd (2012) recommend mixed methods as a unique way to examine online exchanges when different types of institutional constraints are in place. Despite the confusing ways of IC evaluation, the top intercultural experts respectively ranked case studies, interviews as well as a mix of quantitative and qualitative measures as the best three among the top ten IC assessment methods (Deardorff, 2009b).

Table 2.2 describes some tools and their components which are suitable for educational studies. However, due to the lack of consensus for IC definition and its constructs, recently developed instruments have not shown their great influences in the field. Some assessment tools also require trained facilitators and very high cost to use it. Given the complexity of existing assessment methods, it is suggested that IC can be assessed better and more concisely if it is contextualised and conceptualised appropriately for each specific situation and purpose.

Table 2.2

ICC Assessment Tools for Educational Studies

| ICC Assessment Tools | Descriptions | Authors/Links |
|---|---|--|
| Intercultural Competence Scale | Designed for missionaries and foreign students | Elmer (1987) |
| Behavioral Assessment Scale for Intercultural Communication (BASIC) | Display of respect, orientation to knowledge, empathy, interaction management, task role behaviour, relational role behaviour, tolerance for ambiguity, and interaction posture | Olebe & Koester (1989) |
| Intercultural Sensitivity Inventory (ICSI) | 46 items - 3 variables (Expatriate Living, Flexibility, open-mindedness) | Bhawuk, & Brislin (1992) |
| Cross-cultural Adaptability Inventory (CCAI) | 50 items - 4 dimensions (Emotional resilience, flexibility and openness, perceptual acuity, and personal autonomy) | Kelly & Meyers (1995) |
| European Language Portfolio | Has 3 parts: A passport, a language biography and a dossier | Council of Europe and the Common European Framework http://www.coe.int/t/dg4/linguistic/Portfolio_EN.asp |
| The Intercultural Project | A portfolio Presentation and Analytical account (based on diary) | http://www.lancs.ac.uk/users/interculture/mold.htm |
| Intercultural Development Inventory (IDI) | 60-item inventory based on the Developmental Model of Intercultural Sensitivity (DMIS) to measure intercultural sensitivity | Hammer & Bennett (2001) |
| The Intercultural Competence Assessment (INCA) | IC can be estimated to be basic, intermediate or full, along six dimensions: tolerance of ambiguity, behavioural flexibility, communicative awareness, knowledge discovery, respect for others, and empathy | Byram, Kühlmann, Müller-Jacquier & Budin (2004) A Leonardo da Vinci project funded by the European Community |

| | | |
|---|--|---|
| Intercultural Sensitivity Index (ISI) | 48 items - 9 dimensions (Denial, defence, minimization, acceptance, adaptation integration, substantive knowledge, perceptual understanding and intercultural communication) | Olson & Kroeger (2001) |
| Assessment of Intercultural Competence (AIC) | 211 items - 7 dimensions for self-assessment Have normative, formative and summative indicators | Fantini (2005) |
| Model of Intercultural Communicative Competence | Relationship between empathy and ICC | Arasaratnam (2006) |
| Global Perspectives Inventory (GPI) | 72 items - 3 dimensions (cognitive, interpersonal and intrapersonal) | Braskamp, and Merrill (2007) |
| Multicultural Personality Questionnaire (MPQ) | 91 items and 40 items - 5 dimensions (Cultural empathy, open-mindedness, emotional stability, social initiative, and flexibility) | Van der Zee and Van Oudenhoven (2000) Van der Zee, Van Oudenhoven, Ponteretto & Fietzer (2013) |

2.4.4.2 Assessment of teachers' intercultural competence

The IC assessment in my study was contextualised for teachers. Thus, I will review popular studies and IC evaluation tools in this area.

The literature review shows many different research approaches and tools for teachers' IC assessment, including quantitative or qualitative methods, and both. For example, to quantitatively assess teachers' intercultural competence, some studies applied Hammer & Bennett (2001)'s Intercultural Development Inventory to their assessment of teachers' attitudes, skills and worldview when teaching diverse students (Bayles, 2009; Mahon, 2006; Westrick & Yuen, 2007; Yuen, 2010). In contrast, Sercu (2006) designed a web-based questionnaire with mainly closed and some open questions on the intercultural teaching beliefs of

teachers from Belgium, Bulgaria, Greece, Mexico, Poland, Spain and Sweden. Xiaohui & Li (2011) also used a questionnaire survey in their study on Chinese university English teachers' conceptualisation of IC and its relevance to English language teaching. With a self-report questionnaire, Cushner (2011) researched the discrepancy between teachers' intercultural competence and that of their students. Additionally, qualitative assessment methods have been used to assess teachers' IC. Reflections were used by Romano and Cushner (2007). Arasaratnam (2014) conducted interviews to assess 22 non-indigenous Australian tertiary educators' views on multiculturalism. Finally, mixed methods have been adopted to assess teachers' intercultural competence as well. For example, Lázár, et.al (2007) used mixed methods, including optional direct and indirect tools, to evaluate teachers' IC and their ability to teach IC. These tools included portfolios, journals and ongoing performance evaluations, quantitative and measurable tests (multiple choice exercises), essay questions of a qualitative nature, enactments (role plays and simulations of critical incidents), assessment tasks, self-evaluation, and surveys. This review of IC assessment for teachers suggests that practitioners and researchers can employ various assessment methods, depending on their IC conceptualisations, research contexts and purposes.

Despite the immense numbers of IC assessment tools, some gaps exist in the literature on IC assessment. Few studies have been conducted to assess in-service tertiary English language teachers' IC in online teacher professional development setting. Also, none of these studies examine the programmatic components or processes that online professional learning experiences provide to

develop teachers' IC. The lack of measurable tools for assessing language teachers' IC in online professional learning caused some limitations in my study.

2.5 Barriers in Applying Intercultural Language Teaching and Learning for Foreign Language Education

The literature reviewed in the previous sections suggests that language teachers need to provide learners with ways for the intercultural language teaching and learning (ILTL) process to take place. However, there are still many barriers to taking an intercultural perspective in teaching practice. In this section, I will discuss some key factors that hinder teachers' ILTL application.

2.5.1 Lack of resources and support

Among the external factors that negatively affect language teachers' integration of cultures into language classroom, the lack of resources and guidance on taking an intercultural orientation in language education is the most obvious. Young and Sachdev's (2011) study on teachers of English in the UK, USA and France found that the lack of textbook materials and the limited curricular support seriously hindered the application of intercultural language teaching in practice. They also reported on the superficial aspects of cultural differences in textbooks and the inadequacy of cultural elements in teaching materials. This is similar to what Han and Song (2011) suggested in their research on English teachers at a North Eastern Chinese university. In the same line, Han (2012) also pointed out the lack of detailed and explicit ILTL guidance in English teaching materials. English language textbooks still reflected the dominance of linguistic-focused learning objectives and cultural contents appear 'superficial, shallow, chaotic and simplified and in some cases, impersonal or neutral' (Davcheva &

Sercu, 2005, p. 101); thus 'varied cultural content of different countries has been marginalized in the culture pedagogy' (Chinh, 2013, p. 2). In summary, the ignorance of ILTL can be attributed to different factors, but the lack of proper culture teaching materials and support escalates this dilemma.

2.5.2 Institutional and social factors

Many foreign language education policies support the use of intercultural language teaching approach; however, there is no effective communication between policy makers and teachers to facilitate their intercultural language teaching in practice (Nguyen, 2014; Sercu et al., 2005). For example, one of the main objectives of foreign language education is 'to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds' (Australian Professional Standards for Teachers, p. 1). Also, teachers '...must educate students who are linguistically and culturally equipped to communicate successfully...' (National Standards in Foreign Language Education in the U.S, 1999, p. 7). However, culture teaching is still overlooked. Tightly language-focused curricula and testing systems also increase the avoidance of intercultural language teaching among English language teachers (Gonen & Saglam, 2012; Ho, 2009; Young & Sachdev, 2011). Most English language tests do not value the aspects of intercultural communication; hence language teaching still targets developing linguistically native-like competence rather than intercultural competence. This lack of connection between language teaching policies, curricula, testing and teaching practice can be bridged by providing teachers with specific guidelines for implementing intercultural language teaching. This barrier

leaves space for teacher professional development in intercultural language teaching and learning.

2.5.3 Teachers' confusion, disbeliefs and negative attitudes

There are many internal factors that hinder teachers' integration of culture teaching into foreign language education.

The first factor is teachers' confusion in deciding what aspects of cultures, what cultural topics, how and to what extent to integrate cultures into foreign language education (Gonen & Saglam, 2012). Some teachers can be doubtful of the possibility of teaching cultures and languages in an integrated way and see cultural differences as problems (Han & Song, 2011), thus ignoring and avoiding culture teaching (Sercu et al., 2005; Young & Sachdev, 2011). They do not prioritise culture learning objectives in language education (Ho, 2009; Kiliç, 2013; Nguyen, 2014; Ryan & Sercu, 2009). Instead, some teachers take a role as book prescriber and applied nothing for intercultural language teaching in their classrooms (Cheng, 2012).

Additionally, research has shown that language teachers do not teach cultures when they are unfamiliar with the target cultures (Han & Song, 2011), or lack the time and practical techniques to teach cultures (Omaggio-Hadley, 1993). Although most studies show teachers' positive perceptions of ILTL, there are some findings on teachers' disbeliefs of cultural dimensions in foreign language education. This can be attributed to their ignorance of intercultural language teaching (Ho, 2009; Kiliç, 2013; Liddicoat, 2002). Some teachers hold a belief in the 'teaching language first, and introducing culture later' approach (Nguyen, 2008), and they give first priority for the development of language skills and

grammar for learners (Ho, 2009). Therefore, changing teachers' attitudes towards and beliefs in the importance of intercultural language teaching and learning is vital.

Some teachers hold positive attitudes towards the possibility of integrating cultures into language teaching (Atay et al., 2009; Han & Song, 2011; Karabinar & Guler, 2012); however, intercultural teaching remains insubstantial and sporadic. For example, in Vietnam, few teachers actually know what cultural themes to teach and how to achieve the cultural goals in language classrooms (Nguyen, 2013); therefore, their intercultural teaching is limited to the provision or transmission of cultural facts (Nguyen, 2014). Tran and Dang (2014) found that there was a big gap between teachers' definition of the objectives of culture teaching and their actual classroom practices. Han (2010) also reported that teachers only taught culture in the small 'c' form (e.g., daily life and routines, festivals and customs, food and drink...) despite their clear understanding of intercultural approach. Similarly, Morgan's (2007) interview with Nhu Trinh, one of the participant teachers in the Intercultural Language Teaching and Learning Project in Australia, realised that 'the application is much harder than the theory' (p. 4). Díaz's (2011) investigation of the implementation of intercultural language learning in some Australian tertiary language programs found a failure on the part of language educators to put theory into practice. Feryok and Oranje (2015) also argued that teachers struggled to implement intercultural language teaching in state school systems in New Zealand. There is still a mismatch between what teachers believe and what they teach in practice.

In conclusion, among these institutional and social barriers, the lack of teacher professional development in the integration of culture into foreign

language education is the most serious and prominent factor. From this review, it can be concluded that ‘teachers in different classrooms in different parts of the world still ignore the importance of teaching culture as a part of language study’ (Gonen & Saglam, 2012, p. 26). There has been a comparatively small body of empirical work on the actual applicability of ILTL, especially on how this perspective should be operationalised in foreign language education. The recent literature mainly focuses on exploring teachers and students’ beliefs of ILTL but not the practicability of ILTL in actual language classrooms. This is where my research was situated. To bridge these gaps, my study aimed to explore a teacher professional development initiative that can facilitate teachers’ ILTL implementation in practice.

2.6 Teacher Professional Development in Intercultural Competence and Intercultural Language Teaching and Learning

Research on intercultural instruction has suggested that teachers should guide learners’ conceptualisations of what culture is and how it is related to language. Learners’ understandings and assumptions need to be addressed explicitly while they encounter and interact with the target culture or those in the classroom (Anderson, Lorenz, & White, 2016). Therefore, high quality teacher professional development (TPD) is needed to improve teachers’ cognitions and practices (Díaz, 2013; Feryok & Oranje, 2015; Oranje, 2016; Wang & Hui, 2014) and hence creates greater impact on student achievement than any other factor (Chetty et al., 2011; Desimone et al., 2002; Kane & Staiger, 2008).

However, there are some drawbacks, concerning the IC development within teacher education programs at tertiary levels and for language teachers. It has been claimed that there is an absence of a commonly understood

intercultural teaching methodology (Conway et al., 2010; Peiser & Jones, 2014), and a lack of understanding and development of IC by language teachers (Deardorff, 2009a). Most programs, if exist, are just school-based training workshops which are mainly for general cultural awareness, specialised training, working with cultural diversity, and train-the-trainer (Bean et al., 2008). An example is DeJaeghere & Cao's (2009) study which developed teachers' IC through district and school-based professional development programs. The main limitation with these efforts was the irrelevance to teaching practice.

Some exceptions have recently appeared with research-based programs to develop pre-service teachers' IC. For example, Tennekoon (2015) reported good outcomes from a curriculum intervention in Sri Lanka which provided pre-service teachers with extensive opportunities to engage in intercultural interactions with classmates from other ethnic groups. Golub (2014) found positive effects of German teachers' participation in a one-year course for professional development in intercultural competence on their students' learning. However, most of these programs still adopted the traditional methods of delivery which are face-to-face, sporadic, short-term, and top-down (Borko, 2004). Further, these interventions were localised at a class level with potentially superficial interactions and a top-down, face-to-face approach which might not fully explore all active and natural functions of intercultural communication in the globalised world.

In contrast to the tendency in developing teachers' IC, there have been various efforts for building teacher capacity in intercultural language teaching. Different forms of TPD have been used but shown drawbacks as follows:

Firstly, studying abroad is one of the popular TPD forms for the development of IC and IC teaching. Wang and Hui (2014) explored the effects of studying abroad (as an integral TPD part) on EFL teachers. However, this study did not control for potential generation of stereotypes, or how teachers' own responses to the target language and culture (in terms of misunderstanding and miscommunication) were addressed as part of their professional development. In the United States, Smolcic (2013) described the learning experience of one teacher-learner, Anna, during a 7-month teaching English as a second language (TESL) programme in Ecuador. This immersion opportunity helped Anna experience interculturality through exploration and development of her personal understanding of culture and her own identity. In Anderson et al. (2016)'s investigation of eight instructor-led study abroad programmes, the data showed that students and teachers needed to have instructor-led experiences overseas to promote students' intercultural development. From these studies, it is obvious that the study abroad experience is beneficial for teachers; however, not many teachers, especially those from the developing countries, can have access.

Another form of TPD for the development of IC and IC teaching is short-term workshops. In Australia, the Intercultural Language Teaching and Learning in Practice project led to teachers' enhanced articulation of intercultural understanding and development which in turn facilitated better intercultural teaching practices (Díaz, 2013). The programme consisted of three all day, face-to-face workshops, and planning, designing, and implementing a small-scale action research project. Likewise, Moloney, Harbon, and Fielding (2016) showed how providing pre-service teachers with intercultural targeted tasks in a methodology

workshop enhanced teachers' intercultural understanding. The outcomes of Bishop, Berryman, Powell, and Teddy's (2005) workshop also created the change in teachers' awareness of the importance of reflecting on their intercultural teaching approaches and practices. However, most variations in this TPD type relied heavily on trainers as sole experts and transmitters of intercultural knowledge. These workshops included little consideration for participant expertise, beliefs and experience in the process. Hence, they sometimes turned participating teachers into passive learners or knowledge consumers and made no positive contribution to participants' overall TPD experience. The localised learning settings within short-term, face-to-face workshops prevented participants to openly interact with people from other cultures for the discovery of their potential intercultural language teaching and IC development.

One of the most popular TPD forms in ILTL exists as courses or short-term programs. For example, in New Zealand, Harvey et al. (2010) reported that teachers improved their understanding of how to help students develop their linguistic knowledge; however, there was a lack of a 'deep principled knowledge base of intercultural language teaching' (Conway et al., 2010, p. 449). In Sweden, Lundgren's (2009) results of a pilot intercultural-focused course as part of the teacher education programme at university level, *The Intercultural Teacher*, demonstrated that participants became more competent, and interculturally aware. Izzo and Schmidt's (2006) study on in-service teachers' attendance in a culturally relevant pedagogy professional development programme over a period of two years showed that 'teachers collaborated to create many more culturally relevant literacy lesson plans (and) claimed to be empowered to share their work

with pre-service teachers, during workshops in the school district' (p. 170).

However, there were no records of whether these programs created long-lasting impacts on their teaching practice and student learning.

In summary, the gap in TPD forms calls for teacher professional learning innovations. Given this dilemma, online TPD can offer teachers a unique way to meet their professional development needs in intercultural language education. McCloskey (2010) reveals the unique affordances of networked technologies in online learning opportunities to support the development of intercultural competences in teachers. She suggests that IC-related online TPD should reflect (in its design, organisation, and implementation) an awareness of the cultural dimensions of technologies and communication (p.43). However, online TPD is not simply TPD transferred from a face-to-face course into an online version. Converging intercultural education into online TPD format encounters many challenges beyond access to online technologies. Thus there is a strong need to explore innovative ways of online delivery models for TPD in intercultural language education. The next section will elaborate on this issue.

2.7 Networked Professional Learning

Networked learning has been recognised as a great way to revolutionise teacher professional learning. Professional learning is becoming individualised and person-centred (Fenwick & Edwards, 2010) with a focus on making changes through self-directed learning in the emergence of online learning communities that go beyond traditional organisational boundaries (Sloep, 2014). Therefore, it is vital to engage in connectivist pedagogies and utilise online networks as well as their affordances to facilitate the quality online professional learning

environments. This section will entail what networked learning is and its application for online TPD.

2.7.1 Definition and characteristics of networked learning

Although there are different ways of defining networked learning, this notion is all about a pedagogy based on connectivity and the co-production of knowledge. For this study, networked learning is defined as follows:

Learning in which information and communication technology ...is used to promote connections: between one learner and other learners, between learners and tutors; between a learning community and its learning resources (Goodyear, Banks, Hodgson & McConnell, 2004, p.1).

Unlike the top-down training and a cascade model of knowledge and skills dissemination, networked learning builds on the interconnected links between participants, with ideas, knowledge and skills shared and exchanged based on mutual interest and enthusiasm. Beaty, Cousin & Hodgson (2010) list some main features of networked learning as follows:

- Focus on participation, not on transmission of knowledge
- Emphasise the learning process and learning to learn as well as subject knowledge
- Seek to encourage dialogue, exchange of ideas, intrinsic approaches to study, and engagement
- The relationship between teachers and learners is based on collaboration and co-construction of knowledge rather than on that of expert and acolyte.

Also, McGregor's (2014) study on the Aboriginal Enhancement Schools Network cautions that certain factors (such as design of the network, communication structures, participants' backgrounds, interests and knowledge level, and the processes that participants use to establish connections) have a direct effect on the outcomes of networked environments. For networked learning in virtual environments, Ryberg and Lasen (2012) suggest that all the technological innovations should be grounded in solid pedagogical considerations. These features, factors and suggestions for developing networked learning environments were applied in the design of my study where I developed the innovation for networked professional learning in not only IC (content knowledge) but also IC teaching (pedagogical content knowledge).

2.7.2 Importance of networked professional learning in the globalised and digital age

Networked professional learning can foster teachers' personal professional learning in and between global networks of practice. Indeed, networked learning communities allow educators to actively shape their professional development, interact continuously with other experts and share teaching practices across geographical barriers (Edwards, 2015). These communities professionally develop effective teachers who can use technological tools and connections to accomplish positively recognised outcomes. Emphasising the importance of connections, networked professional learning supports an active and effective learning environment for teachers. That means 'knowing is a process of connecting, not acquiring' (Barab & Squire, 2004, p. 7). Effectively deployed, networked learning can strengthen professional learning communities by creating new opportunities

for knowledge sharing and creation (Katz, Earl, & Jaffar, 2009) and kinds of changes that make a difference for students (Katz & Earl, 2010, p.27).

Additionally, networked professional learning supports prolonged engagement with peers. This engagement helps teachers to apply new ideas in their own contexts and facilitate continuous interactions with others around the issues of classroom practice (Desimone et al., 2002). Networked professional learning intentionally enables the kind of 'deep learning' necessary to help teachers make meaningful changes in their classrooms.

2.7.3 Key concepts in the design of networked professional learning in this study

Networked professional learning utilises strong links between connectivist pedagogies, collaboration in online professional networks, and authentic learning in communities of practice. However, there are shared interests and differences between networked learning, community of practice, collaboration and connectivism.

A community of practice describes how people 'engage in a process of collective learning in a shared domain of human endeavour' (Wenger 2006). To sustain this kind of collective learning, learners have to move within, between and beyond different learning networks (Castells 2010; Rainie and Wellman 2012). The concept of collaboration arises from this learning community. In this movement, strong ties (active collaboration within a shared domain of interest among learners) sustain a community of practice while a network tends to function around more loose ties between learners. The collective dimension makes a tension between the two concepts of a learning community and a

network, but we cannot reject their co-existence. Theoretical frameworks such as connectivism and networked learning seek to understand learning in this broader networked context.

In the connectivist model, a learning community is considered a node in a larger network. The concepts of connectivism and collaboration are slightly different. Connectivism values personalisation and challenges the ideas of collaboration. Siemens (2005) argues that learning comes from the capabilities of forming connections to other people, resources, and networks. McConnell, Hodgson, and Dirckinck-Holmfeld (2012) note that networked learning is rooted as a social phenomenon in which knowledge construction and learning occur in the connections and interactions between learners, teachers and resources. The two theories share the same interest that knowledge is constructed through interaction and dialogues. However, Connectivism values personalisation or personal learning networks, which allow more freedom for learners to go on their own learning journeys and challenges the ideas of collaboration or collective learning in a community of practice.

Combining all these perspectives, networked professional learning should enable not only mutually dependent collaboration, but fruitful interactions and connections between individuals and groups, and self-directed/personalised learning within individuals. These concepts of *connections*, *personalisation*, and *collaboration* guided the design of the online course for data collection in this study (see Chapter 4).

Networked learning is popular; however, most existing studies on networked professional learning are about the informal networked learning on

social media or social networks (e.g., Holmes et al., 2013). This study aimed to explore networked professional learning in the formal course structure; hence the next section briefly reviews the relationship between Connectivism and MOOCs in operating networked learning environments.

2.8 Connectivism in MOOCs and MOOCs-like Derivatives for Networked Professional Learning

Connectivism, a 'learning theory for the digital age' (Siemens, 2005), fits well in the promotion of teacher connections and personalisation in online formal professional learning environments. Connectivism developed by George Siemens and Stephen Downes is 'social learning that is networked' (Duke, Harper & Johnston, 2013, p.6); therefore, it has the potential for supporting networked learning. Learning occurs through the individual learner making connections between nodes in a network. In this sense, connectivism (assembled from a network of connections) is different from the assumption used in constructivism where knowledge is constructed by the learner (Piaget, 1976).

Connectivism has been widely used in the design of many MOOCs (Massive Open Online Course). Indeed, cMOOCs (connectivist MOOCs) are 'based on a philosophy of connectivism and networking' (Daniel, 2012) and 'are defined by a participative pedagogical model' (Siemens, 2012). Distributed platforms, autonomy, diversity, openness, and connectivity are key connectivism principles for learning in networks (Downes, 2009, 2013); these principles can obviously be seen in the kind of cMOOCs where people who are interested in a specific field of knowledge connect with each other online to study available knowledge, gain new insights, and possibly create new knowledge in the

networks. MOOCs support the emergence of online professional learning communities that go beyond traditional organisational boundaries (Sloep, 2014).

MOOCs have received a great deal of attention in the last five years (Armstrong, 2014; Kartensi, 2013; Martin, 2012; UNESCO, 2013); however, researchers have highlighted the many drawbacks of MOOCs. MOOCs tend to have high withdraw/dropout rates (Koutropoulos, et al., 2012). According to Jordan's (2013) collated completion rates for 24 MOOCs (as of March 11th, 2013), the highest completion rate achieved was 19.2%. In a systematic review of published MOOC literature from 2008-2012, Liyanagunawardena et al. (2013) found that the majority of MOOCs had completion rates of less than 10%. Amstrong (2014) reported that only 4% of students attending Coursera MOOCs completed their courses. Also, there are equity issues as there were very few participants, if any at all, from Asia and Africa with a few from South East Asia (DeWaard et al., 2011; Kop, 2011; Koutropoulos et al., 2012). Learners interact with the learning content and technology (not with other learners or a teacher) in some xMOOCs³ as part of the learning process (Mazoue, 2013). Self-paced formal tutorials are found in the form of some MOOCs (Mazoue, 2013). The interaction between the learner and the instructor is limited and often non-existent due to the large numbers of enrolled participants. Additionally, cohort building is difficult in MOOCs as there are no enrollment requirements for pre-requisite knowledge in a typical MOOC environment (Schocken, 2012). Some may join a MOOC just to satisfy their curiosity, not for deep learning while others have

³ xMOOC stands for eXtended Massive Open Online Course. These MOOCs (e.g., edX, Coursera, and Udacity) are based on traditional university courses. Source: <http://blog.extensionengine.com/xmooc-vs-cmooc>

serious intentions to gain skills and knowledge. Allen and Seaman (2015) report that 'only 16.3% of academic leaders believe that MOOCs represent a sustainable method of offering online courses, down from 28.3% in 2012' (p.6). Especially, such an open online learning environment as a MOOC has not widely been used to facilitate training courses and programs on intercultural competence and its teaching.

MOOCs-like derivatives are emerging as new solutions for MOOCs' drawbacks. In fact, new forms of MOOCs called SPOCs (Small Private Online Course) (Fox, 2013) and SCOOCs (Small Connectivist Open Online Course) (Bartolomé & Steffens, 2015) have been recently suggested in the literature. These versions of online delivery models show greater completion rates and higher positive impacts on students' learning (Fox, 2013). While these new forms establish a new field of study within educational technology, a lack of clear theory for their instructional design raises a concern.

The literature on learning design for MOOCs and its derivatives is sparse. Currently no framework or major model provides clear guidance for online instructors in such SCOOCs, but the existing knowledge and experience creating such environments should be considered by the designers. Teacher learning in a professional development program is maximised when the program is rooted in educational theory and best teaching practices (Gustafson & Branch, 2007); therefore, the next section will elaborate on this issue in SCOOC design.

2.9 SCOOC and its Design for Networked Professional Learning

2.9.1 Definition and features

The term SCOOC will be used in this study to indicate a Small Connectivist Open Online Course (Bartolomé & Steffens, 2015) or a small, task-oriented, connectivist MOOC (Mackness et al., 2013). Like MOOCs, this type of online course presents a potentially useful mechanism for supporting and enabling professional learning, allowing opportunities to link formal and informal learning. For this study, SCOOC blends the conceptualisations of *connections*, *personalisation*, and *collaboration*. It includes features of a traditional online course (e.g., selective participants, modules-based, task-based...), professional learning features, and connectivism principles such as *openness*, *autonomy*, *diversity* and *interactivity /connectedness*. These features make the design more suitable for smaller numbers of participants and less expensive than a typical MOOC, but it is still rooted in the learning theory of Connectivism. Details are discussed in Chapter 4 of this thesis.

Positioning participants as producers rather than consumers of knowledge, a SCOOC aims for high retention rate and deep learning in an open, interactive and formal education setting. It should be clear here that a SCOOC is not a SPOC which tends to make profits from 'licensing it to a university or an organization or corporation' (Agarwal, president of EdX, as cited in Goral, 2013). Despite facilitating a networked learning environment, a SCOOC with its structured and task-based format is a course itself, rather than a community.

2.9.2 SCOOC for networked professional learning in intercultural language teaching and learning

With its employment of connectivist pedagogies, online social networks as well as selective features of a typical teacher professional learning course, a SCOOC can potentially facilitate quality online networked professional learning in formal education environments. However, no empirical research has explored the potential use of SCOOCs for networked professional learning, especially for TPD in intercultural language education. Moreover, existing studies on networked learning mostly limit to specific components of online learning networks such as creating and managing online dialogue or increasing certain types of communications, types of cooperative activities, student engagement, and methodological issues (Czerkowski, 2016).

Most published studies advocate online learning communities as informal professional networks (e.g., Holmes et al, 2013) while the formal TPD is just a trigger (Oakley & Pegrum, 2015). This phenomenon shows a gap for research on the potential of SCOOCs as a formal model for networked professional learning in intercultural competence. Given the fact that networked learning can potentially facilitate movements and dialogues across cultures to make positive changes in cultural awareness, this study aims to look further into the application of a SCOOC for effective online teacher professional development in intercultural language teaching.

One of the major tasks of instructors and instructional designers is to create an environment where learners communicate, form connections, and engage in meaningful dialogues. However, little research has been done to

provide a model or theoretical framework that can conceptualise the design principles for such effective networked learning opportunities as SCOOCs. There is also no provision of design considerations to facilitate such networked professional learning opportunities. Hence, it is necessary to explore the use of SCOOC and further provide design suggestions for online teacher professional development in IC and its teaching. This study situates networked professional learning in the context of formal intercultural language education which proves to be closely related to promoting learners' intercultural competence (Hismanoglu, 2011; Wei & Xiao-mei, 2009).

2.10 Conclusion

Drawing on the literature review of recent efforts to promote ILTL in foreign language education, I argue that it is important to create more TPD opportunities in intercultural language education for language teachers. Such TPD opportunities should help teachers make a clear distinction between ILTL and the simple transmission of cultural information in a language classroom (Kiliç, 2013). These professional development programs should also promote the communication of ILTL policies to language teachers, provide them with essential resources and enough support for making ILTL happen in their language teaching practices. Due to the evidence on the lack of pedagogical support for ILTL in practice as well as its complex concepts and pedagogical models, it is argued here that the lack of professional development on ILTL should be filled with more insights into the culturally responsive pedagogy to effectively develop intercultural language teachers.

To meet an urgent need for online innovations on English language teacher professional learning in IC and ILTL, this study aimed to investigate the applicability of a SCOOC for English language teachers' professional development in intercultural language teaching and learning. Hence, I propose a new term called '*Networked intercultural language teaching and learning*'. This type of professional learning connects participating teachers worldwide for the co-production of educational knowledge on IC and IC teaching and the building of professional networks in the formal setting of a small open online course.

In summary, the literature review in this chapter addressed different concepts and issues. The review showed some gaps that should be bridged:

1. There are few TPD opportunities for language teachers' IC and ILTL development.
2. Due to drawbacks in traditional TPD models, there is an urgent call for innovations for online TPD in ILTL. Networked learning appears as one of the best options; however, no research has explored this possibility.
3. Most existing studies on networked professional learning investigate personal learning networks or social networks but not on the possibility of creating networked learning opportunities within the formal online course structure.
4. Learning design for networked professional learning (especially in IC and ILTL) is inadequately researched to make it happen in practice.

The chapter also suggests further investigation into the application of a SCOOC for networked professional learning in IC and ILTL. The next chapter – Chapter Three – will discuss the research design and methodology of the current study as well as describe the selection of an evaluation model for the effectiveness of a SCOOC for networked professional learning in IC and ILTL.

CHAPTER 3

Research Design and Methodology

This chapter discusses the research design and methodology of the current study. It introduces the positioning of this research as a mixed-methods case study within the *Design and Development* research (DDR) framework. The whole chapter is presented with five main sections. Firstly, section 3.1 will describe DDR approach and how its one-round Product and Tool Research was used in this study. In this first section, the mixed-method case study with multiple phase design will be situated within a DDR approach. Following this, Section 3.2 will outline the research design that presents the research setting, sampling strategies, research phases, tools and procedures for data collection analysis, and participants in each research phase. In section 3.3, I will discuss ethical considerations for human subjects. The final section will summarise the chapter and discuss its significance in relevance to the subsequent Findings chapters.

3.1 Research Methodology

3.1.1 Design and development research

3.1.1.1 Definition and characteristics

Design and Development research (DDR) is ‘the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools, and new or enhanced models that govern their development’ (Richey & Klein, 2007, p.XV). DDR was previously referred to as ‘Developmental research’ or ‘Development research’ (Richey, Klein & Nelson, 2004; Richey & Klein, 2005; Van De Akker, 1999) but caused much confusion due to its ambiguity and various

meanings. This new term DDR includes both '*design*' and '*development*' to express a broad meaning in the research context.

The DDR approach generates a better understanding of how the design and development principles of a certain product can be used effectively, feasibly and acceptably for future implementation. In fact, DDR results in the production of some form of artifacts such as a new tool, product, or process (Richey & Klein, 2007). However, Richey and Klein (2007) state that the focus is on 'the *study* of the *design* and *development* processes as opposed to *performing* them' (p. Xvi). It should be clear that the process in DDR is indeed *research*, '...not to be confused with product development' (Ellis & Levy, 2010, p.108).

DDR supports the development and refinement of instructional design models (Van den Akker & Kuiper, 2008). It addresses 'complex and messy real-world practice founded on contexts with multiple dependent variables' (De Villiers, 2005, p.45). This type of research also validates the use the fundamental principles that underlie certain instructional design models (Richey & Kelin, 2007). As noted by Ellis & Levy (2008), DDR addresses an acknowledged problem, builds upon existing literature, and makes original contributions to knowledge. They claim that DDR has 'bridging' function that can 'strengthen the interaction in the conceptualisation and evaluation cycle' (Ellis & Levy, 2010, p.108).

DDR has two major divisions: Product and Tool research, and Model research (see Figure 3.1). I selected the Product and Tool Research method for this study. This DDR division is a more practical approach than Model Research (which involves studying abstract theories and principles of learning rather than their application). In this study, DDR revolved around the design and

development of a Small Connectivist Open Online Course (SCOOC) and, in line with general principles of DDR, studied the phases involved in this design and development process, and evaluated the outcomes of this initiative in practice (Richey & Klein, 2014). Accordingly, this research focused on examining three research phases in reference to the five-stage ADDIE process (analysis, design, development, implementation, and evaluation). This process aimed to examine the effectiveness of the final product: The SCOOC or the Intercultural Dimensions of English Language Teaching (IDELT) course.

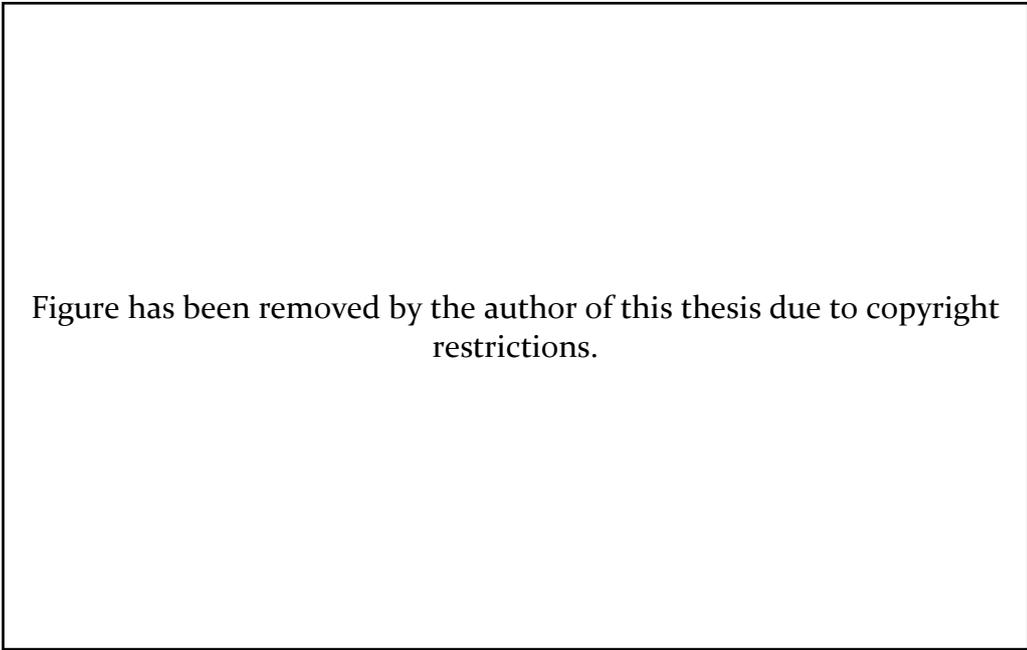


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Figure 3.1. Two types of design and development research (Richey & Klein, 2014, p.8)

3.1.1.2 Rationales for utilising the design and development research

The utilisation of DDR in this study can be attributed to four key reasons. Firstly, DDR is a systematic approach with well-defined procedures and principles. While the five-stage ADDIE instructional design model (*detailed in Chapter Four*) is originated in educational technology research and applied in curriculum development research, DDR is based on the dynamic and iterative

manner of each of these five stages. This made the DDR approach applicable to this study, which supported my design decisions, tested the selective design features, and systematically improved the SCOOC design quality for better facilitation of networked professional learning.

Secondly, DDR assesses both the *process* and the *outcome* of the innovation or product. Van den Akker (2006) names the two outcomes of the DDR approach which are relevant to this study: immediate and long term. This research aimed to evaluate participants' learning *process* during the SCOOC (learning experience and learning outcomes) as well as the *impacts/outcomes* of their professional learning on teaching practice and student learning. Therefore, DDR was suitable for this study.

Thirdly, DDR is a practical and innovative way to solve real world problems and generate design principles that can be used by learning design practitioners to inform future work (De Villiers, 2005, p.28). Using DDR in this study, I could maintain a dual focus on (a) producing a SCOOC as an innovation for networked professional learning; and (b) generating generic design principles (or considerations) to design quality networked professional learning in intercultural language education.

Finally, DDR is suitable for investigating non-standard learning content in complex real-world contexts and building effective training and performance support tools (van Wyk & De Villiers, 2014, p.72). In this light, DDR was found useful because it was not only well-established within e-learning (De Villiers, 2005, p.30) and educational technology applications (van Wyk & De Villiers, 2014) but also offered a way to explore a potential innovation for networked professional learning. The research methods adopted for this study produced

design knowledge about a non-standard networked professional learning environment in a SCOOC. In this case, DDR aimed to provide better understandings of ways to facilitate networked professional learning in intercultural language teaching and learning.

3.1.1.3 Why not an action research, experimental research, design science research or design-based research?

This study was neither an action research, a system-based evaluation, a design science research, nor a design-based research. These terminologies are used interchangeably in the literature, which causes confusion when being applied in different research contexts. One of the problems with online teaching and learning research is that there is a lack of consensus on what this kind of real-world problem-based research should be called. This section elucidates a number of reasons for distinguishing the DDR approach from other similar research types.

Firstly, this study was not action research but a DDR. It was because the study was ‘problem-oriented, searching for new and innovative solutions...[It] acknowledged the complex and dynamic relationship between theory and application, and aimed to provide a relevant foundation to guide practice by generating design principles and methods that are both theoretically underpinned and empirically tested’ (De Villiers, 2005, p.28). Action research does not always lead to new solutions and generalisable results. It does not attempt to ‘construct theory, models or principles to guide future work’ (De Villiers, 2005, p.20). Additionally, action research operates over a long time with

several cycles and involves the researcher or teacher as a participant to refine an existing process or product, rather than to make new development as in DDR.

This research project was different from the design-based research (DBR) and design science research (DSR) although these terms are used interchangeably in some studies and classified under the same 'family'. Both DDR (or Development Research) and DBR look for innovative ways of solving problems. However, the former is based on theoretical or conceptual framework while the latter is developed from existing design principles.

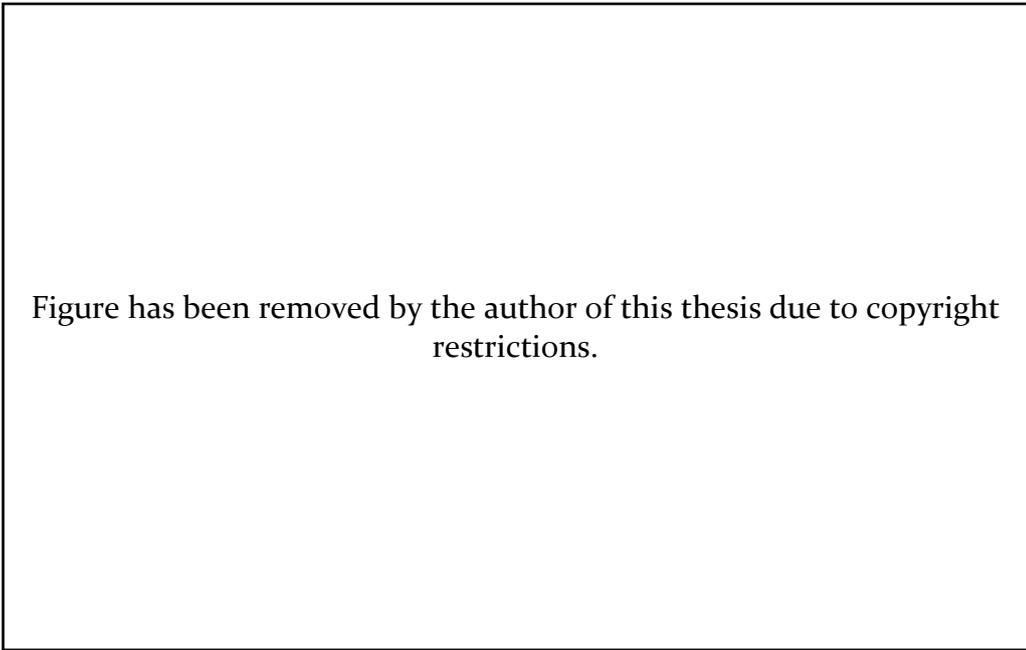


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Figure 3.2. Composite diagram depicting the Development Research model, the General Methodology of Design Science Research and the Design-based Research Cycle (Van Wyk, & De Villiers, 2014, p.73)

As illustrated in Figure 3.2, the three approaches are somewhat different. All three approaches have five phases but different procedures and purposes. Each approach starts with a problem analysis phase but ends with different phases for slightly various purposes. DSR concerns the problems related to new

developments but produces no solutions until the final phase. DBR emphasises newly generated theory from reflections and uses solutions that are adopted elsewhere (not necessarily after the implementation) to guide similar research and development. Unlike DBR and DSR, DDR produces solutions from immediate outcomes and generates design principles after a real-context implementation. DDR also includes separate phases for design and development.

This research was not a quasi-experimental research. Experimental research often involves a comparison between a control group and an experimental group while this study included no control group due to the nature of an online research setting.

3.1.2 Mixed-methods case study with multiphase design

In this study, a pragmatic approach using a mixed-methods case study design was used to evaluate the effectiveness of the IDELT course in three phases. Positioned in this research paradigm, the study utilised and assigned an equal status to both quantitative and qualitative methods (Tashakkori & Teddlie, 1998). Both quantitative and qualitative data were collected for triangulation and interpretation at the same time and were given equal weight (Gay et al., 2012). Following Creswell's (2014) approach, this study aimed to analyse quantitative and qualitative data separately (but within a case study) and then compare their results to confirm or disconfirm each other.

3.1.2.1 Case study research

This research was a case study. As defined by Yin (2014), a case study is 'an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context' (p. 16). A case is a 'bounded system'

(Merriam, 2009, p.40) which can be an individual, an event, a program, or an organization. In this study, the case was the IDELT course, and its units of analysis were the IDELT participants.

The fact that this research is characterised as a case study can be explained in different ways. First, the focus of this research was on a specific 'case', and, in this study, it was the online IDELT course. Exploring this case of a networked professional learning innovation in practice allowed me to 'understand complex social phenomena' with 'a holistic and real-world perspective' (Yin, 2014, p.4). The embedded units of analysis were IDELT teacher-participants although the main case study questions were at a higher level of the IDELT course itself. Second, case study research 'has a functional and legitimate role in doing evaluations' (Yin, 2014, p. 219). This makes it suitable in this study because it aimed to gain in depth understanding of the SCOOC's effectiveness for networked professional learning in intercultural language education. Focusing on only one case helped me to capture the complexity of the case (including participants' temporal changes during the IDELT course) and explore the contextual conditions of the case. Moreover, case study research suited one of the main research objectives that examined the potential effects of the IDELT course on participating teachers and their students. This causal relationship was '... too complex for experimental strategies' (Yin, 2009, p.19) and '...the relevant causes may be complex and involve multiple interactions. Investigating these may well be beyond the capability of a single experiment' (George & Bennett, 2004, p.12, as cited in Yin, 2014). Although this research looked like an intervention, it could not be designed as an experiment with a control group because '...experiments,

though establishing the efficacy of a treatment, are limited in their ability to explain “how” or “why” the treatment necessarily worked, whereas case studies could investigate such issues...’ (Yin, 2009, p.16). ‘All evaluation studies are case studies’ (Stake, 1995, p.95); hence this research which mainly aimed to evaluate the IDELT course effectiveness was designed as a case study.

The present study followed Flyvbjerg’s (2006) responses to the five misunderstandings about case-study research. It was operated based on his beliefs that (1) practical knowledge or context-dependent knowledge is as valuable as general theoretical knowledge; (2) generalisation is possible in a single case; (3) case studies are useful for both generating and testing hypotheses and can go beyond these two goals; (4) ‘The questions of subjectivism and bias toward verification applies to all methods, not just to the case study and other qualitative methods’ (p.19); hence, case studies might actually ‘have a bias towards falsification of preconceived notions’ (p.21); and (5) case studies ‘should be read as narratives’ (p.25) and should not be summarised.

3.1.2.2 Mixed-methods approach

Based on the nature of the research questions, this case study employed a mixed-methods approach. The research adopted an ontological position informed by pragmatism. The main aim of this research was to improve educational practice (Lodico, Spaulding, & Voegtle, 2010) by designing, testing and evaluating a SCOOC for networked professional learning. Guided by this strategy, I employed multiple data collection methods in three different phases, using the principles of ‘what works’ and of practice-based understandings (Cresswell, 2014, p.41).

My employment of a mixed-methods approach was informed by Bryman's (2006, pp. 105-107) typology. In fact, a mixed-method approach allowed me (a) to triangulate findings for greater validity, (b) to enhance the integrity of findings or credibility, (c) to offset weaknesses and draw on the strengths of both methods (as qualitative methods can help explain quantitative findings and surprising results), (d) to answer different research questions at different phases, and (e) to provide contextual understanding about the relationships among variables uncovered through a single method.

To ensure a persuasive and strong multiphase mixed-methods design in this study, I made four key decisions suggested by Creswell (2014). The first decision was associated with 'the level of integration between the qualitative and quantitative strands' (Creswell, 2014, p.65). To ensure an interactive level of integration between qualitative and quantitative strands, the quantitative and qualitative methods were mixed before making the final interpretation. Regarding 'the priority of quantitative and qualitative strands' (Creswell, 2014, p.65), I made the second decision on making equally important roles for both quantitative and qualitative methods in addressing the research questions. The third decision, using the multiphase combination timing, was made after considering Creswell's (2014) suggestion for 'the timing of the quantitative and qualitative strands' (p.66). This study was conducted over three phases that combined both concurrent and sequential elements within one online course. To make the last decision, I also followed Creswell's (2014) suggestion on 'where and how to mix the quantitative and qualitative strands' (p.66). Among the four possible points for mixing the qualitative and quantitative strands during the

research process such as interpretation, data analysis, data collection, and design (Creswell, 2014, p.66), this study mixed both strands at the level of design. It involved mixing within the overall program-objective framework (*detailed in Figure 3.3*) that 'guides the joining of multiple projects in a multiphase project' (Creswell, 2014, p.68).

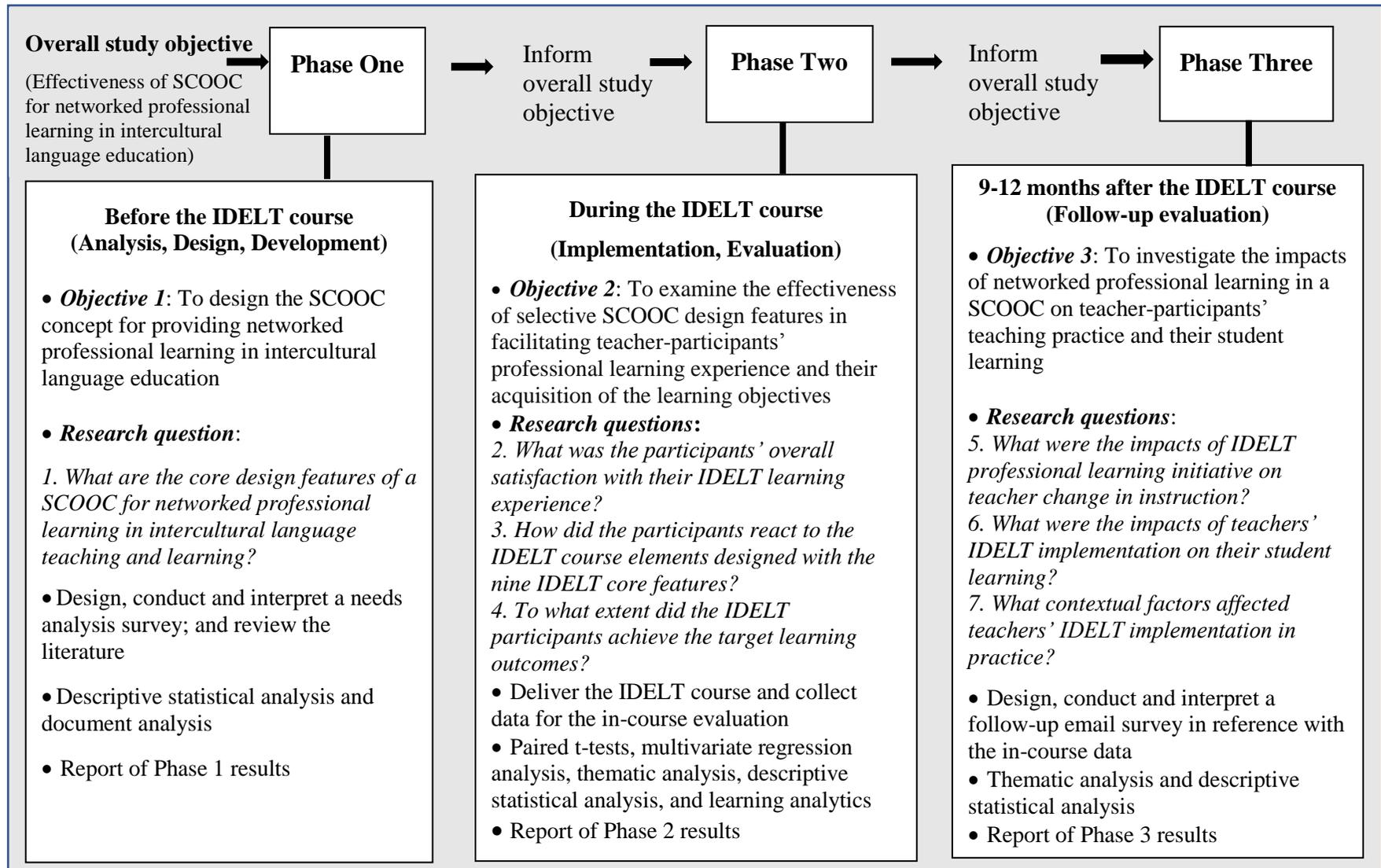


Figure 3.3. Flowchart of the multiphase design in this study (Adapted from Creswell, 2014, p. 102)

3.1.2.3 Multiple phase design

This mixed-methods case study employed the multiphase design where ‘quantitative and qualitative approaches are used over time to support the development, adaptation and evaluation of specific programs’ (Creswell, 2014, p.72). This case study adapted the one-round *Design and Development* research framework from Peffers et al. (2007). However, each stage of the cycle was carefully designed and revised before the next stage was implemented (De Villiers, 2005). This original model includes six phases:

- (a) identify the problem motivating the research;
- (b) describe the objectives;
- (c) design and develop the artifact;
- (d) test the artifact;
- (e) evaluate the results of testing; and
- (f) communicate those testing results.

However, the present study modified this six-phase framework and the five stages of the ADDIE instructional design model into a mixed- methods case study with three main phases as illustrated in Figure 3.3. These phases included:

- (1) analyse, design and develop the artifact (before the IDELT course);
- (2) implement and evaluate the artifact (during the IDELT course); and
- (3) follow-up evaluation (after the IDELT course)

Implementing the three phases, this research aimed to address the program objective – evaluation of the IDELT course effectiveness for networked

professional learning in intercultural language teaching and learning. It included three single mixed-methods studies that combined both concurrent and sequential phases over a period of two years in 2015 -2016. The concurrent collection of both qualitative and quantitative data with separate data analysis was undertaken at the design level to triangulate the findings in three different phases. In other words, data were collected before, during and after the IDELT course to develop the course, explain the process of the intervention, evaluate the outcomes, and follow up on the results of the intervention.

In Phase One, I employed the first three stages of the five-stage ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) instructional design model. Details about this model are presented in Chapter 4. The main purposes were to understand the target participants' needs and select the core design features for networked professional learning in intercultural language teaching and learning. Three important steps were carried out in this phase (before the IDELT course): building a conceptual framework from the literature review, designing the system architecture from alternative solutions, and building a prototype for testing and evaluation (Hasan, 2003; Nunamaker et al., 1991). This phase was the foundation to examine the IDELT course which was implemented and evaluated in Phase Two and Phase Three. Details of this phase can be found in Chapter Four which will describe the key design features and steps for setting up the IDELT course.

The evaluation of the IDELT course effectiveness occurred in both Phase Two (during the IDELT course) and Phase Three (9-12 months after the IDELT course) although I ran the course only once (as a case study). Based on

Desimone's (2009) adapted evaluation framework for teacher professional development, the following elements were evaluated in these two phases: (1) teachers experience effective teacher professional development (TPD), (2) the TPD increases teachers' knowledge and skills and/or changes their attitudes, (3) teachers use their new knowledge and skills, attitudes and beliefs to improve their teaching practice and these instructional changes lead to improved student learning. That means the evaluation outcomes of this case study were participants' learning satisfaction, participants' learning outcomes, participants' change in instruction, and its impact on student learning. The findings in these three phases are presented and discussed in Chapters 5, 6 and 7.

3.1.3 Analytical framework

To evaluate an online teacher professional development (TPD) initiative, this study adapted Desimone's (2009) framework for TPD evaluation. The focus of this adapted framework was on the learning process. That is why this model evaluated the online TPD initiative (the IDELT course in this study) based on the interconnection of three aspects of professional learning: learning experience, learning outcomes and learning impact.

Figure 3.4 shows the components of the analytical framework which include: participants' professional learning experience; participants' professional learning outcomes; online professional learning impacts on teachers' teaching practice and student learning, and contextual factors. The main components of the analytical framework were classified into two groups: (1) The effectiveness of the course design itself: its design features (to support learning experience) and its outcomes (to increase teachers' knowledge and skills, and making attitudinal

changes), and (2) TPD effectiveness in making long-term impacts on participants' teaching practice and their student learning. In the first group, which focused on the design and evaluation of the online TPD initiative (the IDELT course) itself, participants' socio-demographics and their needs analysis results were considered as contextual factors. In the second group, contextual factors were identified after the IDELT implementation and based on the empirical qualitative data analysis rather than being predefined. Due to diversity of online participants, the contextual factors suggested in Desimone's (2009) original framework (e.g., curriculum, motivation...) were not pre-identified for data analysis.

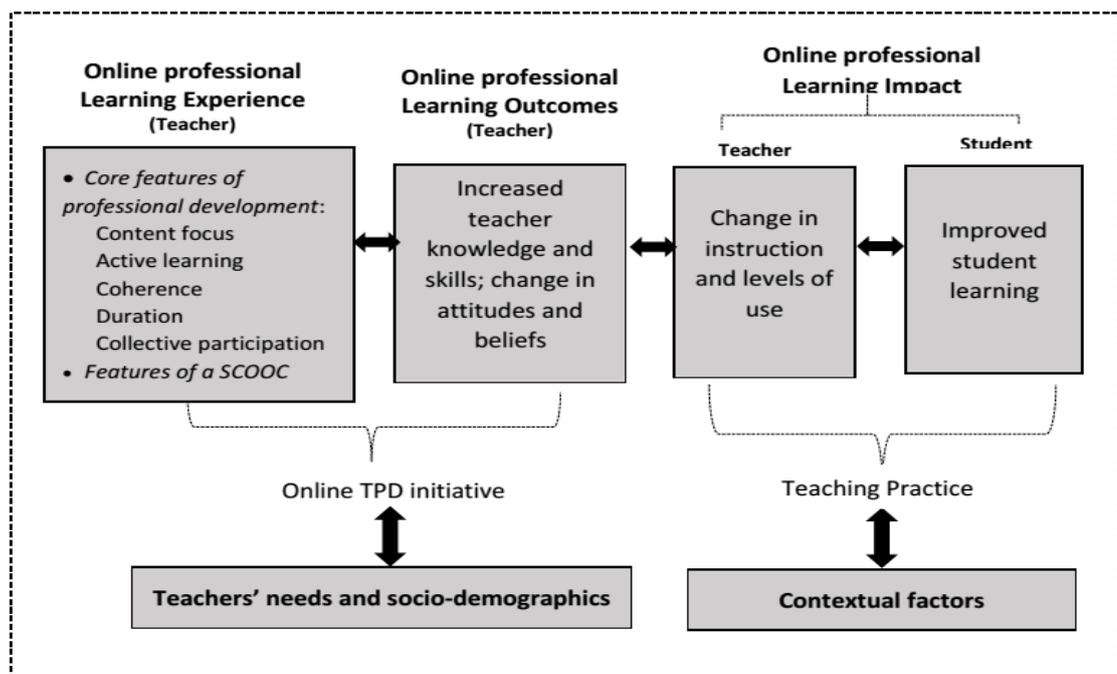


Figure 3.4. Evaluation framework for the IDELT course (Adapted from Desimone's (2009) conceptual framework)

In this study, I preferred employing Desimone's (2009) framework to Guskey's (2000) evaluation model. Both models acknowledge professional development characteristics, quality teaching and student learning, and context as crucial elements (Merchie, Tuytens, Devos, & Vanderlinde, 2018); however,

Desimone's (2009) framework suited this study much more than Guskey's (2000) model. First, Desimone's (2009) framework explicitly values interactive relationships among all the evaluation elements while Guskey's (2000) model includes the fragmented hierarchical levels of evaluation. Guskey's (2000) hierarchical levels are 'inadequate and ineffective evaluation of professional development' (Merchie, Tuytens, Devos, & Vanderlinde, 2018, p.146) because they are too shallow and brief (Guskey, 2000; Muijs & Lindsay, 2008). Also, Desimone's (2009) framework includes the core features for effective TPD that I could apply for the design of the IDELT course elements. Moreover, in Desimone's framework, changes in teachers' beliefs can lead to changes in teaching practice. In contrast, Guskey (2000) claims that 'teacher change' is affected by teachers' experience of the improved student learning. In my study, I explored teachers' changed beliefs during the IDELT course before evaluating teachers' instructional changes in practice; hence, Desimone's framework was preferred. For something new as taking the intercultural orientation in foreign language education, it is the teachers that should be change agents. The schools or curricula which prescribe developing students' IC in official documents provide no support or guidelines for developing such competences in real life. There are also no requirements for these changes in the curriculum or policies. Therefore, it is the professional learning process that will equip teachers with teaching self-efficacy beliefs and attitudes to make changes for their students' improved learning outcomes. Finally, using Desimone's model increases confidence in the research findings as this model has been adapted or applied in many other studies (e.g., Boston, 2013; Kang, Cha & Ha, 2013; Van Veen, Zwart, & Meirink, 2012).

3.2 Research Design

3.2.1 Study setting

This case study was set up in a SCOOC for networked professional learning in intercultural language teaching and learning. The name of the SCOOC was the Intercultural Dimensions of English Language Teaching (IDELT) course. Four trained moderators (*Detailed in sections 4.2.2.3 and 4.3.4.4 of Chapter Four*) facilitated the online discussion forums of the first six modules. Participants completed their tasks, collaboratively or individually, without visible support of moderators in the last four modules. Detailed description of the course can be found in Chapter Four.

A networked professional learning environment was facilitated in the study. Besides using Facebook for informal learning, I designed an online learning platform in Moodle (Modular Object-Oriented Dynamic Learning Environment) learning management system. This formal learning environment allowed participants to access course modules, connect with each other, view the others' profiles, participate in online discussion forums, and enter Moodle chat rooms. Participants could also personalise their learning journeys based on their preferences of discussion topics, stimulus learning materials and external learning resources.

3.2.2 Sampling strategies

In Phase One of the research, I selected participants using purposive sampling, an approach for identifying 'variants of a particular social setting and of the experiences arising in it' (Crouch & McKenzie, 2006, p.493). With a purposive

non-random sample, the number of respondents was less important than the criteria used to select them.

In the first phase of the research, I used a maximum variation approach to obtain wide-ranging perspectives from culturally diverse participants in the IDELT course. This approach is one of the different purposive sampling strategies such as maximum variation, informationally representative sampling, theoretical sampling, stratified sampling or typical/atypical sampling (Miles & Huberman, 1994; Patton, 2002; Patton, 2015). A maximum variation sample contains cases that are purposefully as different from each other as possible; hence it suited the global nature of the open online course in this study. Due to the open course registration, any IDELT participant, regardless of his/her native country or origin, was considered a research participant as long as he/she met the selection criteria and consented to voluntarily participate in the research. This selection variation allowed the exploration of the particularities in the case and the patterns shared across the variation.

In Phase Two and Phase Three of this study, I employed the convenience sampling approach to secure an adequate number of participants. This nonprobability or nonrandom sampling approach (also known as Haphazard Sampling or Accidental Sampling) allowed me to select members of the target population (the IDELT course in this case) based on certain practical criteria such as the ease of their volunteering, availability, willingness, or easy access (Dörnyei, 2007). In Phase Two, 57 IDELT participants who completed the IDELT course were considered as the research participants thanks to their availability and willingness to complete the in-course data collection instruments. In Phase Three, 38 participants (both course completers and non-completers) were

sampled due to their willingness to take the follow-up email survey. The advantages of this convenience sampling are the availability and the quickness of data collection. There might be a risk that the sample might not represent the target population; thus, the response rates were examined in each phase.

Wave analysis (Cresswell, 2014, p.162) was used to check for response bias. With this method, early respondents were compared with late respondents on key research variables (Lin & Schaeffer, 1995). Response bias or the effects of non-responses on survey estimates were checked to understand if non-respondents had responded, their responses would have substantially changed the overall results. In this research, I examined the returns of the data collection instruments (surveys and reflections) week by week to determine if average responses changed (Leslie, 1972, as cited in Cresswell, 2014). Also, response rates were counted for each data collection instrument as they are vital for surveys (Dillman, 2000). The response rates of the pre-test survey (81%), post-test survey (70%), reflections (69-96%) and follow-up email survey (47%) met the expected response rate of 35% for the evaluation of courses with greater than 50 enrolled participants (Nulty, 2008) and the average response rate of 30% for general online measures (Institutional Assessment Resource, 2010). Details of the response rates for each research phase can be found in the Findings chapters 5, 6 and 7.

3.2.3 Participants

Participants of this research were the participants of the IDELT course. Therefore, this section describes the selection criteria for course participants, the recruitment process and methods, and participants' socio-demographics.

3.2.3.1 Participant selection criteria

Course participants were invited to join the IDELT course based on their responses in the online interest registration forms (administered from 14th July 2015 to 3rd August 2015). The criteria included:

1. Being in-service teachers of English as a foreign language (EFL) or a second language (ESL) at tertiary education levels or having ESL/EFL teaching experience in tertiary education settings: Universities, colleges (incl. teacher training), technical or vocational training institutes (TAFE - Technical and Further Education), community colleges, professional development centres, English as a Second Language centres (or ELICOS)
2. Expressing an interest in intercultural language education and providing convincing reasons for participating in the IDELT course
3. Having basic technological skills to do the required tasks online
4. Providing evidence to authenticate themselves (e.g., using workplace email or presenting their qualifications, degrees in TESOL – Teaching English to Speakers of Other Languages)

3.2.3.2 Participant recruitment process

Information about the IDELT course (with a link to the online Interest Registration Form, consent form, and a Needs Analysis survey) was advertised on a webpage of the Center for Higher Education Learning and Teaching (CHELT) of the Australian National University. A short PowToon video about the IDELT course overview was uploaded to YouTube. Links to this CHELT page and the PowToon video were then sent out to target participants through university networks, professional associations, personal networks, email-lists, Facebook and

Twitter. Within the three-week period of course promotion, 124 registrants (including some late registrations that were put in the waiting list) from different countries and nationalities met the participation selection criteria and authentication rules. However, due to the nature of this online research, only those who completed the pre-test, submitted their first course reflection, and/or participated in the discussion forums during the first week of the IDELT course were shortlisted as course participants. These rules led to the final list of 84 research participants out of 124 registrants.

3.2.3.3 Participants' socio-demographics

Research participants were 84 in-service teachers of English at tertiary institutions (e.g., colleges, universities, vocational schools and any other similar educational institutions or professional development centres that offer academic degrees or certificates). Table 3.1 shows the overview of participants' socio-demographics information. Those participants were working in 13 countries (Chile, Vietnam, Australia, New Zealand, the US, Indonesia, the Philippines, Thailand, Venezuela, Cambodia, Pakistan, Bangladesh, and the UK) and from 21 nationalities (Australia, New Zealand, the US, Vietnam, Chile, Indonesia, the Philippines, the UK, Saudi Arabia, South Africa, Russia, Cambodia, Thailand, Canada, Pakistan, Venezuela, England, Iran, Bangladesh, Cuba, and Scotland).

Table 3.1

Demographic Information of 84 IDELT Course Participants (After the Pre-Test)

| Variables | N = 84 | |
|---|------------------|-------------------|
| | Frequency | Percentage |
| Age (years) | | |
| 25-35 | 37 | 44.05 |
| 36-45 | 24 | 28.57 |
| Over 45 | 23 | 27.38 |
| Gender | | |
| Male | 22 | 26.19 |
| Female | 62 | 73.81 |
| English speaking status | | |
| Speakers of English as a native language | 33 | 39.29 |
| Speakers of English as a second language | 16 | 19.05 |
| Speakers of English as a foreign language | 35 | 41.66 |
| Country of origin | | |
| Vietnam | 16 | 19.05 |
| Chile | 17 | 20.24 |
| Australia | 12 | 14.29 |
| Other countries where English is a native language | 19 | 22.62 |
| Other ESL/EFL countries | 16 | 19.05 |
| In two different countries | 4 | 4.75 |
| Professional qualifications | | |
| Doctorate | 6 | 7.14 |
| Master's | 47 | 55.95 |
| Postgraduate/ TESOL Diploma | 7 | 8.33 |
| Bachelor's | 13 | 15.48 |
| Other | 11 | 13.10 |
| Years of teaching experience | | |
| Less than 5 years | 17 | 20.24 |
| 6-10 years | 24 | 28.57 |
| 11-15 years | 24 | 28.57 |
| 16-20 years | 8 | 9.52 |
| More than 20 years | 11 | 13.10 |
| Teaching area | | |
| General English | 73 | 86.90 |
| Teaching Pre-service teachers of English | 43 | 51.20 |
| Teaching in-service teachers of English | 39 | 46.42 |
| English for Specific Purposes | 58 | 69.04 |
| Others | 25 | 29.76 |
| Workplace | | |
| Technical or vocational training institution | 22 | 26.20 |
| Colleges (incl. community and teacher education) | 16 | 19.05 |
| University | 62 | 73.80 |
| English teacher training or professional development centre | 9 | 10.71 |
| ELICOS/ESL centre | 34 | 40.47 |
| Others | 9 | 10.71 |

For each of the three phases in this study, the numbers of participants varied. Due to the drop-outs and participants' willingness to respond to the data collection instruments, the total respondents downsized towards the end of the research project. In phase one (before the IDELT course), 100 registrants completed the pre-test but only 84 joined the IDELT course in Phase Two. In this Phase Two, 81 out of 84 course participants submitted their first online reflection while 57 participants completed all IDELT modules. In Phase Three (9-12 months after the IDELT course), 38 out of 81 participants responded to the follow-up email survey. The Findings chapters (Chapters 5, 6 and 7) will detail the socio-demographics of participants in each research phase.

3.2.4 Data collection

This study employed the data triangulation approach in data collection. This approach is one of the four triangulation types in doing evaluations suggested by Patton (2002), including (a) data triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) methodological triangulation. Yin (2009) confirms that this approach can address the potential problem of construct validity thanks to its multiple measures of the same phenomenon. He states that 'any case study finding, or conclusion, is likely to be more convincing and accurate if it is based on several different sources of information...' (p.116). Therefore, I collected evidence/data from various sources to triangulate on the same set of research questions.

3.2.4.1 Data collection procedures

Data were collected in three phases between 2015 and 2016. As shown in Table 3.2, participants in each phase decreased over time, but different sources of

data were collected. Some of these data sources were intentionally used as an integral part of the online IDELT course. Figure 3.5 below shows how these data collection instruments were administered in the IDELT course timeline. The response rates and participants' socio-demographics in each research phase can be found in Chapters 5, 6 and 7 when details of findings are presented and discussed.

| Course requirements | Materials/tasks will be available | Moderators will summarize posts | Deadlines for task submissions | Deadlines for feedback/comments | Deadlines for reflection submissions |
|---------------------|-----------------------------------|---------------------------------|--------------------------------|---------------------------------|--------------------------------------|
| | <i>Monday</i> | <i>Saturday</i> | <i>Sunday</i> | <i>Sunday</i> | <i>Monday</i> |
| Pre-course survey | | | Aug 30 | | |
| Task 1 | Aug 24 | Sept 5 | Sept 6 | | |
| Task 2 | Aug 24 | Sept 5 | Sept 6 | | |
| Reflection 1 | | | | | Sept 7 |
| Task 3 | Aug 31 | Sept 12 | Sept 13 | | |
| Task 4 | Aug 31 | Sept 12 | Sept 13 | | |
| Reflection 2 | | | | | Sept 14 |
| Task 5 | Sept 7 | Sept 19 | Sept 20 | | |
| Task 6 | Sept 7 | Sept 19 | Sept 20 | | |
| Reflection 3 | | | | | Sept 21 |
| Task 7 | Sept 14 | | Oct 4 | Oct 11 | |
| Task 8 | Sept 14 | | Oct 4 | Oct 11 | |
| Reflection 4 | | | | | Oct 12 |
| Task 9 | Sept 21 | | Oct 11 | Oct 18 | |
| Task 10 | Sept 21 | | Oct 11 | Oct 18 | |
| Reflection 5 | | | | | Oct 19 |
| Post-course survey | Oct 12 | | Oct 18 | | |

Figure 3.5. The IDELT course timeline

Table 3.2

Data Collection Procedures in Three Phases of the Study

| Phase | Evaluation elements | Time | Instruments | Participants/ Sources | Data collection tools | Notes |
|-------|---|------------------------------------|--|---|---------------------------|---|
| 1 | Design features of professional development and SCOOC | 6 months before the IDELT course | A worksheet for document analysis/ literature review | Records of national/ institutional projects, policies and standards, published articles | Web search | |
| | | 6 weeks before the IDELT course | Interest Expression Form, needs analysis survey | 124 | ANU Apollo polling system | Added 8 registrants after the survey closed |
| 2 | (a) Online TPD learning experience (Participants' overall satisfaction, and their reactions to the design features) | First week of the IDELT course | Pre-test (Questionnaire) | 100 (Those were invited for course enrollment) | Qualtrics | 84 course participants |
| | | After modules 1-2 | Reflection 1 | 81 | ANU Apollo | 3 participants asked for deadline extension |
| 3 | (b) Online TPD learning outcomes (Increased teacher knowledge and skills; changes in their attitudes and beliefs) | After modules 3-4 | Reflection 2 | 75 | ANU Apollo | |
| | | After modules 5-6 | Reflection 3 | 71 | ANU Apollo | |
| | | After modules 7-8 | Reflection 4 | 59 | ANU Apollo | |
| | | After modules 9-10 | Reflection 5 | 58 | ANU Apollo | |
| | | The final week of the IDELT course | Post-test (questionnaire) | 57 | Qualtrics | |
| 3 | Online learning impact (Change in instruction; student learning) | During the IDELT modules | Discussion forums | 26 forums 1638 posts and comments | Moodle | 2-3 forums in each module |
| | | At the end of the IDELT course | Moodle reports | 1 overall report; 81 reports for 81 participants | Moodle | |
| 3 | Online learning impact (Change in instruction; student learning) | 9-12 months after the IDELT course | Follow-up email survey | 38 | Qualtrics | Out of 81 |

3.2.4.2 Descriptions of data collection methods

a. Needs analysis survey (see Appendix 3A)

An online needs analysis survey (included in an online interest registration form) was administered via the ANU Apollo polling system before making important design decisions for the IDELT course. The outcomes of this survey provided an overview of the participants' needs, interests, contact information and socio-demographics. 17 questions in this survey were designed based on three categories of learners' characteristics suggested by Heinich et al. (1996). The first category included general characteristics such as gender, age, name, cultural background, educational or work experience, and social experience. The second category focused on specific entry competencies such as participants' attitudes and prerequisite skills (e.g., participants' technological skills, their previous experience in online learning and their teaching experience). The third category comprised questions on participants' learning styles and individual needs for acquiring and processing information, reasons for their course participation, their preferred discussion topics and activities, and their preferred ways (self-paced or collaborative) for task completion.

b. Pre-test and post-test questionnaire (see Appendix 3B)

To investigate IDELT participants' development of intercultural competence (IC) and their self-efficacy beliefs of cultivating similar IC in their ESL/EFL students, one single questionnaire was administered to the IDELT participants twice as a pre-test (at the beginning of the course) and a post-test (at the end of the course). In total, responses of 57 respondents to both the pre-test and post-test were used for data analysis in Phase Two of this research.

There were three main parts in this online questionnaire as described in Table 3.3. To avoid biases in participants' responses, each section in the online questionnaire repeatedly asked participants to rate each test item with their honesty and not to superficially please the researcher.

Part One of the questionnaire included 34 Likert Scale items focusing on measuring participants' five IC dimensions or *savoirs*. Particularly for the realm of digital literacy, Helm and Guth (2010) considered Byram's (1997) IC model to be 'the most suitable starting point for developing a framework' (p. 70). Therefore, this first part of the questionnaire was designed based on Byram's (1997) IC assessment and testing criteria of the five IC dimensions/ *savoirs*. I used Byram's (1997) selective statements of assessment criteria as a self-evaluation tool but slightly modified the items in a simpler language. The main purpose of using Byram's objectives in my online questionnaire was to provide ESL/EFL participating teachers with basic knowledge of these IC assessment criteria so that they could learn how to assess IC in their own language classes. Byram (1997) argues that the criteria could be used 'as a basis for discussing the assessment of learners' achievement with respect to those objectives' (p.89). Although the Likert Scales allowed respondents to variously rate the statements to the extent they agreed or disagreed with, responses were comparable across all five IC dimensions, each of which included multiple items. The summed scores (as ordinal data) from items of each dimension aimed to give an indication of each respondent's overall orientation towards their IC.

The second part of the online questionnaire included 18 questions examining participants' self-efficacy beliefs of IC teaching. The first 17 questions

were adapted from Byram et al.'s (2002) guidelines for IC teaching, and Guyton & Wesche's (2005) Multicultural Efficacy Scale (MES). MES is one of very few instruments that assess teachers' confidence in teaching culturally diverse students or multicultural self-efficacy (Guyton & Wesche, 2005). The Likert scale in these questions ranged from 1 = "I do not believe I could do this very well" to 4 = "I am quite confident that this would be easy for me to do". The last question (question 18) asked the participants to drag and drop the items into suitable tables to show their self-efficacy in using some teaching techniques for IC development in a foreign language classroom. The items in this last question are the IC teaching techniques that participants had implicitly learned in the IDELT course.

Part Three of the online questionnaire consisted of 12 questions about IDELT participants' socio-demographics such as age groups, teaching experience, overseas experience, previous IC training experience and so on.

Table 3.3

Three Main Parts of the Online Questionnaire

| Parts | Content | Numbers of items |
|--------------|--|--|
| 1 | Byram's (1997) 5 IC principles | 8 items on Attitudes 6 items on Knowledge 8 items on Skills of Interpreting and Relating 6 items on Skills of Discovery and Interaction 8 items on Critical Cultural Awareness |
| 2 | IC teaching self-efficacy belief (Selected items from Byram et al.'s (2002) guidelines; Guyton & Wesche's (2005) Multicultural Efficacy Scale) | 18 items |
| 3 | Socio- demographics | 12 items |

The online questionnaire was built in *Qualtrics* survey software. A link to this free *Qualtrics* site was emailed to the IDELT participants and shared in the Moodle course site. I specified a date and time to automatically close the questionnaire survey based on the IDELT deadlines, and used the *Qualtrics* Survey Protection option; therefore, each respondent could only take the questionnaire once within the specified deadlines. However, the specified expiration dates affected only those who started the survey late after the deadlines; those who were not complete or in the middle of their responses could come back to finish within 2 weeks after the expiration dates. Although the questionnaire was administered online on a free site, *Qualtrics' Prevent Indexing* allowed me to keep search engines from finding my survey. Hence the survey was private for only the target IDELT participants.

It should be noted here that this online self-reported questionnaire was just one of the data collection methods that served as evidence for the evaluation of the IDELT learning outcomes. A mix of quantitative and qualitative methods was used to evaluate IDELT participants' acquisition of IC and IC teaching. This decision of employing the mixed methods was based on the preferences of the top intercultural experts who respectively ranked case studies, interviews and mixed methods as the best three among the top ten direct and indirect IC assessment methods (Deardorff, 2009b). This decision also addressed O'Dowd's (2010) concerns of the ethical, practical, and pedagogical challenges in IC assessment. The triangulation of quantitative and qualitative measures was also the best way to determine a person's multicultural or intercultural perspective

(Guyton & Wesche, 2005, p.27). The next parts will describe other data collection methods that supported this attempt for data triangulation.

c. Online module-based reflections (see Appendices 3C and 3D)

Despite being called ‘reflections’, the instrument (also a required part of the course) asked participants to evaluate the IDELT course elements and reflect on their online learning experience after each two IDELT modules. Each reflection included two separate parts: Part One providing a four-scaled format ranging from ‘excellent’, ‘good’, ‘average’ to ‘needs improvement’ for participants’ ratings of IDELT course components; and Part Two providing some guiding questions for personal feedback or further explanations of participants’ online learning experience. In total, 344 participant reflections (collected after every two of the ten modules) were used to discuss the research questions.

There were 13 questions in Part One (Module-based evaluation forms) of the reflections 1-5. The first part of the reflections primarily investigated participants’ overall satisfaction with the IDELT course and their reactions to the IDELT components that directly affected their online professional learning experience. Because the IDELT course included three different telecollaboration stages with options for collaboration, the feedback forms on the last four modules (Reflections 4-5) had two more questions specifically asking for feedback on the technological tools that participants used for their first-time contact and their collaboration in pair work or group work. Findings from the evaluation forms are reported and discussed in Chapter 5.

Part Two of the reflections included guiding questions about participants’ satisfaction with their effort in every two modules, what they have learned or

improved, what they liked the most, and suggestions for module improvement. Each reflection was expected to be within 200-500 words, but no penalty was given to lengthy or short responses. To better understand participants' learning as a continuing process, there was no final survey for participants' overall ratings of the course at the end but only module-based reflections. This effort was to get participants' opinions about the design of each IDELT module, which would determine whether the design features facilitated participants' professional learning experience or should be adjusted during the course implementation process. The new modules were visible to participants after certain time (*as detailed in Figure 3.5 above*); hence I could have time to adjust the new modules based on participants' feedback on the previous modules. The results from these qualitative data were used to triangulate the findings from the quantitative data of Reflections - Part 1 and the online questionnaire. The findings from Part Two of the reflections will be used to support the arguments in Chapters 5,6 and 7 of this thesis manuscript.

d. Online discussion forums

There were 26 online discussion forums for ten IDELT modules. Each of Modules 1-6 (Stage 1 - Information Exchange) included 3 online discussion forums. Modules 7-10 of course Stage 2 (Compare and Contrast) and Stage 3 (Product Creation) included two online discussion forums each. Each forum hosted the discussion of a specific topic in the areas of IC and IC teaching.

Data from the online discussion forums were used to supplement the findings on participants' IDELT learning experience, and participants' IDELT learning outcomes. Some examples from participants' posts and comments in the

online discussion forums were also used to illustrate participants' implementation of the new IDELT knowledge and skills in teaching practice. Details of these findings are discussed in Chapters 5, 6 and 7.

e. Moodle reports (Course activity logs)

The IDELT course was built in a free open-source Moodle platform, so Moodle reports were used for the learning analytics⁴ of IDELT participants' online performance. After the end of the IDELT course, the reports were downloaded from the Moodle site to generate logs of activities that IDELT participants performed at different times during the course. The Moodle reports also showed the total numbers of views for each course activity and page, reported the statistics of user activities, and illustrated them with graphs and tables. The learning analytics was to provide valid and reliable evidence of participants' actual virtual engagement in the IDELT course. Such evidence was needed to supplement participants' self-reflections.

Figure 3.6 shows a sample screenshot of the Moodle reports on the total views of IDELT course participants in Module 2 on Cultural Taboos. The first column includes all the sections or pages in the module; the second column has the total numbers of views under each IDELT course page; the last column shows the last day that each section or page was accessed.

⁴ Learning analytics is defined as 'the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs' (Siemens & Gašević, 2012).

| Module 2: Cultural Taboos | | |
|--|--------|--|
| Task 2 - Guidelines | 191 - | Thursday, 12 November 2015, 4:23 AM (1 day 22 hours) |
| Forum 2A - Explanation of the cultural incident | 1384 - | Thursday, 12 November 2015, 9:59 PM (1 day 4 hours) |
| Forum 2B - Your own experience of cultural taboos | 1111 - | Thursday, 12 November 2015, 9:59 PM (1 day 4 hours) |
| Forum 2C - Teaching taboo topics: Should or shouldn't? | 723 - | Thursday, 12 November 2015, 10:00 PM (1 day 4 hours) |
| Summaries of postings - Module 2 | 269 - | Thursday, 12 November 2015, 10:04 PM (1 day 4 hours) |
| Chat Room - Module 2 | 51 - | Sunday, 18 October 2015, 5:31 AM (26 days 21 hours) |
| Resources - Module 2 | 133 - | Thursday, 12 November 2015, 10:25 PM (1 day 4 hours) |

Figure 3.6. An example of an IDELT module page statistics of views

f. Anonymous follow-up email survey (see Appendix 3E)

Around 9-12 months after the end of the IDELT course, a follow-up and web-based survey was emailed to 81 IDELT course participants who previously submitted their online module-based reflections (including both course completers and non-completers). This period of time was critical as ‘measures of use must be made after sufficient time has passed to allow participants to adapt new ideas and practices to their setting’ (Guskey, 2000, p.7). 38 anonymous responses were recorded in this Phase Three of the research.

The follow-up email survey included two parts with both open-ended questions and multiple-choice items. Questions of Part One were related to available resources; the permission and corresponding support to implement; participants’ levels of use of the IDELT knowledge and skills in their daily

teaching practice; and the impacts of their IDELT implementation on their student learning. As this follow-up survey was anonymous, questions about participants' motivation to complete the course, and reasons for not completing the IDELT course were also raised. The responses to these questions were used to supplement the findings from other self-reported and in-course data collection instruments such as the module-based reflections and the online questionnaire. Depending on participants' answers to some main questions, branching was used in the follow-up questions. Part Two of the follow-up email survey included questions about participants' socio-demographics such as age groups, gender, nationalities, current workplace and countries, English speaking statuses, teaching experience, and educational qualifications. The findings from this survey will be discussed in Chapter 7.

A web-based survey was deemed the most appropriate data collection instrument for this phase of the study for the following reasons. First, it was convenient and suitable format for the online IDELT participants, who were geographically dispersed but had internet access. An online survey was much cheaper than paper-based questionnaire, with only a one-time setup and less administration time. The Qualtrics online survey software coded the collected quantitative data automatically, reducing errors in data entry and saving time. The qualitative data from this follow-up survey could also be imported into NVivo 11.0 software for quick data entry and effective coding.

Oral interviews were not used to collect data in this phase because many IDELT course completers preferred written interviews or email survey. In the request form for IDELT completion certificates, IDELT participants were asked if

they would be willing to be contacted for an oral interview; however, some of them refused to be interviewed due to their busy working schedule. Instead, online anonymous survey was suggested as it allowed participants to find suitable and enough time to answer the questions at their convenience and comfort.

3.2.5 Data analysis

3.2.5.1 Data analysis tools and procedure

Quantitative and qualitative approaches to data analysis were implemented before, during and 9-12 months after the IDELT course to provide data triangulation and a complete picture of the research process and outcomes. As guided by Bazeley and Jackson (2013), NVivo, a Qualitative Data Analysis (QDA) computer software package produced by QSR International, was employed to code the qualitative data (*see Appendix F*). Following Longest's (2014) instructions, Stata 13 statistical data analysis software was used to analyse the quantitative data in this study. Learning analytics was also used for the analysis of the Moodle reports (*see Appendix 3G*). As described in Table 3.4, the data analysis procedures followed the data collection process.

Table 3.4

Data Analysis Procedures

| Phase | Time | Data collection instruments | Participants | Data analysis | Data analysis tools |
|-------|------------------------------------|-----------------------------|--------------|--|---------------------|
| 1 | 6 weeks before the IDELT course | Needs analysis survey | 124 | Descriptive statistical analysis | Stata 13.0 |
| | First week of the IDELT course | Pre-test (Questionnaire) | 100 | Paired t-test, multivariate regression | Stata 13.0 |
| 2 | After modules 1-2 | Reflection 1 | 81 | Descriptive statistical analysis (percentage, frequency) | Stata 13.0 |
| | After modules 3-4 | Reflection 2 | 75 | | |
| | After modules 5-6 | Reflection 3 | 71 | | |
| | After modules 7-8 | Reflection 4 | 59 | Thematic analysis | NVivo 11.0 |
| | After modules 9-10 | Reflection 5 | 58 | | |
| | During the course | Online discussion forums | 26 | Thematic analysis | NVivo 11 |
| | The final week of the IDELT course | Post-test (questionnaire) | 57 | Paired t-test, multivariate regression | Stata 13.0 |
| 3 | The end of the course | Moodle reports | 82 | Learning analytics | Moodle |
| | 9-12 months after the course | Follow-up email survey | 38 | Descriptive statistical analysis | Stata 13.0 |
| | | | | Thematic analysis | NVivo 11.0 |

3.2.5.2 Data analysis strategies

a. Thematic analysis

Codes are ‘tags or labels for assigning units of meaning to the descriptive or inferential information compiled during the study’ (Miles & Huberman, 1994, p.56). Coding involves combining related words or phrases to realise the connection between them.

As suggested by Saldaña (2009, 2015), I used coding methods with two main cycles. For the First Cycle, I employed Descriptive Coding, the affective methods (Values Coding and Evaluation Coding) and Theming the Data. For the Second Cycle; I used Pattern Coding, and Focused Coding.

I started the First Cycle coding process by familiarising myself with the data. I read and reread through participants’ reflections (collected during the IDELT course) and their answers in the follow-up email survey (9-12 months after the end of the IDELT course) and noted down initial ideas. Descriptive Coding was used as one of the primary coding methods because this study had multiple types of data collected over a long period of time. This coding method helped to analyse the course learning process and participant change over time. Another method used in this First Cycle was Values Coding which is ‘the application of codes onto qualitative data that reflect a participant’s values, attitudes, and beliefs, representing his or her perspectives’ (Saldaña, 2009, p.89). These values, beliefs and attitudes of intercultural competence and intercultural teaching were not always directly stated; therefore, Values Coding was employed to provide richer opportunities to collecting, evaluating and understanding what participants valued, believed or felt. Additionally, the First Cycle used Evaluation

Coding to ‘assign judgements about the merit and worth of programs...’ (Rallis & Rossman, 2003, p.492, as cited in Saldaña, 2009). This method allowed me to explore what design features worked and did not work in the IDELT course as well as teacher-participants’ levels of IDELT implementation. The coding focused on (a) participant responses of attributes and details that assessed the quality of the design features and their levels of IDELT use, (b) how the design features measured up to a predefined standard, and (c) recommendations for teacher change and how to implement changes for student learning. Finally, Theming the Data was conducted in the First Cycle because it was ‘applicable to participant-generated documents and artifacts’ (Saldaña, 2009, p.141) as that of this present study. Repeated patterns, phrases, and/or experiences were systematically coded for potential themes across the entire data set.

This study included Pattern Coding and Focused Coding as the Second Cycle coding methods. I used Pattern Coding to group similarly emergent coded passages from the data and to develop major themes and examining patterns. Using Focused Coding, I searched for the most frequent or important codes to develop categories or themes from the data. For each reflection, the emerging patterns were copied into different categories and then summarised and coded with NVivo 11.0 Software. Once I identified preliminary themes and patterns, focused coding took place. New themes that emerged during focused coding through categories of words, phrases or statements were also put into nodes into NVivo software. Then I defined and named the key nodes toward producing the final analysis report of selected extracts. To answer the main research questions, data analysis was conducted in reference to the analytical elements in Desimone’s

(2009) adapted framework for TPD evaluation (see Figure 3.4 of section 3.1.3) and Byram's (1997) IC dimensions.

b. Paired t-tests

This is a statistical procedure used to determine whether the mean difference between two sets of data is zero (null hypothesis). Based on the nature of the research questions, paired t-tests were used to see if the differences between participants' scores of the pre-test and post-test questionnaire (on IC and IC teaching) were significant. Stata 13.0 was employed for the pair t-tests of this study. Findings about these pair t-tests can be found in Chapter 6.

The critical p-value was .001. Being statistically defined based on the numbers of tests, the p-values of all paired t-tests on IC dimensions (Part 1 of the online questionnaire) and IC teaching self-efficacy beliefs (Part 2 of the online questionnaire) used critical values of .001. For each test, there is a p-value. Suppose there were 100 tests with the significant level of $\alpha = .05$. Then even if there were really no difference, we would expect $.05 \times 100 = 5$ tests to be significant. To adjust for this, the 'experiment-wise' significant level of $\alpha = .05$ was used; hence the probability for each test required $1 - (1-p)^k = \alpha$, which is approximately $k \cdot p = \alpha$. Therefore, for each test, $p = \alpha/k$. In this case, with 34 paired t-tests of part 1 (on IC dimensions) of the online questionnaire and $\alpha = .05$, the p-value was $p = .05/34 = .0015$. For 32 paired t-tests of Part 2 (on IC teaching) of the online questionnaire, the p-value was $p = .05/32 = .0016$. However, to simplify the analysis process, the critical p-value of .001 was used for all pair t-tests on both IC and IC teaching.

c. Multivariate regression analysis

This is a technique that aims to model the relationship between more than one explanatory variable and a response variable. In this study, a multivariate regression model was used to identify the possible effects of participants' socio-demographics (*Age, gender, English speaking ability, overseas experience, home country, country visits, professional qualifications, teaching duration, interaction frequency, previous training experience*) on their scores in the pre-test and post-test questionnaire on IC and IC teaching. Stata 13 software was used for the analysis with the critical p-value of .001. Findings about the potential effects of participants' socio-demographics on their IC and IC teaching scores can be found in Chapter 6.

d. Descriptive statistical analysis (Percentage frequency distribution)

This is a display of data that specifies the percentage or frequency existing for each data point or grouping of data points. In this study, the relative frequency and percentages of responses to online surveys and evaluation forms were generated and displayed as tables, graphs or charts. Using Stata 13.0, this type of analysis occurred in all three phases of the study. Findings from this type of analysis are presented in Chapters 5, 6 and 7.

e. Learning analytics of the Moodle reports

This study used learning analytics of the IDELT course logs as a replacement of direct observations of the course activities, which is one of the main sources of evidence in case studies. These course logs were automatically recorded and analysed in the Moodle site of the IDELT course. With the statistics of the total views, posts and comments in each course activity, I could see what

happened during the IDELT course. This analysis allowed me to see the trend and the performances of those who were not visibly active in the course activities but did view (or read) the online discussions and learning resources to improve their professional learning. This analytical method was suitable for the research because the analytics of the course logs showed the ongoing activities of course participants as in a face-to-face observation of classroom activities.

3.3 Ethical Considerations for Human Subjects

This study included many ways to protect the human participants. Research ethics was formally approved by the ANU Human Research Ethics Committee under protocol number 2014/789 (*see Appendix 3H*). Online informed consent (*see Appendix 3A*) was sought from all participants of the study with sufficient information about the nature of the study and their volunteer in the study. Participants were informed from the beginning of the course that if they decided to volunteer their participation in this study, they could refuse to answer any question, change their mind, and withdraw from the study at any time without negative consequences (*see Participant Information Sheet in Appendix 3I*). Additionally, participants were protected from potential harms. For example, a strict online etiquette policy was advised and enforced at all time during the IDELT course. All participants were treated equally in the online environment regardless of their diverse cultural and social backgrounds. Participants were not asked any personally challenging questions. Moreover, participants' privacy and confidentiality were ensured at all time due to the strict authentication rules. Risk to participants was minimised because the online website hosting the IDELT modules were only accessible to registered users. Participants' confidentiality was

preserved at all time through data security and protection procedures, as protected under Australian law. All data are de-identified and anonymous in publications. Participants were also provided with a concise debriefing of their professional development outcomes, and a summary of the course participation statistics after their course completion. Furthermore, participants could contact the researcher and the research assistant at any time via email regarding any technological or personal problems in their online participation.

3.4 Conclusion

This chapter presented the research design and methodology of the study. It addressed the process of the research design, located the research as a mixed-methods case study within the *Design and Development* research framework, and described the methods for data collection and analysis. Since teachers' learning is complicated and multidimensional (Pedder, Opfer, McCormick, & Storey, 2010), this chapter discussed the methodological approaches that could offer an in-depth understanding of the learning process, outcomes and impact. This discussion is important as when 'the process has been given careful attention, the potential result is the production of a high-quality case study' (Yin, 2014, p. 199). Selecting a research approach that best fits the research objectives is a critical task (Johnson & Christensen, 2012); therefore, this chapter provides better understanding of the research findings presented in Chapters 5,6 and 7.

CHAPTER 4

SCOOC Design Features and Quality Assurance

‘Networked learning has to be “designed into” a learning event or course by the teacher, and not assumed to be in place or to exist without any intention’

(Hodgson, McConnel, & Dirckinck-Holmfeld, 2012, p.295)

This chapter presents the background information on the case study site which is the Intercultural Dimensions of English Language Teaching (IDELT) course. This course is a Small Connectivist Open Online Course (SCOOC) for networked professional learning in intercultural language teaching and learning. To provide a context for my presentation and discussion of the research findings in the next three chapters, this chapter describes the whole process of how the IDELT course was systematically designed, developed, implemented and evaluated through the ADDIE stages. In addition to providing an overview of the IDELT course, the chapter explains the rationales for using nine core design features in the IDELT course elements. It also describes how these design features were used in the design of the IDELT course elements. Through the description of the IDELT course design, this chapter implicitly addresses the first research question in Phase One of the study:

RQ1. What are the core design features of a SCOOC for networked professional learning in intercultural language teaching and learning?

As instructional design is ‘the foundation for effective online teaching and learning’ (Williams, 2002, p.142), chapter Four is vital for better understandings of the findings on the effectiveness of SCOOC for networked professional learning in intercultural language education. To start with, section 4.1 of this chapter will present an overview of the IDELT course structure, content,

assessment strategies, task requirements and learning objectives. Section 4.2 will provide the rationales and a detailed description of how the nine selective design features were used in the IDELT course elements. Next, section 4.3 will emphasise the high-quality assurance of the IDELT course in the five systemised stages of the ADDIE instructional design model. Finally, section 4.4 will conclude the chapter and set a foundation for the data analysis in the next three chapters.

4.1 An Overview of the IDELT Course

The online IDELT course was network-based, task-oriented and mostly asynchronous although participants were encouraged to select their own preferred learning styles, technologies and types of interactions. The course was designed with ten modules and ten tasks. Each module included two to three online topic-based discussion forums, making the total of 26 online discussion forums. These discussion topics were selected based on the results of a needs analysis administered before the IDELT course. The course lasted for five to eight weeks (depending on participants' ability to complete tasks) with an extra week for late task submission. Participants included 84 English language teachers at tertiary levels from 13 countries and 21 nationalities (*detailed in Chapter 3*).

The course learning objectives included (1) developing English language teachers' certainty of intercultural competence (IC), (2) improving their IC teaching self-efficacy beliefs in language education, and (3) creating positive changes in their attitudes towards intercultural language education. As there were no teachers for knowledge transmission (only moderators⁵), stimulus materials were used to arouse the discussions and knowledge sharing among

⁵ Details of moderators' roles can be found in part a of the subsections 4.2.2.3 and 4.3.4.4 (Chapter 4)

IDELT participants. The learning content, the names of the modules and the discussion forums, learning objectives, and technologies in each discussion forum are presented in the IDELT course outline (see Appendix 4A).

Self-evaluation and peer assessment (feedback) methods were employed because there were no grading methods in the IDELT course. Participants had to complete the following requirements to be awarded an online completion certificate from the ANU Centre for Higher Education, Learning and Teaching: a pre-test on IC and IC teaching self-efficacy; 5 meta-reflections (one after every two modules); 10 module-based tasks/activities; and a post-test on IC and IC teaching self-efficacy.

As shown in Figure 4.1, many types of technical and learner support were used to facilitate participants' learning. Moodle was the main medium for course delivery while Facebook assisted in making announcements, sending deadline reminders, and communicating with participants.

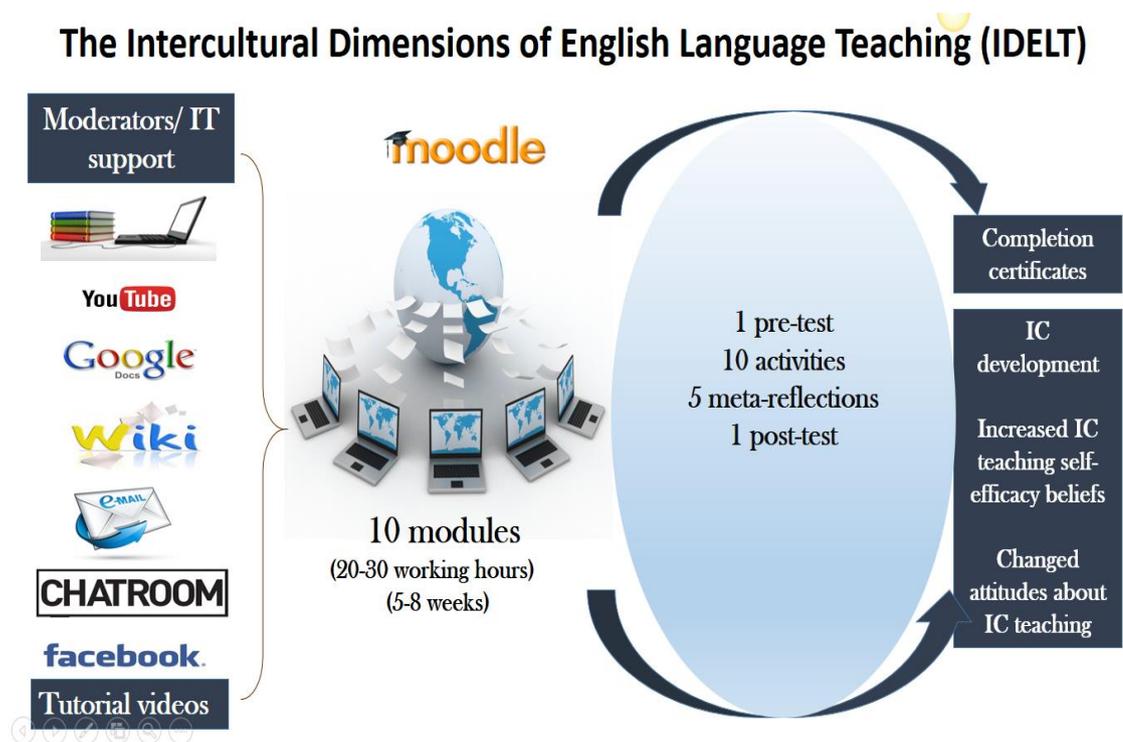


Figure 4.1. An overview of the IDELT course

4.2 Core Design Features of the IDELT Course

The IDELT course was designed as a SCOOC (Small Connectivist Open Online Course) that facilitated networked professional learning in intercultural language education. Figure 4.2 shows some concepts that were used in the IDELT course design. The course was designed based on a conceptual framework in which the SCOOC operationalised around the concepts of *personalisation*, *connections*, and *collaboration* for sustaining teacher professional learning in IC and IC teaching. Connectivism principles were used to facilitate participants' personalised learning activities. A networked learning environment was built up to promote connections between learners and learners, learners and moderators, and learners and other learning resources. Online intercultural exchange stages (telecollaboration) was used to organise the course content and collaborative activities. In this framework, networked professional learning also includes features for effective professional development and occurs through the support of online technologies for both informal and formal learning.

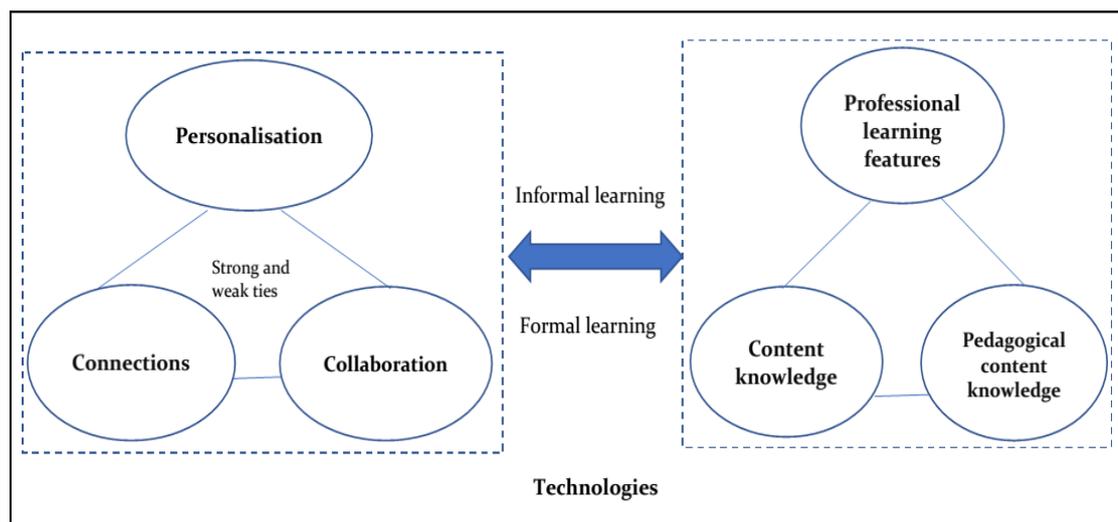


Figure 4.2. A conceptual framework for the design of a SCOOC for networked professional learning

4.2.1 Rationales for the selection of the core design features

After a critical literature review, nine core design features were adapted from the selection of effective design features for teacher professional development, IC and IC teaching development, and cMOOCs. The core design features included Desimone's (2009) five critical features of professional development, Downes' (2010) four connectivism principles, and O'Dowd and Ware's (2009) three telecollaboration stages. The content knowledge, pedagogical content knowledge and assessment were grounded in Byram's (1997) five IC dimensions and Byram et al.'s (2002) guidelines for developing the intercultural dimensions in language education. The selective design features aimed for a high retention rate and the development of networked intercultural language teaching and learning.

To support teacher professional development, I selected Desimone's (2009) core design features. Despite mixed research on effective professional development, positive findings have stimulated a shared core set of design components for high-quality professional learning for teachers. This consensus was articulated by Desimone (2009). These features are also widely endorsed in the field, adapted and validated in other studies (e.g., Boston, 2013; Kang, Cha & Ha, 2013; Main & Pendergast, 2015; Van Veen, Zwart, & Meirink, 2012). Therefore, I followed Desimone's (2009) suggestion of five typical design features.

I relied on Byram's (1997) IC model and Byram et al.'s (2002) guidelines to design the course content and organise the content into the three stages of O'Dowd and Ware's (2009) telecollaboration framework. Details about Byram's (1997) IC model and the reasons for my choice were presented in section 2.4.3 of

Chapter 2. Telecollaboration framework is suitable for my research project because it is ‘internet-based intercultural exchange between people of different cultural and/or national backgrounds, set up in an institutional context ...through structured tasks’ (Helm & Guth, 2010, p. 14). Telecollaboration has been proved to be effective for IC development (Helm & Guth, 2010; O’Dowd, 2007), to offer opportunities for ‘exploratory’ teaching practice (Guichon & Hauck, 2011), and foster the development of teachers’ multimodal communicative competence (Fuchs, Hauck, & Müller-Hartmann, 2012). O’Dowd and Ware’s (2009) telecollaboration framework was preferred for the IDELT design because it is developed from a critical literature review on the commonly suggested tasks for online intercultural exchange.

I applied Downes’ (2010) Connectivism principles of *diversity*, *openness*, *autonomy* and *interactivity/connectedness* into the IDELT course design because connectivism can promote learning in networked environments (Siemens, 2004). Despite a debate over its existence as a learning theory or instructional theory or a pedagogical view (Duke, Harper & Johnston, 2013; Kerr, 2006; Verhagen, 2006), Connectivism is ‘social learning that is networked’ (Duke, Harper & Johnston, 2013, p.6). In fact, Connectivism has greatly supported the emergence teacher professional development models such as the ‘community of learning’ (Hill, 2012), or personal learning networks. Connectivism in connectivist MOOCs (cMOOCs) is used to promote personalised learning and networking opportunities through strong content contributions from the participants themselves (Bates, 2014, p. np). Thus, the IDELT course design had a special focus on knowledge creation through connections in a networked learning environment.

4.2.2 Descriptions of the nine core design features and their support of the design of the IDELT course elements

The key features used in the design of the course elements signify what the name ‘SCOOC’ suggests. In fact, the IDELT course included selective elements of a small traditional course for formal learning (e.g. registration with selective criteria, completion certificates, task-oriented structure), and a connectivist learning environment as in a cMOOC (e.g., open-source online delivery, provision of diverse tools and learning resources for personalised learning, loosely structured curriculum, peer assessment). As the IDELT course aimed for professional learning in the areas of intercultural language education, features for effective teacher professional development and intercultural teaching were critically selected for the design. Below are the details of the nine selective features that were used for the design of the IDELT course elements.

4.2.2.1 Design feature 1 – Diversity of connections

Diversity is one of Downes’ (2010) four Connectivism principles and greatly suggested in the literature for effective online learning. In Connectivism, Siemens (2005) argues that ‘learning and knowledge rest in a diversity of opinions’ and ‘the pipe is more important than the content within the pipe’ (para. 30). That means knowledge is indeed in the network (Downes, 2009). This view supports Goodyear et al.’s (2004) definition of networked learning that values the diversity of connections. Similarly, Lieberman and Mace (2010) posit that maintaining the diversity of online connections is important. If teachers discuss teaching practices online and share their student-generated products in the professional networks, they are open ‘to critique, to learning, and to expanding

their repertoire' (p. 86). Conradie (2014) affirms that learning is 'the process of creating connections and developing networks' (p.255). Connectivism emphasises the importance of 'know-where' (where to find knowledge) through interactions rather than 'know-how' and 'know-what'. Learning and knowledge construction is located in the connections and interactions between learners, teachers and resources, and seen as merging from critical dialogues and enquiries. In the context of online teacher professional development and IC development, McCloskey's (2010) study suggests the diversity of connections across cultures for the shared purpose of promoting intercultural learning. She states that connecting teachers across cultures '...offers many powerful opportunities to cultivate the teachers' intercultural competence and related pedagogical competencies'. Liddicoat (2008) also suggests that 'interculturality is not a passive knowing of aspects of diversity but rather an active engagement with diversity' (p.284). By creating diversity of connections across cultures, the IDELT course aimed to facilitate networked professional learning. With each learner as a key node for connections and for cultural knowledge exchanges, the IDELT course fostered 'rich conversation with other people who have similar or different perspectives based on their own life experiences' (Woo & Reeves, 2007, p. 18). The use of open registration and online delivery format in the IDELT course greatly supported this *diversity* principle.

a. Open registration but with authentication rules

Despite being a small course with a limited number of participants (not as massive as a MOOC), the IDELT online course was widely open for registration for any in-service teachers of English language at tertiary levels beyond national

and cultural boundaries. This recruitment process attracted registrants from diverse cultural and linguistic backgrounds; hence it created good foundations for the diversity of connections in the IDELT course. Due to the nature of an online and small course, participants were only enrolled after following the authentication rules.

b. Online delivery format for both formal and informal learning

The IDELT course employed diverse technological tools for its online delivery format. The open-source web-based Moodle learning platform, chat rooms, online discussion forums, and Facebook facilitated both formal and informal learning. This diversity of connections across geographical and cultural boundaries encouraged a diversity of opinions. In fact, the online delivery allowed participants from different corners of the world to share their diverse cultural knowledge and skills in the topic-based discussion forums. This heterogeneous group acted as a tremendous learning resource through which participants had to filter the information to increase their awareness of different viewpoints and to avoid stereotypes or wrong assumptions. In addition, the IDELT online delivery format facilitated all networked learning components suggested by Jackson & Timperley, 2006 (as cited in McCormick et al., 2010). Its online delivery of discussion forums and intercultural exchange tasks supported learning from one another, learning with one another, and learning on behalf of other individuals in a group or team. These networked learning components fostered various connections among individuals and groups or teams. Although the IDELT course was originally designed as a formal online course in Moodle learning platform without a special focus on creating a community of practice, its

activities or tasks created an appropriately innovative environment where teacher participants shared a common interest in transforming their practices and in deciding how to do so together. Thus, a bottom-up or informal learning process spontaneously emerged among IDELT participants to complement and extend the formal learning activities. In this emerging process, knowledge was created, revised, and shared across the formal (Moodle) and informal (Facebook and other social media) networks towards building an optimal networked learning environment for intercultural exchanges. Moreover, online learning delivery, especially asynchronous discussion, suited participants' diverse learning styles. It allowed participants to learn at their own pace, at their convenient time, and with their own preferred technological tools as long as they met the course requirements. However, if participants were not sufficiently motivated, they could possibly choose not to interact with peers to create connections or expand their professional networks. They might not autonomously complete the tasks for course completion.

4.2.2.2 Design feature 2 – Autonomy for self-directed learning

Autonomy means participants are allowed to choose when, where, how, with whom and what to learn. Self-direction is conceptualised as 'a personality construct reflecting an individual's preference to be in charge of their learning process; ability to conceptualise, plan, implement, and evaluate their academic experience; and disposition to be goal-oriented and to work independently or in group settings with little guidance' (Kirwan, Lounsbury, & Gibson, 2010, p.23). While self-directed learning is a key concept in the literature on adult education, learner autonomy plays an important role in self-directed learning. In

professional learning, teachers with tight teaching schedule need to have great autonomy to continuously stay abreast of new developments in their field (Avalos, 2011). The sense of isolation and low level of self-directedness are among the factors that negatively affect online learning environments (Schott et al., 2003). Thus, developing learner *autonomy for self-directed learning* helps teachers avoid 'learned helplessness' and 'lack of control' (Tschofen & Mackness, 2012, p.129). This design feature was reflected in IDELT participants' voluntary participation, technical and learner support, and the use of task-based approach.

a. Voluntary participation

The voluntary nature of the IDELT course aligned with the learners' self-directedness, one of the adult learning principles by Knowles et al. (2005). Goodyear et al. (2014) also prefer the necessity of voluntary participation over the prescribed use of social media. *Autonomy* was implied in the IDELT design because participating teachers were expected to be self-directed in making decisions to participate in and complete the IDELT course. This autonomy indicated 'a personal sense of freedom from interference or in terms of teachers' exercise of control over school matters' (Wilches, 2007, p. 245). However, teacher participants might drop out any time as their course participation was not compulsory. In this case, their learning autonomy should be fostered and maintained to increase the retention rate of the IDELT course.

b. Task-based approach

The selection of the task-based approach aimed to provide a structured support for participants' self-directed learning journeys. Although learner autonomy emphasises independence and self-regulation, it is different from self-

study or self-access learning. Instead it concerns embarking on self-directed learning through which the learner takes initiatives, monitors progress, and evaluates individual learning outcomes (Benson, 2013). In this sense, the IDELT module tasks were designed based on O'Dowd and Ware's (2009) suggestions of 12 online intercultural exchange task types. Unlike other self-paced courses, the tasks and deadlines for task submissions guided participants through the stages of the IDELT course and facilitated their active participation. Being informed of the ten tasks in advance, participants could self-manage their time and study. Additionally, despite being designed by the course designer/teacher, each task included many options that allowed IDELTS learners to complete each task the ways they wanted. Participants could choose people to work with (or work alone) and what to do for each task completion. Also, participants could complete tasks when time suited them within the timeline of 5-8 weeks. As teacher participants had the power to act, make decisions and choices, and take stances related to their work and professional identities (Vähäsantanen, 2015), the task-based design enhanced participants' learning autonomy.

c. Learner and technical support

There were different kinds of supports to maintain participants' interest and motivation in the IDELT course. As shown in Figure 4.3, the support types included a separate online forum for technical support, tutorial videos on how to use new technologies, a separate page for announcements, a contact person acting as a web admin, and a Facebook group that articulated the IDELT topic coverage, discussed solutions to common technical problems, and shared links to assessment instruments. Moreover, the IDELT course had email reminders of

task submission dates, and a course timeline with task submission deadlines (on the front page of the IDELT course). The moderators also played a vital role in guiding, supporting, monitoring, and evaluating the learning process to foster learner autonomy (Little, 2007). Wilches (2007) argued that autonomy should be perceived as ‘freedom for professional action, discretion within limits, interdependence, and support’ (p. 254). Therefore, I designed these technical and learner support types to increase participants’ time commitment and comfort in the IDELT course, their personal enthusiasm for working autonomously and their time management for collaborative task completion. It is possible that these measures did produce the desired autonomy, but without validation we can never be entirely sure.

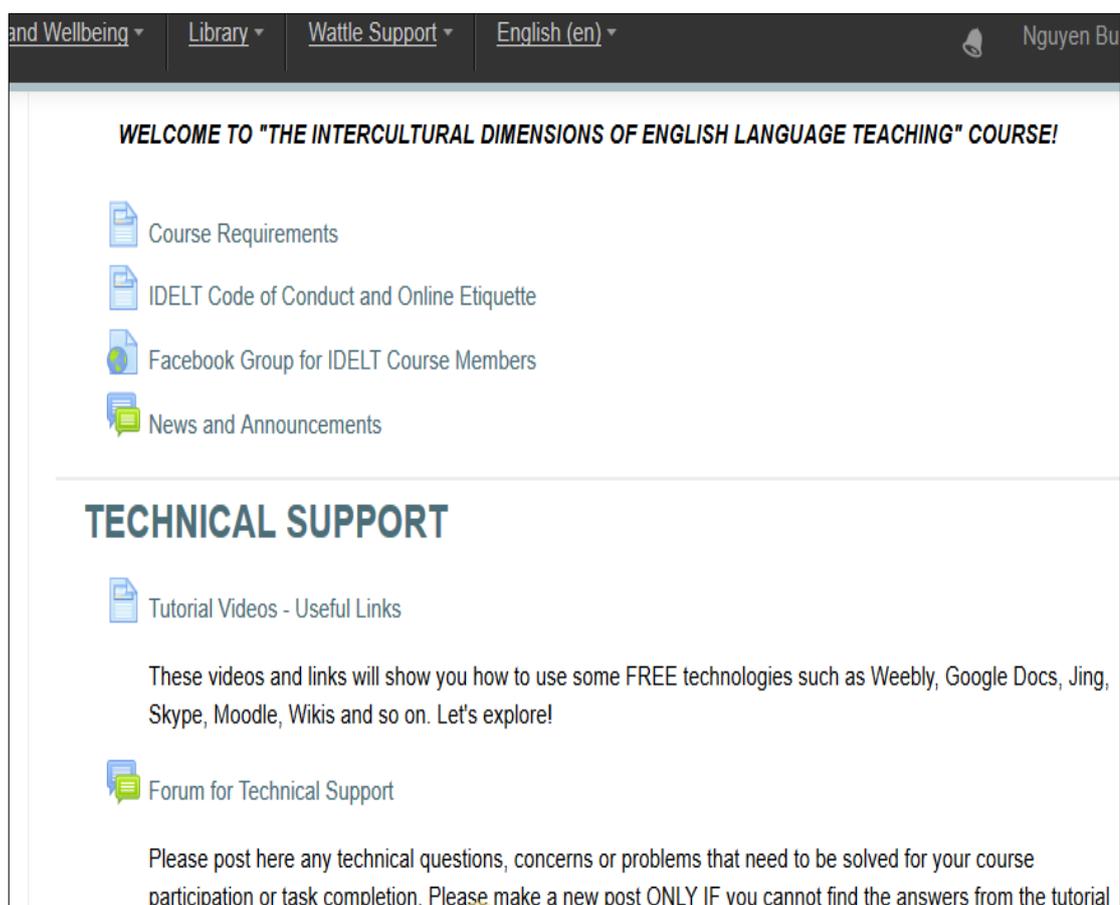


Figure 4.3. The IDELT technical support forum

4.2.2.3 Design feature 3 – Openness for constructive feedback and peer assessment

The issue of *openness* has received great attention although its implications in practice have not been widely recognised. Many educators believe that learning should be open and social (Cormier & Siemens, 2010; Downes, 2009). *Openness* occurs when there is a free flow of information, a culture of sharing, and a focus on knowledge creation (Mackness et al., 2010). Openness in sharing resources, ideas and expertise as well as in communicating and creating new information through networks is a key element in networked learning. While MOOCs seem to ‘provide more flexible learning opportunities’ (Allen & Seaman, 2015, p.25), some xMOOCs are still the venue for knowledge transmission from the lecturers. To facilitate active learning, Czerkawski (2016) and Cochrane et al. (2013) suggest instructors not to have full control of the online course as in their traditional teaching role. Instead, the teacher-student relationship should be equal and open to change. Beaty, Cousin & Hodgson (2010) based this relationship on ‘collaboration and co-construction of knowledge rather than on that of expert and acolyte’ (p.586). Given these recommendations, *openness* was selected as one of the key design features in the IDELT course.

Based on Pelz’s (2004) proposed teaching principle of ‘Let the students do (most of) the work’ (p.33), the IDELT moderators did not employ any formal assessment methods. The course facilitated the principle of *openness* by using constructive feedback and peer assessment which allows participants to openly review the work of others in their cohort (Duhring, 2013). *Openness* was reflected in the design of the peer assessment and constructive feedback as well as the co-learning relationship between moderators and participants in the IDELT course.

a. Co-learning relationship between moderators and course participants

There was no visible role of teachers but only the open sharing of learning resources in open discussions among the participants. Moderators facilitated only the first six modules and summarised the main ideas in these discussion forums. The comments or feedback of moderators just aimed to invite more discussions and developed connections among participants. There was no teaching or knowledge transmission from teachers to learners. Decentralising the roles of teachers, the connections between participants and moderators were the co-construction of knowledge. As suggested by Pelz (2010, p.44), moderators facilitated discussions among participants by (a) encouraging, acknowledging and reinforcing participants' contributions; (b) setting a climate for learning; (c) drawing in participants/ prompting discussion; and (d) assessing the efficacy of the process.

b. No formal assessment but constructive feedback and peer assessment

Because it was difficult to evaluate or assess learning outcomes based on this *openness* feature, participants' autonomy in task completion was valued. That means tasks were counted as completed if participants submitted the required tasks. The quality of submitted tasks was reviewed by peers, not by moderators. Feedback from the moderators was constructed equally to other peer feedback types. Knowledge was filtered by participants' own personal preferences, not by the teacher or moderators. Most IDELT participants were experts in their teaching contexts, and very knowledgeable of their own cultures;

thus, they just needed to balance their perspectives with the views of the outsiders (other IDELT participants) to adjust their intercultural language teaching. For the last four modules, course moderation was invisible, but peer feedback was greatly encouraged to create connections between a learning community and its learning resources.

4.2.2.4 Design feature 4 – Connectedness/Interactivity for learner engagement

Interactivity or connectedness creates connections where knowledge emerges, and learners are engaged. In Dixon's (2010) study, participants demonstrated higher levels of engagement when being required to interact with the content, the instructor or their peers. Similarly, Pike, Kuh and McCormick (2011) supported the idea that peer interactions affected some dimensions of learning engagement. In the online learning context, using technologies to foster interactivity is vital because courses that do not engage students well enough will simply disappear (Morrison, 2013). In terms of technologies, Fishman et al. (2014) recommend the affordances of new technologies, and how to combine them to effectively and efficiently support professional learning (p.263). If connected effectively, participants will give proper answers to questions raised by other participants, even before moderators take any action (Agarwal, 2014). As a result, the interactions are naturally maintained. Hicks and Graber (2010) also emphasise the important application of web 2.0 tools in facilitating the co-construction of knowledge. To maintain learner engagement, the IDELT course included many suggested technological tools to help participants interact with the others, contribute to learning content, and create/maintain networks

informally. The IDELT course did not underestimate the power of technologies in engaging learners for the course success. However, as noted by De Villers (2007), technology is a tool, not the element that determines how a course should be designed and delivered. Even with the suggested friendly-user technological tools, participants might refuse to interact actively with the others.

a. Suggested tools for interaction and collaboration

This suggestion drew on the needs analysis results on participants' technological skills (administered before running the IDELT course). A list of active URLs and tutorial videos of free technological tools was provided on a separate page on the Moodle course site. These free tools included: (1) Jing (for video screen capture), Weebly and Webs (for website creation), (2) Skype (for online calls and international calling), (3) Google Docs (for creating and editing online documents collaboratively), (4) Wikis in Moodle (to collaboratively create and edit a web page within the Moodle site), (5) Facebook group (to share and discuss course-related issues), (6) a URL to convert time zones or plan a meeting across many time zones, (7) a video on navigation of a Moodle site, and (8) Doodle (to organise and schedule a meeting).

b. No restrictions in using technological tools

IDELT participants were encouraged to use their preferred technological tools (e.g., Facebook, Skype, WhatsApp, Moodle add-ons...) to support their task completion. The IDELT course allowed the utilisation of both formal and informal learning tools for their complementarity. Participants were encouraged to use social media outside of the Moodle platform or all good features of available web 2.0 technologies for their meaningful interactions.

c. Various online forums and Moodle features to sustain participants' interactions and engagement

The Moodle learning management system platform of the IDELT course acted as the central hub for course announcements and provided a protected environment for the confidential components and content of the course. To support the type of social presence and learner engagement, many Moodle forums were created to promote collegiality in the IDELT course. For example, there was a forum for technical support, a hidden forum for moderators to discuss issues related to participants' interactions or task submissions, Wikis in the IDELT course and a Moodle chat room for those who were online at the same time. These forums were created to support interpersonal interactions with nothing related to the course content. Additionally, each participant was asked to create their own profile page (some with their personal photos or avatars) in the course to do self-introduction and to connect with peers.

4.2.2.5 Design feature 5 – Content focus

In the IDELT course, the design feature of *content focus* was shown in the IDELT learning materials and learning activities. Desimone (2009) argues that 'high-quality' professional development should 'improve and increase teachers' knowledge of the academic subjects the teachers teach' (Desimone, 2009, p. 184). Snape and Fox-Turnbull (2011) also assert that it is essential to build pedagogical skills while content knowledge is important. Therefore, the IDELT learning materials and learning activities included both objectives: (1) content knowledge: to develop participating teachers' intercultural dimensions; and (2) pedagogical knowledge and skills: to lead participating teachers through the whole process

that their students would possibly go through. This action aimed to enhance teachers' self-efficacy beliefs in intercultural language teaching and enable them to use intercultural teaching techniques appropriately and adequately.

a. Learning materials

The IDELT course included diverse sources of learning materials to develop not only intercultural dimensions but also intercultural teaching techniques for language teacher participants. The topics and details of learning content can be found in the IDELT course outline (*see Appendix 4A*). Below are the descriptions of the sources of the IDELT learning materials.

Participants' diverse opinions were the main sources of learning materials.

The IDELT course encouraged participants to present their diverse opinions and knowledge as well as share other online learning materials in the discussion forums. The diversity of opinions aimed to deepen participants' intercultural understanding and to accept people from other cultures as individuals with other distinctive perspectives, values and behaviours. Learning was expected to happen in the connections of supportive networks of like-minded teachers who themselves could exchange ideas about their own cultures as valuable and trustworthy learning resources. Participants could also share links to external open educational materials so that the other participants could learn from.

Stimulus learning materials. The IDELT course used stimulus materials to activate participants' prior knowledge, to arouse participants' interest, and to generate meaningful discussions from diverse opinions. Some stimulus materials tried to provoke participants' reactions towards controversial or culturally-sensitive topics. The learning materials were selected based on participants'

preferred discussion topics (from the pre-course needs analysis survey), Byram et al.'s (2002) guidelines, and Byram's (1997) IC assessment criteria. The IDELT stimulus materials appeared in different formats such as YouTube videos, cultural incident exercises, scenarios, advertisements, proverbs, articles, and visuals. Based on the stimulus materials, participants could choose to complete one preferred task out of two to three tasks in each IDELT course module. In each discussion forum, there were guiding discussion questions and a task description after the stimulus learning *materials*. Figure 4.4 is an example of how stimulus learning materials were presented in the IDELT course. In this Task 2A, a critical cultural incident in Indonesian culture was used to stimulate participants' discussion around the issue of taboos across cultures. This task was one of the three options that participants could choose to complete IDELT Module 2.

Forum 2A - Explanation of the cultural incident

A Few Beers

(Adapted from Cushner & Brislin, 1996, p.60)

It was not long after John had moved to Indonesia to teach at a local university that he found himself in the company of two of his local friends at a nearby marketplace. The older of the two Indonesians was named Soleh. While walking around for some time observing the local crafts and food items that were for sale, their conversation swayed between such topics as aid to developing nations and the role of women in society. Just after initiating a discussion of local policies for the poor, John excused himself to go buy a round of beers, thus treating the three of them. He returned clutching three bottles in his right hand. While still holding the bottles, John suddenly remembered a point he wanted to stress with Soleh. Leaning forward and reaching for Soleh's shoulder with his hand before sitting down, he proceeded to talk. Soleh and his companion began to appear uncomfortable. The conversation began to move away from John. After that they politely excused themselves and left. Neither made contact with John again.

Discussion questions:

What caused the disappointment? How do you explain this incident? Please justify your answers. How differently or similarly would you explain the incident if this story happened in your culture/ context?

Task:

You should choose to post your own opinions **and/or** comment on the other posts **at least once**. For each post, you should write about 150-300 words although quality is more important than quantity. Such postings or comments as "I agree", "You're absolutely right" or "I totally disagree with you" are not

Figure 4.4. An example of stimulus materials in an IDELT course module

Links to external resources. To support participants' task completion and their discussions, each IDELT module included a 'Resources' page with collections of online supplemental readings or topic-based YouTube videos. Reading these learning materials was not compulsory. However, participants were encouraged to explore these resources to get more information for their discussions in the forums, for their task completion and for their teaching in practice. Figure 4.5 below is an example from the Resources page of Module 9. On this page, the links to open educational resources aimed to help participants explore ways to create lesson plans for intercultural teaching and understand the cultural dimensions in language teaching.

The screenshot shows the Australian National University website interface. The top navigation bar includes 'Resources', 'Health and Welbeing', 'Library', 'Wattle Support', and 'English (en)'. The main heading is 'The Intercultural Dimensions of English Language Teaching 2015'. Below this is a breadcrumb trail: 'Wattle ► Wattle Support ► Wattle Training ► IDELT_2015 ► Module 9 - Cultural Dimensions ► Resources - Module 9'. The section is titled 'Resources - Module 9' and contains the following list:

- 1/ [Cultural Dimensions of Learning: Addressing the Challenges of Multicultural Instruction](#) (By Patrick Parrish & Jennifer A. Linder-VanBerschoot)
- 2/ [Dimensionalising cultures: The Hofstede Model in Context](#) (By Geert Hofstede)
- 3/ [A lesson plan on how to teach the dimensions of culture](#) (By Marjorie Rosenberg)
- 4/ [Do you teach cross-cultural awareness or inter-cultural communication?](#) (by Barry Tomalin)
- 5/ These are video blog series to help you explore some ways to introduce culture into the ESL/EFL classroom by Teacher Trainer Stacey Hughes from Oxford University Press
 - Teaching Culture Part 1 - What is culture and why teach about it?
<https://www.youtube.com/watch?v=AIw12I9r-fA>
 - Teaching Culture Part 2 - Classroom culture
https://www.youtube.com/watch?v=dN_yJEUvwc
 - Teaching Culture Part 3 - Everyday life
<https://www.youtube.com/watch?v=9ErKx5dLI1U>
 - Teaching Culture Part 4 - Cultural Stereotypes
<https://www.youtube.com/watch?v=ZY0YUyjuqB0>
 - Teaching Culture Part 5 - Non-Verbal Communication
<https://www.youtube.com/watch?v=CLeym2eh93E>
 - Teaching Culture Part 6 - Intercultural Communication Breakdown
<https://www.youtube.com/watch?v=dPoDB2-X-e8>

Figure 4.5. An example of a resources page in the IDELT course

b. Learning activities

The IDELT learning activities reflected the design feature of *content focus*. All module-based activities aimed for developing participants' content knowledge and pedagogical skills in intercultural language teaching. The IDELT course employed meta-learning activities. That means teacher-participants participated as students to complete the module tasks and then wrote the meta-reflections about that learning process from the viewpoints of an English language teacher. It was expected in the IDELT course design that when participants were trying to improve their IC as a student, the meta-learning activities would affect their self-efficacy beliefs of IC teaching as well.

Specifically, IDELT learning activities did not limit participants' interactions but encouraged participants to choose their own preferred learning activities, either formal or informal, to complete the module tasks. It facilitated both formal and informal learning activities in various forms: (1) asynchronous and synchronous interactions, (2) meta-reflections, and (3) peer feedback or self-evaluation. Ten discussion forums were the main venues for participants' asynchronous interactions although they could choose to chat synchronously in the Chat rooms embedded in the Moodle platform of the IDELT course website. Other synchronous and networked learning activities also happened outside the course website when participants collaborated for task completion via Facebook or other types of social media. Peer feedback via comments enhanced connections while self-evaluation in reflections and post-test supported the meta-learning process.

4.2.2.6 Design feature 6 – Active learning

Based on O’Dowd and Ware’s (2009) telecollaboration 2.0 framework, the IDELT course was structured to facilitate participants’ active learning. Putting the participants together in an online course will not make learning happen; thus, the telecollaboration 2.0 phases attempted to engage ‘teachers as learners’ (Borko, 2004, as cited in Desimone, 2009, p.185) for their meaningful and active intercultural exchanges.

a. Organisation of content

To accommodate active interactions and collaboration among IDELT participants, the IDELT course activities and materials were organised into three phases of O’Dowd and Ware’s (2009) telecollaboration 2.0 framework. As shown in Table 4.1, the first phase called *Information Exchange* included Modules 1-6. This phase aimed to promote participants’ information exchange about their personal backgrounds, viewpoints and home cultures. The second phase, *Comparison and Analysis*, required participants to carry out comparisons or critical analyses of cultural products or practices in Modules 7-8. The aim was to encourage participants to not only increase awareness of the otherness – independent of the country where they were currently living- but also their own cultures and values. The last phase, *Product Creation*, consisted of Modules 9-10. This phase required participants to work together to produce a joint product or help each other develop multimodal awareness. All of the three phases aimed to organise the course content into flexible tasks that prepared participants for active interactions in discussion forums and productive collaboration outside the forums.

Table 4.1

Telecollaboration Phases in the IDELT Course Structure

| Phases | Course modules |
|--|--------------------------------------|
| 1. Information exchange | Module 1: Cultural stereotypes |
| | Module 2: Cultural taboos |
| | Module 3: Cultural references |
| | Module 4: Social distinctions |
| | Module 5: Conversations and silences |
| | Module 6: Expectations of behaviour |
| 2. Compare and analysis | Module 7: Forms of address |
| | Module 8: Time and space |
| 3. Collaboration and product creation | Module 9: Cultural dimensions |
| | Module 10: Multiple identities |

b. Course requirements for posts and comments

Active interactions in the forms of posts and comments were greatly encouraged in the IDELT discussion forums. Participants had to make at least one post and/or one comment on other participants' posts in one of the topic-based discussion forums of modules 1-6. Modules 7-10 required participants to collaborate with other IDELT participant(s) (from different cultural backgrounds) and make at least one post about their collaborative projects and one comment on the others' posts. Although collaboration was not compulsory, active interaction in the discussion forums through making posts and comments was required. This strict requirement of post and comment making aimed to enhance active learning through connections to the posts and comments they shared. The discussions provided the basic notions of intercultural communication, activated participants' prior knowledge as well as motivated their sharing of diverse viewpoints on the same intercultural issues. It was hoped that participants could make positive changes to their intercultural language teaching even by just reading the others' posts.

4.2.2.7 Design feature 7 – Collective participation

Despite their diverse cultural and linguistic backgrounds, the IDELT participants had some common attributes that could support their collective participation in a strong learning community. In fact, all IDELT participants were in-service English language teachers at tertiary levels. With the use of English as a Lingua Franca, the IDELT course connected diverse participants of similar professional interests. Although IDELT participants came from different circles of Englishes as described in Kachru (1985): Extended circles (Countries with English used as a foreign language), outer circles (Countries with English used as a second language) and inner circles (Countries with English used as a native language), they had the same needs for developing the intercultural dimensions in their English language teaching. Also, in the needs analysis survey, they all selected their preferred discussion topics for the IDELT course design. However, even with these same characteristics, some participants might prefer being accompanied by only their like-minded peers. Recognising this issue, the IDELT course facilitated the feature of collective participation by providing different online discussion forums so that the IDELT participants could choose their preferred discussion forums to share and discuss, and actively lead their professional development.

a. Online forum discussions

There were two to three topic-based discussion forums in each of the ten IDELT modules, making the total of 26 online discussion forums in the IDELT course. With a special focus on knowledge creation through connections, IDELT participants were encouraged to collectively participate across distributed

discussion forums of their own choice. Given the communication opportunities with people of similar professional interests but from different cultures and backgrounds, the IDELT participants were expected to improve their IC and exchange IC teaching ideas for better integration of cultures into their language teaching practice. The discussion forums allowed participants to choose to discuss either (a) basic knowledge of the selected topic, (b) personal experience of the topic (in terms of intercultural communication), or (c) teaching implications. Figure 4.6 presents an example of the topic-based discussion forums in Module 1 on Cultural Stereotypes. There were three forums discussing the relationship between media and stereotypes, asking participants to share their own experience of negative stereotypes and discussing ways to include stereotypes in English language teaching.

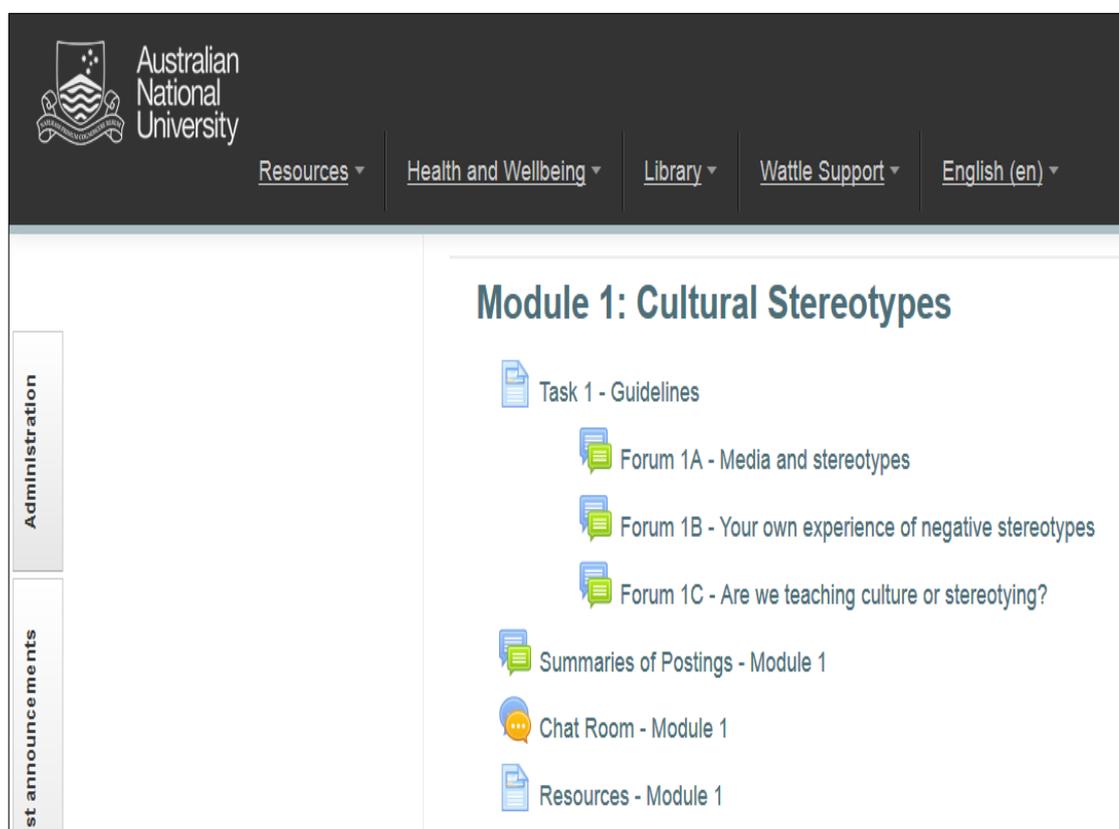


Figure 4.6. An example of the IDELT discussion forums

4.2.2.8 Design feature 8 – Duration

The IDELT course lasted for five to eight weeks depending on participants’ abilities to complete the tasks within the suggested timeline or not. This feature was reflected in the estimated time and pace of the modules.

a. Time spent in the modules

The IDELT course included a separate page in its course website to clarify the course requirements and deadlines for task submissions. However, it did not specify a learning span or estimated time to complete each IDELT module. Only a general estimate of 2-4 working hours per week was recommended. Hence, there were some problems with deadlines as presented in Chapter Five of this thesis.

Figure 4.7 shows the IDELT course page for course requirements.

| Course requirements | Materials/tasks will be available | Moderators will summarize posts | Deadlines for task submissions | Deadlines for feedback/comments | Deadlines for reflection submissions |
|---------------------|-----------------------------------|---------------------------------|--------------------------------|---------------------------------|--------------------------------------|
| | Monday | Saturday | Sunday | Sunday | Monday |
| Pre-course survey | | | Aug 30 | | |
| Task 1 | Aug 24 | Sept 5 | Sept 6 | | |
| Task 2 | Aug 24 | Sept 5 | Sept 6 | | |
| Reflection 1 | | | | | Sept 7 |
| Task 3 | Aug 31 | Sept 12 | Sept 13 | | |
| Task 4 | Aug 31 | Sept 12 | Sept 13 | | |
| Reflection 2 | | | | | Sept 14 |
| Task 5 | Sept 7 | Sept 19 | Sept 20 | | |
| Task 6 | Sept 7 | Sept 19 | Sept 20 | | |
| Reflection 3 | | | | | Sept 21 |
| Task 7 | Sept 14 | | Oct 4 | Oct 11 | |
| Task 8 | Sept 14 | | Oct 4 | Oct 11 | |
| Reflection 4 | | | | | Oct 12 |
| Task 9 | Sept 21 | | Oct 11 | Oct 18 | |
| Task 10 | Sept 21 | | Oct 11 | Oct 18 | |
| Reflection 5 | | | | | Oct 19 |

Figure 4.7. An IDELT page on the course requirements

a. Pace of the modules

Every week after the first upload, stimulus materials and task guidelines for every two modules were uploaded into the IDELT course website. This means participants could manage their own learning pace within the suggested time frame. A fast learner could possibly complete the course in five weeks while the others might spend a maximum of 8 weeks for task completion.

4.2.2.9 Design feature 9 – Coherence

This is the extent to which teacher learning is consistent with their expectations, background knowledge and beliefs. The IDELT course design aimed to provide clear task guidelines for the participants and to align the IDELT learning experience with the learning objectives to make it relevant and applicable for participants' teaching practice.

a. Clarity of task requirements

Each IDELT task requirement or guideline was clearly written on a separate Moodle page, showing what to expect in the discussion, when and where to find moderators' summaries. The task guidelines also told participants when and how to provide feedback on discussion posts of Modules 1-6, and to do peer assessment after each task completion in Modules 7-10. Written task guidelines (instead of a video) were used because 16 participants commented in the needs analysis survey that they did not have advanced computer skills and high-speed internet to watch the videos. As there were no lecturers' videos or face-to-face meetings, task guidelines were the only medium to guide participants through the IDELT course content, course requirements, and engage them in networked learning activities. Before the IDELT course, requirements of tasks were clearly

mentioned in the Participant Information Sheet and then posted on the front page of the course website (Please refer to Figure 4.7 in Chapter 4).

b. Relevance and applicability of the IDELT content to the IDELT learning objectives

The IDELT content was coherent to the learning objectives. Each IDELT activity aimed to address each of the target learning outcomes and make it useful for participants' teaching practice. Ten discussion topics (e.g., cultural stereotypes, cultural taboos, cultural references, social distinctions, conversations and silences, expectations of behaviour, forms of address, time and space, cultural dimensions, and multiple identities) and participants' learning preferences of self-paced or collaboration activities were designed based on the needs analysis results. Each IDELT learning activity was embedded in a task on a particular topic and aimed to help participants achieve the target learning outcomes. Each activity also implicitly included an intercultural teaching technique or a practical class activity that could be modified to suit participants' teaching contexts. Bigg's (2003) Constructive Alignment⁶ was implemented to ensure the coherence between assessment, instructional strategies and intended learning outcomes. This coherent relationship was emphasized as the underlying goal for the design features of the IDELT course although learning was facilitated naturally and openly through the flexible and changing environment of networked learning.

⁶ Bigg's Constructive Alignment: All components in the teaching system - the curriculum and its intended outcomes, the teaching methods used, the assessment tasks - are aligned to each other. All are tuned to learning activities addressed in the desired learning outcomes. (Source: http://heacademy.ac.uk/system/resources/id477_aligning_teaching_for_constructing_learning.pdf)

Below are some implied teaching techniques in the IDELT learning activities that aimed to be relevant and useful for participants' English language teaching practice. These techniques were selected from some studies on effective techniques for culture teaching (e.g., Flanagan, 1954; Reid, 2015; Taylor & Sorensen, 1961; Wintergerst & McVeigh, 2011).

1. Using media/authentic videos critically for lessons on cultural stereotypes
2. Using cultural incidents to teach intercultural sensitivity/ taboo topics
3. Guest speakers (or videos) on culturally responsive teaching and culturally relevant teaching
4. Using advertisements, articles, proverbs and other types of documents to teach subcultures or social distinctions
5. Using sitcoms to teach cultural references
6. Using short documentary films, role plays or simulations to identify dysfunctions and causes of misunderstandings
7. Using colloquialisms, idioms, anecdotes or real short stories to teach strategies for nonverbal communication
8. Using cultural capsules to compare and contrast the native language culture with the other cultures for shared values or differing interpretations of a specific cultural aspect
9. Using cultural assimilators (scenarios with cultural clash or misunderstanding) and cultural interview reports to prepare learners for effective interactions and to make attributions similar to the culturally different others
10. Inviting students to do mini projects (a website about a cultural clan or a subculture; a collection of videos for culture teaching; a collection of proverbs)

or mini lesson plans to help them understand the cultural dimensions in language education

11. Evaluating the teaching materials to modify or select effective lessons for intercultural language teaching
12. Writing a critical cultural autobiography toward better understanding of one's own multiple identities

These teaching techniques were used to design the IDELT course activities that aimed to facilitate participants' active interactions and to help them co-construct their knowledge and skills about intercultural language teaching (Hlas & Conroy, 2010). The teaching techniques also reflected directly on how to adapt or apply what they studied in the IDELT course to their teaching contexts. Using these teaching techniques, the course aimed to help teacher participants take an intercultural perspective into their language teaching practice.

In summary, this section 4.2 detailed the nine core design features and how they were used in the design of the IDELT course elements. These design features were critically selected from a literature review and their effectiveness will be evaluated for their effectiveness will be confirmed after implementing and evaluating the IDELT course in the next two research phases. From the evaluation on these design features, the design considerations for a SCOOC for networked professional learning in intercultural language teaching and learning will be discussed in Chapter Eight.

4.3 Quality Assurance of the IDELT Course Design

The IDELT course was the final product of a systematic ADDIE instructional design process. 'ADDIE' stands for the five stages of *Analysis*,

Design, Development, Implementation, and Evaluation. The ADDIE model was originally designed only for the U.S Army training purposes (Training Industry, 2013), but today ADDIE stages are widely used in the instructional design for general educational purposes (Gagne et al., 2005; Hardre, 2013; Kranch, 2008). Given its useful and systematic stages, ADDIE model was adapted in building the IDELT course of this study.

With *Evaluation* as the centre of the other systematic stages of *Analysis*, *Design*, *Development* and *Implementation*, I emphasised the high-quality assurance in the IDELT course design and development. As presented in Figure 4.8, I used the ADDIE model as an iterative approach, where each stage was carefully carried out, evaluated and revised before moving to the next one. This recursive process ensured the high quality, credibility and transparency of the ADDIE systematic stages.

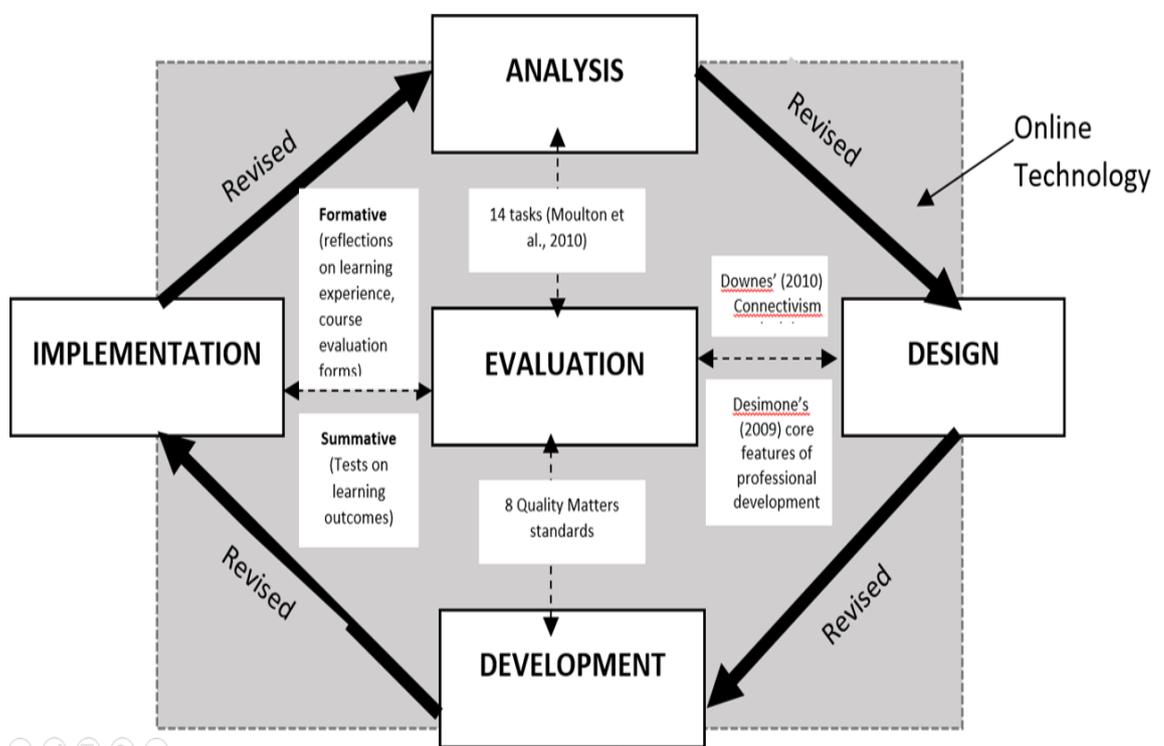


Figure 4.8. ADDIE stages in the design of the IDELT course

4.3.1 Analysis stage

To start the ADDIE instructional design process, I followed its first *Analysis* stage or a 'Goal-Setting Stage'. I used 14 tasks suggested by Moulton et al. (2010, p.39) to guide this stage and to ensure face validity and content validity of the IDELT course. With the completion of the 14 tasks as presented in Table 4.2, the Analysis stage served as a blueprint to clarify instructional problems, identify learner's characteristics, and establish the instructional goals/objectives in the IDELT course. Details of the documents that supported these tasks are presented in *Appendix 4B*. This stage set up good foundations for the next stage—the Design stage.

Among all 14 tasks in this stage, the needs analysis was one of the most important sources for making design decisions in the IDELT course. This action was taken seriously because the requirements of learners should be considered when designing an online course or innovation (Rovai, 2007), and needs analysis can take account of course participants' prior knowledge and what they will need to know to fulfil the course objectives and learning outcomes at the end of the course (Nation & Macalister, 2010). Unlike most MOOCs, where the design is completed before recruiting course participants, the IDELT course was designed based on both the needs analysis results and the pre-designed features.

Below are the needs analysis findings that were considered in the design of the IDELT course. The needs analysis results were used to supplement the pre-designed features which were critically selected from a literature review. For example, to promote the Design feature 2 – *Autonomy for self-directed learning*, I used different kinds of technical support as suggested by most respondents of the needs analysis survey. As shown in Figure 4.9, most registrants liked to have

different kinds of technical support such as a contact person, tutorial videos of new technologies, and a discussion forum on technical problems. Figure 4.10 indicates that registrants preferred to do both individual and collaborative tasks in the IDELT course. Figure 4.11 shows that registrants were interested in most suggested discussion topics, except the topics on ‘How to pronounce some common names across countries’ and ‘Differences and similarities in name orders across cultures. As seen in Figure 4.12, most registrants wanted to join the IDELT course to get pedagogical knowledge about teaching cultures in language lessons and to learn how to communicate with people from other cultures appropriately and effectively. Notably, more than 50% of registrants had no previous professional development experience in IC as shown in Figure 4.13.

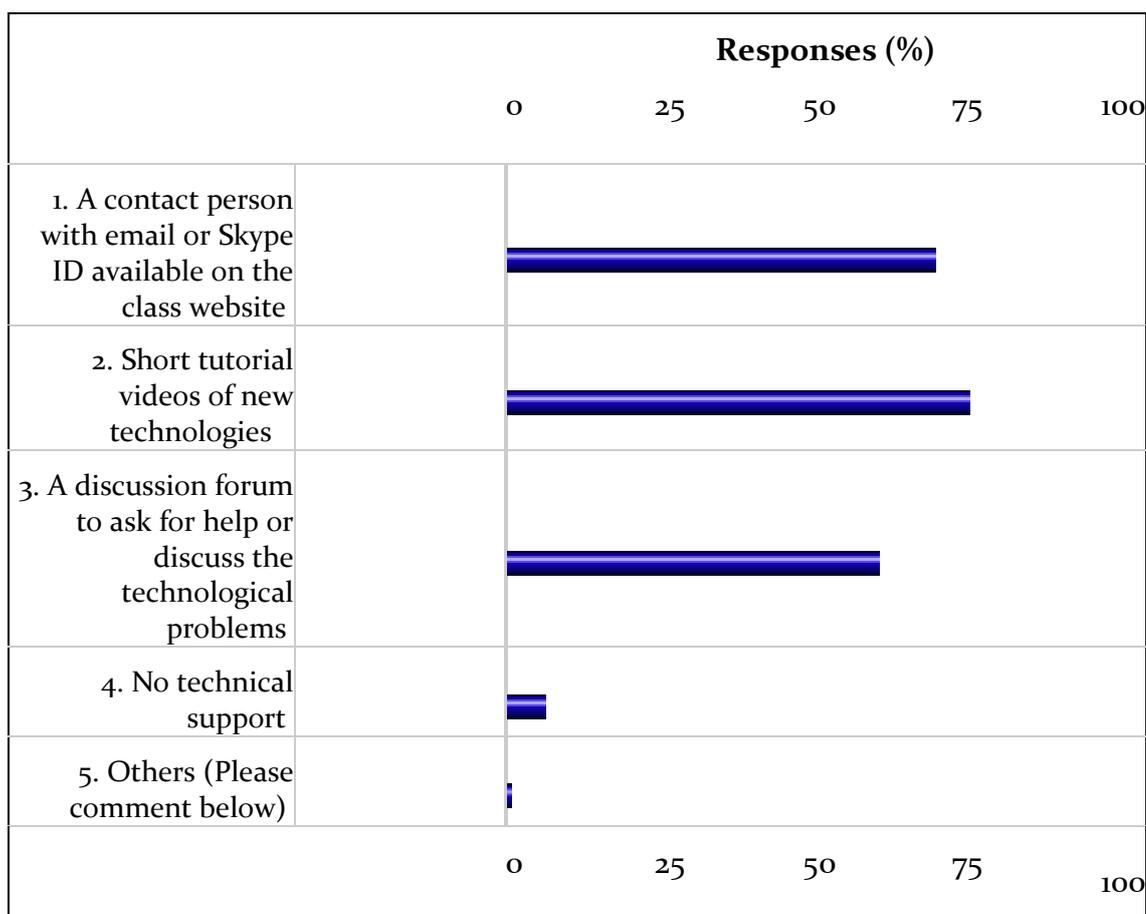


Figure 4.9. Participants' preferred kinds of technical support

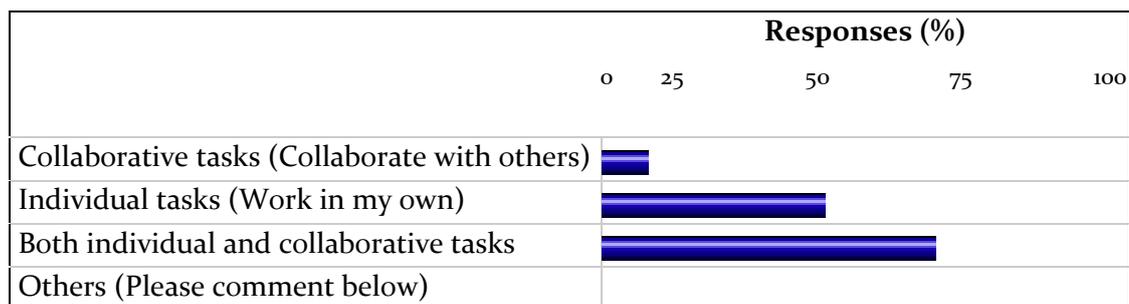


Figure 4.10. Participants' preferred task types

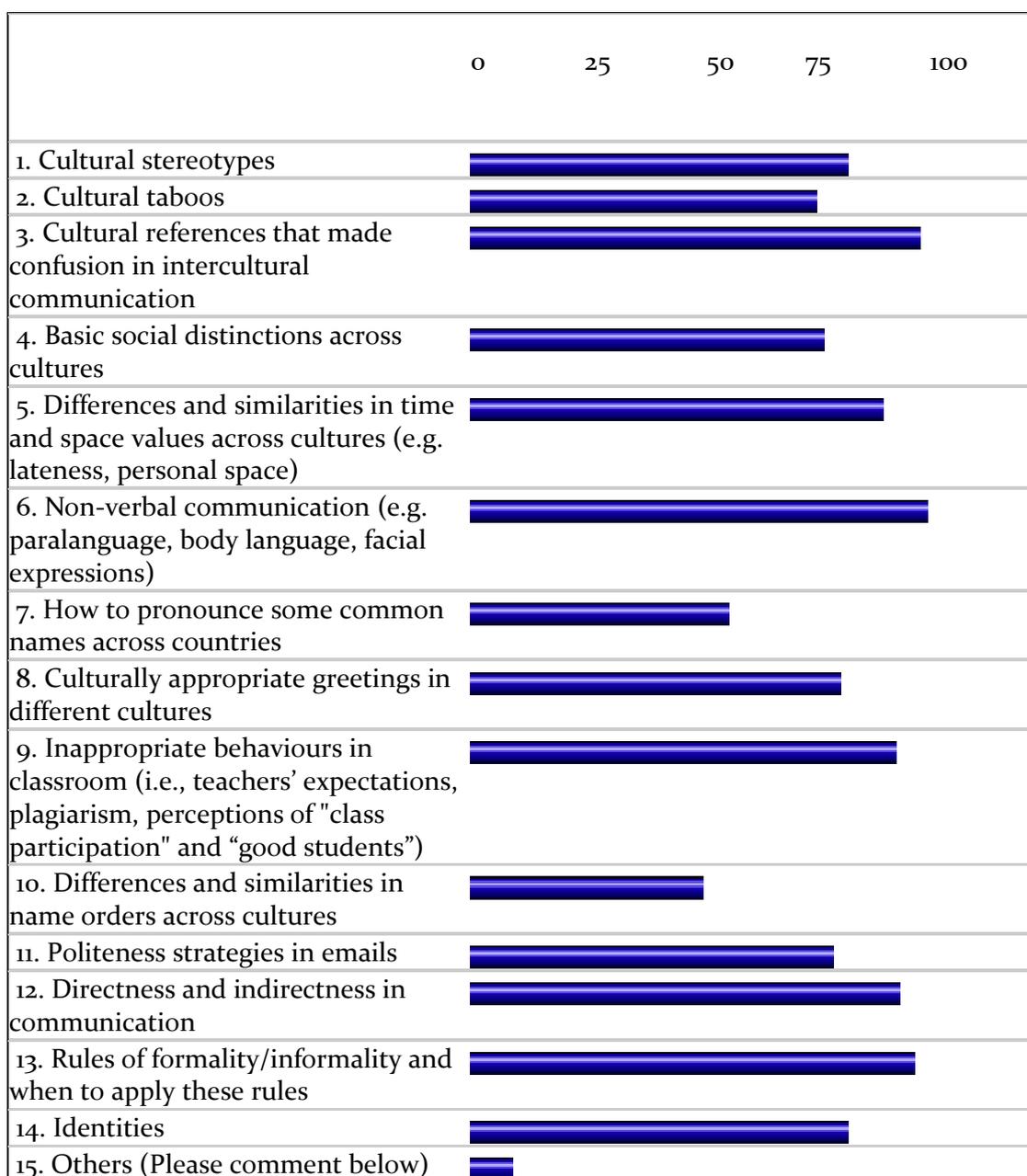


Figure 4.11. Participants' interest in discussion topics

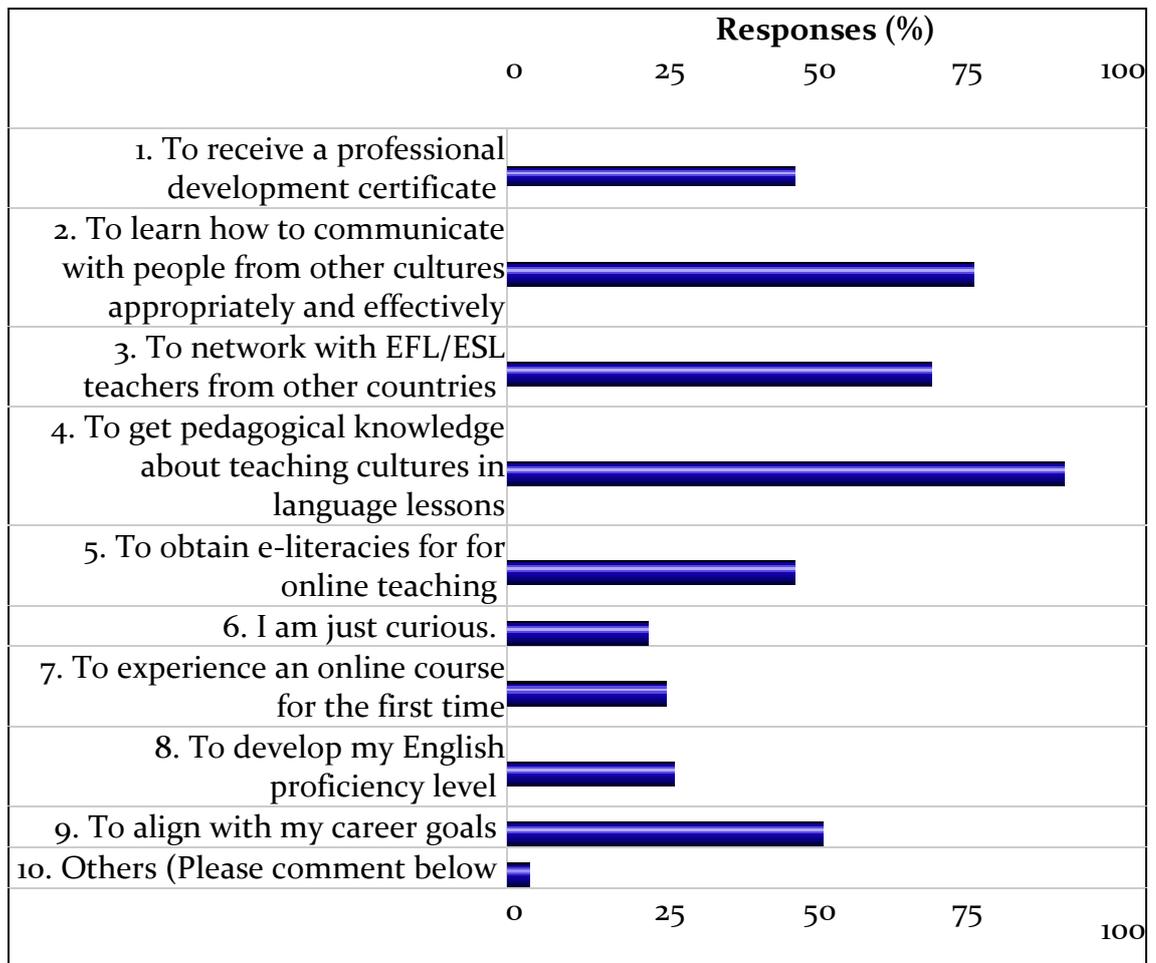


Figure 4.12. Reasons for participants' registration for the IDELT course

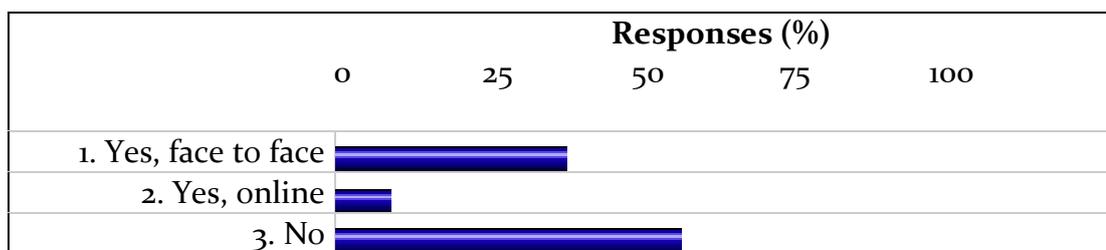


Figure 4.13. Participants' previous professional development participation in IC

4.3.2 Design stage

This stage involved selecting detailed prototypes, course structure and duration, course content, assessment methods, and instructional strategies. The look and feel, graphic design, user-interface, technical support, and appropriate delivery tools were also determined. Detailed descriptions of these design features were presented in sections 4.1 and 4.2 above.

Table 4.2

14 Tasks in the Analysis Stage of the IDELT Course

| Task No | Description of Tasks | Actions done in Analysis stage of the IDELT course |
|---------|---|---|
| 1. | Rationale (a road map from which the project goal and objectives could easily be derived) | Urgent needs to create and utilise an online networked learning environment for language teachers' professional learning in intercultural competence and intercultural language teaching |
| 2. | Goal (Giving intent and purpose to the instruction and describing the desired outcomes) | (1) develop English language teachers' IC certainty; (2) improve their pedagogical skills and knowledge of intercultural language teaching; (3) make attitudinal changes for intercultural language teaching and learning |
| 3. | Objectives (a clear picture of what changes would occur in the students based on the intent and purpose provided by the goals) | <i>See Appendix 4A – IDELT course outline</i> 7 learning objectives |
| 4. | Concept map (a graphical tool to organise and represent the content knowledge) | <i>see Appendix 4B1</i> Illustrating the organisation and representation of content knowledge about the five IC dimensions in relation with the IC pedagogical techniques |
| 5. | Learning influence document (Strategies to positively affect participants' learning outcomes) | <i>See Appendix 4B2</i> <ul style="list-style-type: none"> • Indicating the events and techniques that could help to gain the participants' attention, to stimulate the recall of their prerequisite knowledge, to communicate participants' responsibility, to inform participants of expected learning outcomes, to elicit participation, to suit their diverse learning traits, to avoid communication conflicts, and to assess participants' satisfaction with the instruction • Considering ways to help participants learn better, e.g. using videos, online advertisements photos, scenarios, and hyperlinks to open educational resources |
| 6. | Expected learning outcome document (Guided by the learning | <i>see Appendix 4B3</i> |

| | | |
|-----|--|---|
| | objectives but with more detailed information on what participants should achieve after each module) | Expanding the learning objectives to suit each specific IDELT module and to make the outcomes achievable and measurable |
| 7. | Learning hierarchy document (a prerequisite skills map that defined the expected learning outcomes) | <i>see Appendix 4B4</i> Providing accurate graphical representation of the prerequisite knowledge/skills that participants were to achieve before commencing this IDELT course |
| 8. | Learner characteristics document (Backgrounds and demographics of the participants) | Designing and administering the needs analysis to get the overview of the participants' needs, interests, contact information and socio-demographics. These participant attributes were accounted for the informed design decisions of instructional strategies, learner support, learning activities and learning materials in the IDELT course. |
| 9. | Target audience document | <i>See Appendix 4B5</i> Designing a set of criteria for selecting the final participants |
| 10. | Learner constraints document | <i>See Appendix 4B6</i> Describing the potential obstacles Suggesting solutions for possible constraints in participants' progress |
| 11. | Pedagogical considerations document (A plan of instruction) | <i>See Appendix 4B7</i> Using a mixture of instructional strategies to support networked learning and enhance connections and interactions among IDELT participants |
| 12. | Learning Environment Statement (Conditions under which the target participants operated) | <ul style="list-style-type: none"> • A quiet location anywhere as long as participants could have software to use YouTube channels and internet access to collaborate with other online participants/ to use the course website in Moodle and Facebook • Regulating the rules and online etiquettes that all IDELT participants had to follow to keep the learning environment safe, fair and comfortable |
| 13. | Delivery options document | <ul style="list-style-type: none"> • The Moodle learning management system (LMS) for hosting the course site • Facebook for announcements, discussions of technical problems, and personal concerns or suggestions • Email for communication between course admin and course participants, sending deadline reminders and links to assessment instruments |
| 14. | Analysis timeline document | Tasks in the Analysis Stage will take approximately 4-6 weeks to complete |

4.3.3 Development stage

While the two previous stages required planning and brainstorming, the Development stage was all about putting it into action. This phase included three tasks, namely drafting, production and evaluation. The drafting was the development of the course content, course activities and instructional strategies from the Design stage. This draft was then revised for the production of the IDELT course. The final production was eventually evaluated and revised based on eight standards of Quality Matters rubric for professional development.

Among many existing prebuilt rubrics for quality assurance of online course design, Quality Matters (QM) rubric was used to enhance the IDELT course quality before the Implementation stage. QM rubric was initially generated by Maryland Online in a three-year grant (2003-2006) from the Fund for the Improvement of Postsecondary Education. This QM rubric for professional development includes 43 specific statements in 8 general standards that address issues of the design and organisation of the online materials. More information on this rubric can be accessed here:

<https://www.qualitymatters.org/qa-resources/rubric-standards/cpe-rubric>

This use of Quality Matters standards was not to accredit the IDELT course but to ensure its appropriate design in reference with the general standards for online professional learning courses. The following QM general standards were used to check if the IDELT course met the standards:

- *Standard 1 - The overall design of the course is made clear to the learner at the beginning of the course:* The IDELT participants were informed of the purpose, timeline and structure of the course as well as how to get started and

access the course components. There were separate pages on the course website that provided information about the etiquette expectations, the moderators' self-introduction, and brief introduction of all participants.

- *Standard 2 - learning objectives or competencies describe what learners will be able to do upon completion of the course:* Each IDELT module aimed for achieving different learning outcomes related to the principles of intercultural competence and how to teach them. However, to avoid participants' biases in responding to the research questions, the learning objectives were not presented directly to participants.

- *Standard 3 - Assessment strategies are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies:* The online questionnaires and reflections were embedded in the IDELT compulsory tasks to measure the target IDELT learning objectives. Also, the IDELT course information clearly stated that participants would be awarded the completion certificates upon their successful completion of the course requirements.

- *Standard 4 - Instructional materials enable learners to achieve stated learning objectives or competencies:* Different types of instructional materials (i.e., videos, documents...) were provided in the IDELT course to help participants develop their IC and IC teaching techniques. The required and optional readings were clearly identified and explained.

- *Standard 5 - Course activities facilitate and support learner interaction and engagement:* The IDELT course used different technologies in various ways to actively engage participants with course content. Self-check features and peer

feedback were promoted. The requirements for participants' interaction and collaboration in three telecollaboration phases were clearly stated in the task guidelines.

- *Standard 6 - Course technologies support learners' achievement of course objectives or competencies:* The IDELT course tools promoted learner engagement and active learning. There were links to external technological tools suggested for use in the IDELT course.

- *Standard 7 - The course facilitates learner access to support services essential to learner success:* The IDELT course homepage provided links to the offered support types and external resources as well as how to obtain them for participants' success.

- *Standard 8 - The course design reflects a commitment to accessibility and usability for all learners:* The IDELT course navigation was easy to use and read. The course included various means of access to course materials that facilitated the participants' diverse learning needs.

4.3.4 Implementation stage

This stage comprised many steps to ensure the success and high quality of the IDELT course delivery in practice. These steps included promoting the IDELT course for participant recruitment, selecting and registering participants, moderating the IDELT course, evaluating and adjusting the IDELT course modules, and awarding completion certificates. The quality assurance is detailed in each step below.

4.3.4.1 Online course promotion

As detailed in Chapter 3, information about the IDELT course (with a link to the online Interest Registration Form and Needs Analysis survey on the ANU Apollo system) was advertised on a webpage of the Center for Higher Education Learning and Teaching (CHELT) of the Australian National University. A short PowToon video about the IDELT course overview was uploaded to YouTube. Links to this CHELT page and the PowToon video were then sent out to target participants through university/personal networks, email-lists of professional association, Facebook and Twitter. Registration was closed after three weeks.

4.3.4.2 Participant selection

The course was open to anyone that met the selection criteria (*see Appendix 4B5*). There were also authentication rules (e.g., providing work email address or accredited TESOL qualifications) to ensure a safe online learning environment for all participants.

4.3.4.3 Course set-up and registration

The course website with all course components and materials was built in Moodle 2.9 learning platform. The course site was tested for its functionality before the actual implementation. A Facebook group was created and invited only IDELT course participants to join. Course registration was confirmed via email to provide registrants with the course URL, IDs, and passwords to access the course website and guidelines on how to first participate. There were initially some technical problems in using the automatic password-generated Moodle system, but all accounts and passwords were quickly sent to registrants after all. Only those who completed the pre-test and accessed the course website during the first week were shortlisted as course participants. Reminders were sent to

registrants who did not follow the course participation guidelines. After the first two weeks of the course, the unused or inactive accounts (tracked through Moodle logs) were blocked unless they asked to continue. Then registrants from the waiting list were invited to fill in the vacancies. After the third week, all inactive accounts were removed if no communication with the researcher was made. Exceptions were made for those who contacted the admin to ask for late course access and pre-test completion due to sickness, work-related trips and religious pilgrim duties. Only those who submitted their first course reflection and/or participated in the discussion forums were counted as course participants.

4.3.4.4 Course moderation

Four course moderators from diverse cultural and educational backgrounds volunteered to help. These moderators included an Australian TESOL teacher and Cultural Diversity Coordinator for Canberra Institute of Technology, an associate lecturer of Arabic language from the ANU Centre for Arab and Islamic Studies, an English lecturer for the Department of Language, Literature and Intercultural Studies of the University of Florence in Italy, and me. All moderators had intercultural experiences and language teaching skills. An educational designer from the Australian National University was also on the list, but she could not eventually take responsibility due to her time conflict. Their roles and responsibilities are described in part a of section 4.2.2.3 of this chapter.

Moderators were clearly informed of effective ways to moderate the online discussion forums. A guiding document for moderators and a private forum in the IDELT website were set up to help moderators discreetly discuss any issues in their course moderation. To prevent behavioural conflicts that may waste course

moderators' time, Code of Conduct and Online Etiquettes were produced and attached to the IDELT course shell. Also, each module task was set up with clear guidelines of the expected length and quality of posts and comments. During the first six modules, each moderator was responsible for moderating a specific discussion forum. They facilitated the discussion, provided feedback to participants, solved potential cultural conflicts/ lack of etiquettes, and summarised the discussion in a specific forum.

4.3.4.5 In-course evaluation and adjustment

Proper evaluation of the IDELT course, with necessary and timely revisions, was done to make instantaneous modifications in the Implementation stage. Meticulous monitoring of course participation was maintained to meet participants' diverse needs and address technical problems. There was a separate Moodle discussion forum in the IDELT course for participants to get help with technical problems. Moreover, some suggestions from participants' needs analysis, participants' in-course reflections and their emotional feedback via email or Facebook were also considered for the revision of the modules. For example, the deadlines were extended for those who entered the IDELT course late (from the waiting list) or expressed their strong needs for extra time. No videos were used for task instructions (as in some other online courses or MOOCs) because 16 participants commented in the needs analysis survey that they did not have advanced computer skills and high-speed internet to watch the videos. Instead task guidelines for each module were written on a separate page in the IDELT course website so that participants could access the guidelines easily and as much as possible. Also, the IDELT course was adjusted to suit

participants' preference in doing tasks without video components. This happened after the first two modules when one participant complained in the IDELT Facebook group about her technical problems in watching and downloading the YouTube videos. This feature was hoped to create more opportunities for peer interactions and save their time in loading and watching the instruction videos.

4.3.4.6 Awarding course completion certificates

Upon their completion of the request form for IDELT completion certificate, all participants' task submissions were checked via the Moodle activity logs. PDF files of e-certificates and acknowledgements were then emailed to those who completed all IDELT course requirements.

4.3.5 Evaluation stage

As visualised in Figure 4.7 on the ADDIE stages, evaluation appeared at every stage of the IDELT course design. As a course designer, I ensured the high quality in the *Analysis, Design and Development* stages of the IDELT course before implementing and evaluating it in practice. In the *Analysis* stage, the preparation tasks were checked based on Moulton et al.'s (2010) framework. Then during the *Design and Development* stages, I used the Quality Matters framework to evaluate the quality of the IDELT online course elements. Finally, I collected participants' in-course feedback and reflections to adjust the course design and then used participants' test scores and reflections to evaluate the effectiveness of the IDELT course during the *Implementation* stage (Findings are presented in Chapter Five and Chapter Six).

The final *Evaluation* stage of the IDELT course included both formative and summative methods. Formative evaluation tools such as participants' in-

course reflections and module-based evaluation forms were used to collect participants' feedback during the IDELT course. Summative evaluation consisted of a pre-test and post-test questionnaire designed for evaluating the changes in participants' IC certainty and IC teaching self-efficacy beliefs. Revisions were made as necessary during the *Implementation* stage, regarding participants' reflections and feedback. The main purpose of this whole evaluation process was to determine if the goals were met and to make necessary changes for the effectiveness and success of the IDELT course design.

In summary, this section 4.3 of Chapter Four has described how the five stages of the ADDIE instructional design model were systematically used for setting up and ensuring the high quality of the IDELT course.

4.4 Conclusion

Chapter Four provided an overview of the Intercultural Dimensions of English Language Teaching (IDELT) course which was the main research site for data collection in this study. This chapter validated the high quality of the course through the description of the five systematic stages of the ADDIE instructional model. The chapter also provided rationales for the selection of nine core design features and described how these selective features were applied in the design of the IDELT course components.

From a critical literature review, Chapter Four suggested nine core design features to answer the first question in Phase One of the research. These selective design features can potentially be used to facilitate networked professional learning in intercultural language teaching and learning. The design features include (1) Diversity of connections; (2) Autonomy for self-directed learning; (3)

Openness for constructive feedback and peer assessment; (4) Connectedness/ Interactivity for learner engagement; (5) Content focus; (6) Active learning; (7) Collective participation; (8) Duration; and (9) Coherence.

According to S. W. Williams (2002), instructional design is the foundation for effective online teaching and learning (p. 142). This chapter is, hence, a foundation to understand the findings on the IDELT course effectiveness presented in Chapters Five, Six and Seven of this thesis manuscript. The next chapter - Chapter Five - will specifically present findings on how the IDELT participants evaluated these IDELT course components and their overall satisfaction with the IDELT course learning experience. The nine design features used in the IDELT course design will then be reconsidered to suggest design considerations for a SCOOC in networked intercultural language education.

CHAPTER 5

Analysis of Participants' IDELT Learning Experience

This chapter aims to determine whether teacher-participants experienced effective professional learning in the Intercultural Dimensions of English Language Teaching (IDELT) course. This is the first step in Desimone's (2009) evaluation model for teacher professional development. Based on participants' feedback, the evaluation in this chapter focused firstly on the retention rate and participants' overall satisfaction with their IDELT learning experience. During such a professional development initiative as the IDELT course, the degree to which the core design features are delivered as intended should be assessed (Garet et al., 2008). Therefore, participants' reactions to the IDELT course elements were also analysed to investigate how the nine IDELT core design features (*as described in section 4.2.2 of Chapter Four*) supported the participants' networked professional learning in a SCOOC.

This chapter addresses the following research questions:

RQ2. What was the participants' overall satisfaction with their IDELT learning experience?

RQ3. How did the participants react to the IDELT course elements designed with the nine IDELT core features?

In this chapter, I argue that a SCOOC can effectively facilitate language teachers' networked professional learning experience in intercultural language teaching and learning. I will outline this argument in five main sections of the chapter. The first section will describe the respondents, data collection

instruments, and the response rates to support the research validity, credibility, and reliability. The second section will present the quantitative data analysis results of Part One of the online reflections, and the Moodle reports. Next, section 5.3 will provide the key qualitative findings from the thematic analysis of Part Two of the online reflections. Section 5.4 will discuss both quantitative and qualitative findings that support the primary argument of this chapter and provide recommendations for future work. Finally, section 5.5 will summarise what has been discussed, and connect this chapter with the next Findings chapters - Chapter Six and Chapter Seven.

5.1 Brief Description of the Strategies for Data Collection and Analysis, Respondents, and Response Rate

5.1.1 Strategies for data collection and analysis

In Phase Two of this research, I used two main instruments for data collection on participants' professional learning experience: participants' online module-based reflections and Moodle reports. Learning analytics, thematic analysis (with NVivo 11.0) and descriptive quantitative data analysis (with Stata 13.0) were employed for the data analysis. Below are the details of the two data collection tools.

5.1.1.1 Online module-based reflections (Appendices 3C and 3D)

During the ten IDELT modules, 344 online module-based reflections were recorded in the ANU Apollo polling system. After every two IDELT modules, 58-81 participants submitted 1-5 reflections. Despite being called 'reflections', the instruments included two separate parts. The evaluation items of Part One (quantitative data) and the open-ended questions of Part Two (qualitative data)

asked participants to specifically evaluate each IDELT course element (designed with nine core design features as described in section 4.2.2 of Chapter Four) and openly reflect on their professional learning experience. A detailed description of the online reflections is presented in section 3.2.4 of Chapter Three on Research Design and Methodology.

5.1.1.2 Moodle reports

Moodle reports were used for the learning analytics of participants' online professional learning performance in the IDELT course. These reports consisted of the logs of online activities that participants performed at different times during the IDELT course. The reports also showed the total number of views for each course page, recorded their participation for a particular course activity, and illustrated the statistics of user activities with graphs and tables. A detailed description and a sample screenshot of the Moodle reports are presented in section 3.2.4.2 of Chapter Three on Research Design and Methodology.

Reliability, validity, and credibility were ensured in the data collection and analysis procedure. Participants' critical reflections on their on-going learning journey were collected after every two IDELT modules for sufficient in-depth and relevance of data collection and analysis. The two parts of the online reflections were analysed separately, quantitatively and qualitatively, to ensure credibility. Also, the Moodle reports of participants' views of pages and the total number of posts or comments were generated at the end of the IDELT course to provide valid and reliable evidence of participants' actual performance in the online IDELT course. The combination of both qualitative and quantitative data helped produce a comprehensive set of findings to support the argument of this chapter.

5.1.2 Respondents and response rate

The respondents included the course participants who completed the online reflections collected after every two of the ten IDELT modules. Table 5.1 shows that there were 58-81 reflections for every two IDELT modules, making the total of 344 reflections for the ten IDELT modules. Notably, the numbers of respondents dramatically decreased towards the end of the IDELT course. In fact, 71-81 respondents submitted their reflections in Modules 1-6 of Stage 1 (Information exchange) in comparison with 58-59 respondents in Modules 7-10 of Stage 2 (Compare and contrast) and Stage 3 (Product creation). The response rates dropped due to participants' course withdrawals. Table 5.2 shows the socio-demographics of 81 respondents for the online module-based reflections.

Table 5. 1

Total Numbers and Percentages of Respondents and Non-Respondents of the Online Reflections

| Stages | Modules | Respondents | Non-respondents | |
|-----------------------------|-------------------------|--------------------|--------------------|-----------------------------------|
| Information exchange | 1-2 | 81 96.43 | 03 3.57 | Raw numbers Percentages |
| | 3-4 | 75 89.29 | 9 10.71 | Raw numbers Percentages |
| | 5-6 | 71 84.52 | 13 15.48 | Raw numbers Percentages |
| Compare and contrast | 7-8 | 59 70.24 | 25 29.76 | Raw numbers Percentages |
| | Product creation | 9-10 | 58 69.05 | 26 30.95 |
| | | Total | 344 reflections | |

Table 5.2

Socio-Demographics of 81 Respondents to the In-Course Data Collection Tools

| Variables | N = 81 | |
|---|-----------|------------|
| | Frequency | Percentage |
| Age (years) | | |
| 25-35 | 37 | 45.7 |
| 36-45 | 23 | 28.4 |
| Over 45 | 21 | 25.9 |
| Gender | | |
| Male | 21 | 25.9 |
| Female | 60 | 74.1 |
| English speaking status | | |
| Speakers of English as a native language | 31 | 38.3 |
| Speakers of English as a second language | 15 | 18.5 |
| Speakers of English as a foreign language | 35 | 43.2 |
| Country of origin | | |
| Vietnam | 16 | 19.7 |
| Chile | 17 | 21 |
| Australia | 12 | 14.8 |
| Other English-speaking countries | 17 | 21 |
| Other non-English speaking countries | 15 | 18.5 |
| In two different countries | 4 | 5.0 |
| Professional qualifications | | |
| Doctorate | 6 | 7.4 |
| Master's | 44 | 54.3 |
| Postgraduate/ TESOL Diploma | 7 | 8.7 |
| Bachelor's | 13 | 16 |
| Other | 11 | 13.6 |
| Years of teaching experience | | |
| Less than 5 years | 17 | 20.9 |
| 6-10 years | 23 | 28.4 |
| 11-15 years | 22 | 27.2 |
| 16-20 years | 8 | 9.9 |
| More than 20 years | 11 | 13.6 |
| Teaching area | | |
| General English | 70 | 86.4 |
| Teaching pre-service teachers of English | 40 | 49.4 |
| Teaching in-service teachers of English | 36 | 44.4 |
| English for Specific Purposes | 55 | 68 |
| Others | 25 | 30.9 |
| Workplace | | |
| Technical or vocational training institution | 22 | 27.2 |
| Colleges (incl. community and teacher education) | 1662 | 19.8 |
| University | 59 | 72.8 |
| English teacher training or professional development centre | 9 | 11 |
| ELICOS/ESL centre | 34 | 42 |
| Others | 9 | 11 |

Also, the total number of respondents did not reflect the actual numbers of module completers. Writing the reflections after completing every two modules was one of the requirements for course completion; however, some participants submitted their reflections without completing their module tasks, and vice versa. For example, Modules 1-2 had 81 respondents for the reflections out of 84 participants while Modules 9-10 had 58 respondents for the reflections out of 57 course completers. Despite the varied numbers of respondents, the reflections were equally valued and counted as reliable data sources because they reflected participants' reactions to their learning experience during the IDELT course. All submitted reflections were used to answer the research questions no matter if the respondents completed all ten modules or not. The focus was on participants' feedback to the IDELT modules and their learning process during the course, not on their course completion.

The response rate for the IDELT reflections was sufficient to represent the samples of this study. Indeed, for the evaluation of such a course with greater than 50 enrolled participants, even the lowest response rate of 69% in the last two IDELT modules qualified for the expected response rate of 35% (Nulty, 2008). This response rate was also higher than the rate of 30% for general online measures (Institutional Assessment Resource, 2010). These high response rates of 69-96% for Modules 1-10 reduced the potential impact of non-response bias. Having a total of 344 feedback responses across the ten IDELT modules increased the confidence in the findings about participants' online IDELT learning experience.

5.2 Quantitative Findings

5.2.1 Findings on the participants' retention rate and overall satisfaction with the IDELT course

Despite the drop-outs, the completion rate of the IDELT course was 68%. The retention rate was measured based on the comparison between 84 participants who involved at the beginning of the IDELT course and 57 participants who completed all required tasks in ten IDELT modules, the online module-based reflections, the pre-test and the post-test.

Quantitative data analysis of 344 online evaluation forms (Part One of the online module-based reflections) showed that the respondents were highly satisfied with their overall IDELT learning experience. Figure 5.1 illustrates that 88-94% respondents rated their overall satisfaction with IDELT modules as 'Excellent' and 'Good'. Modules 5-6 were considered the best modules with the highest combined ratings for 'Excellent' and 'Good' (94%). Discussions of these findings are presented in section 5.4 of this chapter.

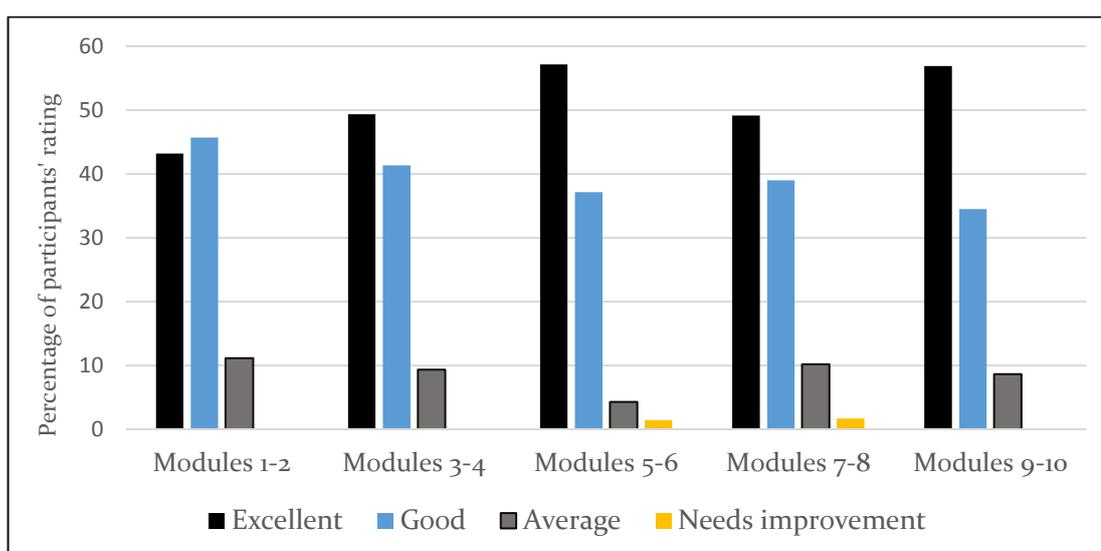


Figure 5.1. IDELT participants' overall satisfaction with the ten IDELT modules

5.2.2 Findings on participants' reactions to the IDELT course elements

This section aims to examine how the nine IDELT core design features (described in section 4.2.2 of Chapter Four) facilitated participants' professional learning in intercultural language teaching and learning. These nine selective design features arose from the literature review and a needs analysis (conducted before the IDELT course) but were not previously tested for their effectiveness. The IDELT course elements were designed based on these nine core design features; therefore, participants' reactions to the IDELT course elements are presented in this section to examine the effectiveness of these nine core design features. The implications of these quantitative findings are discussed in section 5.4 of this chapter. Below are participants' ratings of the IDELT course elements.

5.2.2.1. Participants' reactions to the IDELT course delivery format

The online course delivery format for informal and formal learning was designed based on the IDELT design feature 1 - *Diversity of connections* (detailed in section 4.2.2.1 of Chapter 4). The analysis of 344 online evaluation forms (Part One of the reflections) indicated that the IDELT participants highly rated the IDELT course structure delivered online via Moodle learning management system and social networks. Figure 5.2 shows the highest rating of 66% for the 'Excellent' category in Modules 9-10 while the lowest rating of 'Excellent' category was 41% responses in Modules 1-2. Across all ten modules, a meager percentage of participants (0 - 1.7%) agreed that the delivery format needed improvements. Given these high ratings, it can be concluded that the design feature 1 - *Diversity of connections* worked well in the IDELT course design.

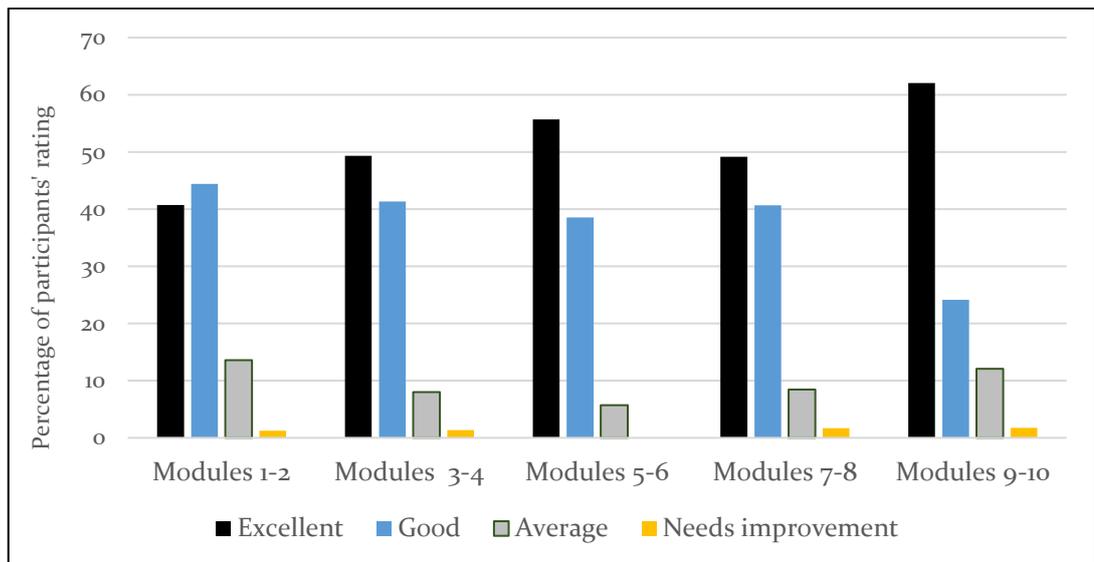


Figure 5.2. IDELT participants' rating of the course delivery format

5.2.2.2 Participants' reactions to the IDELT task guidelines

Clear task guidelines were designed to support the design feature 9 - *Coherence* (as explained in section 4.2.2.9 of Chapter 4). The IDELT participants' reactions to the IDELT task guidelines were positive with 82-94% of respondents rated task clarity as 'Good' or 'Excellent'. Figure 5.3 shows that 53- 60% respondents rated 'Excellent' for the clarity of task requirements in Modules 3-6, and Modules 9-10.

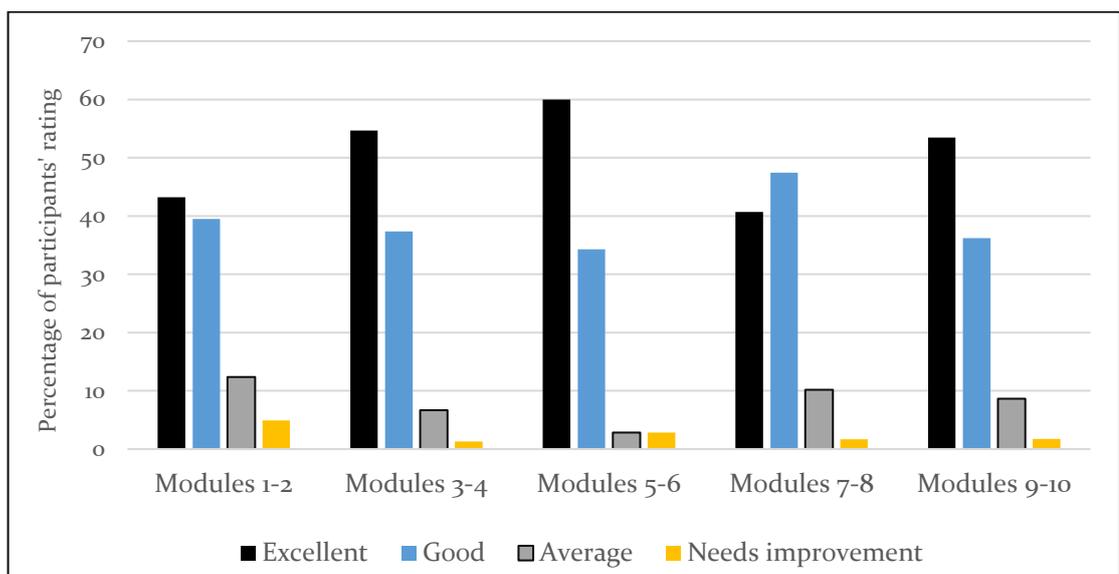


Figure 5.3. Participants' reactions to the clarity of task requirements/guidelines

5.2.2.3 Participants' reactions to the technical and learner support in the IDELT course

Various types of learner and technical support were used in the IDELT course to reinforce the design feature 2 – *Autonomy for self-directed learning* (explained in section 4.2.2.2 of Chapter 4). The findings from 344 evaluation forms showed that the IDELT participants were technically and personally well-supported. Figure 5.4 reveals that more than 87-93% of respondents rated the technical and learner support as 'Excellent' and 'Good' in all ten modules. Modules 5-6 and 9-10 were rated the best with more than 50% rating for 'Excellent' and no record of rating for the 'Needs improvement' category.

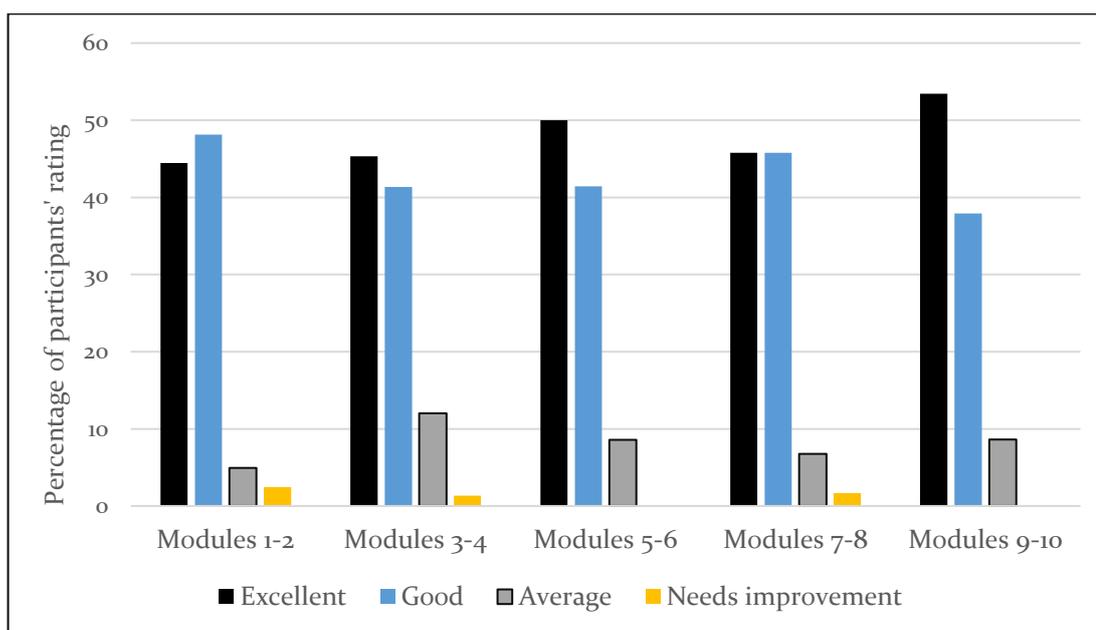


Figure 5.4. IDELT participants' rating of technical and learner support

As presented in this subsection and subsection 5.2.2.2, participants' high ratings of learner/technical support and task clarity meant that the IDELT course design highly supported participants' *autonomy for self-directed learning* (Design feature 2).

5.2.2.4 Participants' engagement in the IDELT interactive and collaborative activities

The design feature 4- *Connectedness/ Interactivity for learner engagement* was reflected in the design of various online forums and Moodle features to support participants' engagement in the IDELT interactive and collaborative activities. Data from 344 online evaluation forms revealed that participants interacted actively but did not collaborate much for task completion. Figure 5.5 shows that 76-84% participants interacted with more than three other participants in Modules 1-6 while only 10-17% participants did collaborative tasks in Modules 7-10. These numbers signified that IDELT participants preferred asynchronous interactions to collaboration. This finding suggested that there should be more support types or compulsory tasks for participants' collaboration. Further discussion is presented in section 5.4 of this chapter.

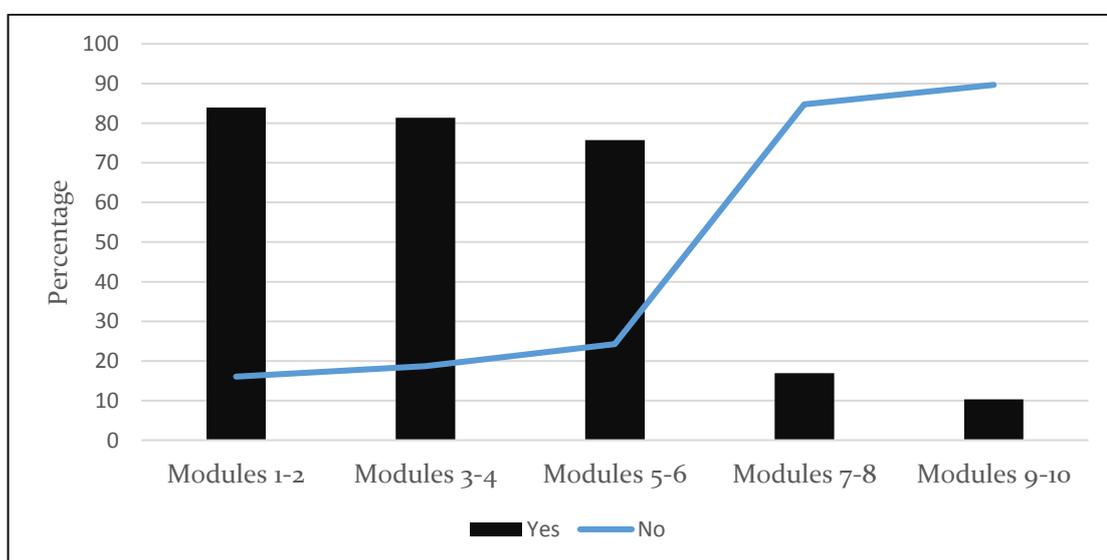


Figure 5.5. IDELT participants' interaction versus collaboration

5.2.2.5 Participants' reactions to the suggested technological tools in the IDELT course

To support the design feature 4- *Connectedness/ Interactivity for learner engagement* (explained in section 4.2.2.2 of Chapter 4), various technological tools were suggested in the IDELT course to help participants interact and collaborate for task completion. The statistics from 344 evaluation forms showed that Facebook was mostly preferred by the participants for their collaborative work and their first interaction with potential partners or collaborators.

The IDELT participants used different technological tools to first contact their online collaborators, but Facebook was the most preferred tool. Among the active participants who collaborated with their IDELT participants for groupwork tasks, 90% (9 out of 10) and 83.33% (5 out of 6) participants used Facebook in Modules 7-8 and Modules 9-10 respectively. However, some participants used other tools to replace Facebook towards the last two modules: the IDELT Chat room (16.67%) installed within the course site or Whatsapp (16.67%) or face-to-face contact (16.67%) with colleagues at the same institutions. The IDELT participants did not use Wiki page installed in the course and stopped using Moodle messages to contact the others from their IDELT profile pages in Modules 9-10. These tools seemed to be unfamiliar and inconvenient to most participants. The dotted lines in Figure 5.6 illustrate participants' trends in using Facebook and other tools for their first-time contact with potential partners.

Facebook, email, and Skype were used most frequently for participants' collaboration. Facebook was the most favoured by 90% of participants in Stage 2 (Modules 7-8) and 100% of participants in Stage 3 (Modules 9-10). In contrast to

the enormous increase of email use in the last modules, Skype use decreased dramatically from 80% in Modules 7-8 to 50% in Modules 9-10. Figure 5.7 signifies this trend in collaborating asynchronously (e.g., via Facebook, email) over synchronously (e.g., via Skype).

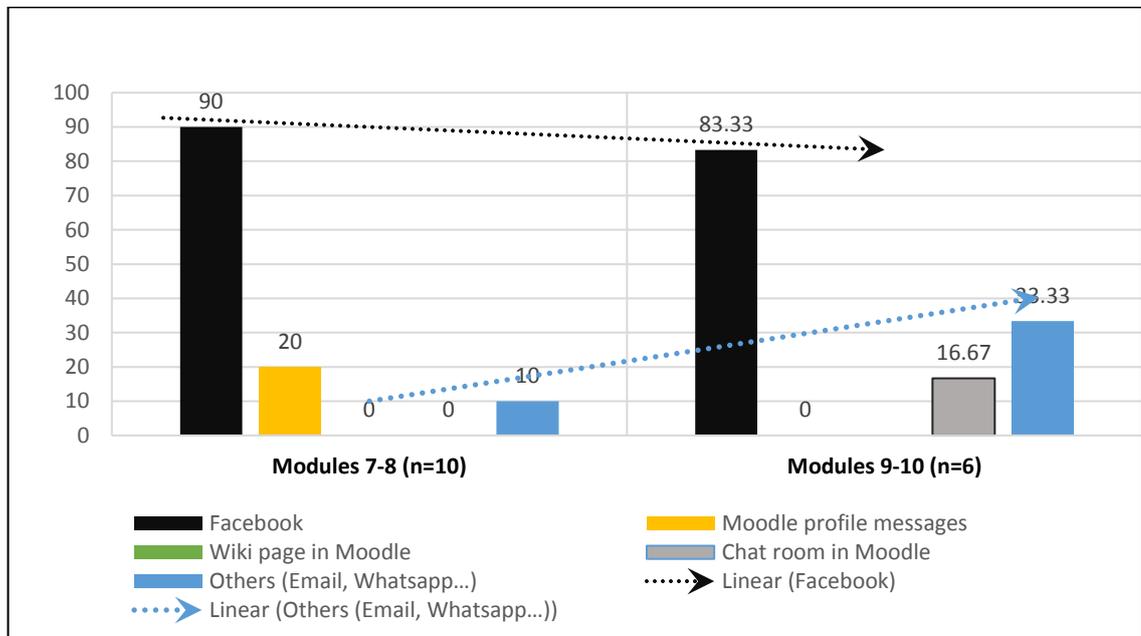


Figure 5.6. Participants' use of technological tools for first-time collaboration contact

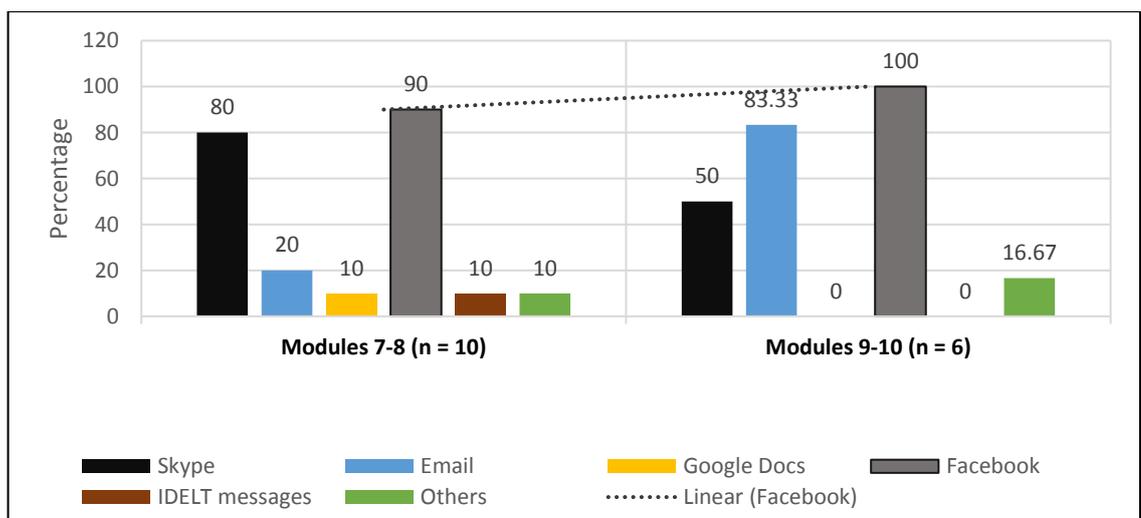


Figure 5.7. IDELT participants' use of technological tools for collaborative work

In short, the findings suggested that effective networked professional learning should be designed with asynchronous technological tools and social networking sites such as Facebook. Section 5.4 of this chapter will further discuss these findings.

5.2.2.6 Participants' reactions to the IDELT learning materials

The IDELT learning materials and resources were designed based on the design feature 5 – *Content focus*. The stimulus learning materials were highly rated for their usefulness and appropriateness in facilitating participants' professional learning experience. Figure 5.8 indicates that 87-93% of the respondents rated the usefulness of learning materials as 'Excellent' or 'Good' in the ten IDELT modules. Modules 5-6 and Modules 9-10 were rated among the most useful with 57% rating for the 'Excellent' category. No respondent suggested any improvement for the usefulness of learning materials of Modules 5-6 and Modules 9-10. Only one respondent (1-1.7%) suggested improvement for learning materials in other IDELT Modules.

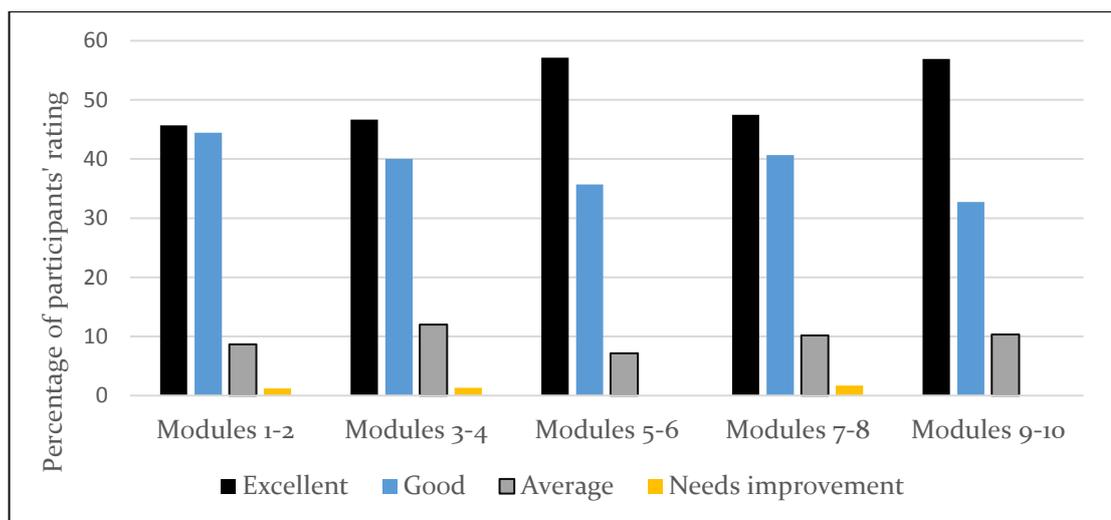


Figure 5.8. IDELT participants' rating of the usefulness of stimulus materials

Regarding the appropriateness of IDELT learning materials for facilitating the participants' professional learning process, Figure 5.9 shows 80-93% of respondents' selection of 'Excellent' and 'Good' categories across the ten modules. Learning materials in Modules 9-10 were the most appropriate with 83% rating for 'Excellent' and 'Good'. No respondent suggested any improvement for the appropriateness of the learning materials in Modules 3-4. The implications of these findings are discussed in section 5.4 of this chapter.

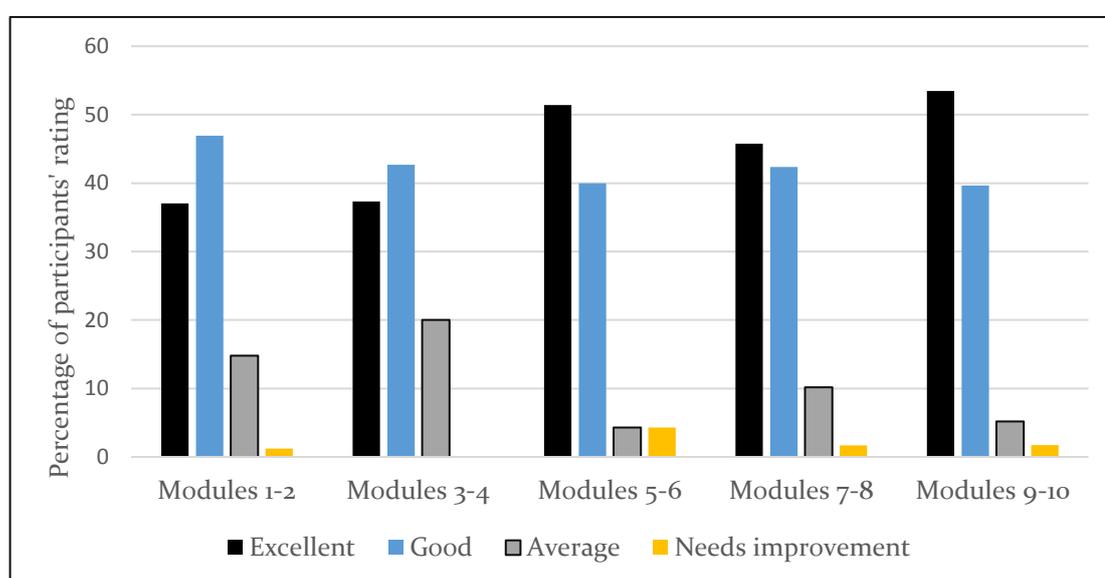


Figure 5.9. IDELT participants' rating of the appropriateness of learning materials

5.2.2.7 Participants' reactions to the organisation of IDELT content

The IDELT content was organised into three telecollaboration stages to support the design feature 6 – *Active learning*. These stages include: Information exchange (Modules 1-6); Comparison and contrast (Modules 7-8); and Product creation (Modules 9-10). This type of content organisation received high ratings by 88-94% of respondents across all ten modules. As seen in Figure 5.10, the rating of 'Excellent' increased from 33% in Modules 1-2 to 64% in Modules 9-10. Also, less than 2.5 % of participants (1 or 2 participants) rated content

organisation of Modules 1-8 (Stages 1-2) as ‘Needs Improvement’. All course completers rated Modules 9-10 of stage 3 with no needs for improvement.

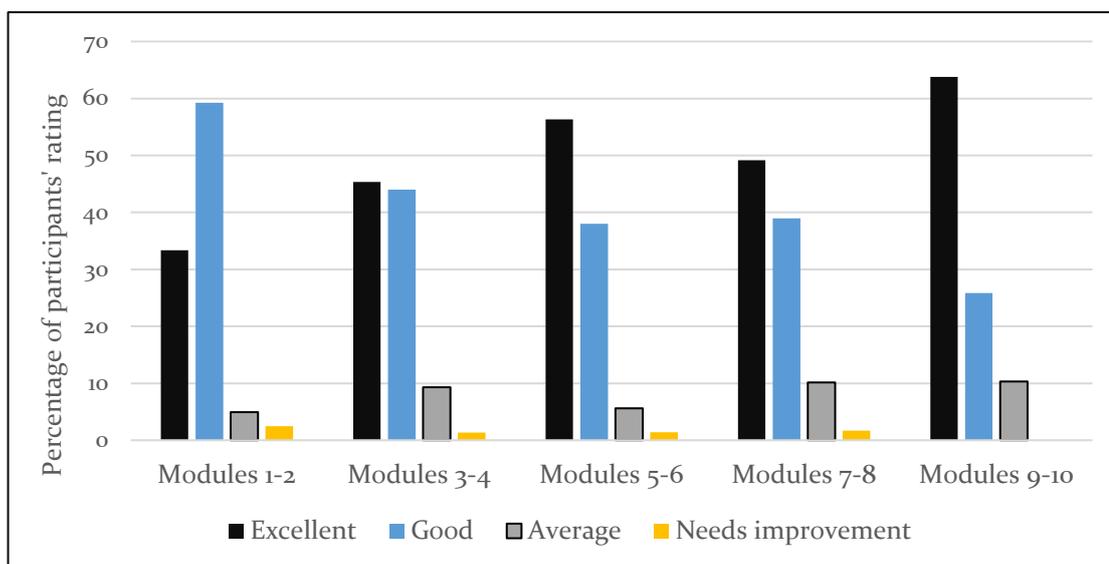


Figure 5.10. IDELT participants' rating of the IDELT content organization

5.2.2.8 Participants' reactions to the online IDELT discussion forums

As detailed in Chapter Four, the design feature 7 – *Collective participation* was reflected in the design of the IDELT discussion forums as small specialised professional learning communities. The IDELT Participants' ratings of the online discussion forums were generally high with the fluctuation from 73%- 83% for the combination of 'Excellent' and 'Good' categories across the ten modules. This rating was the second lowest in comparison with the ratings for the other IDELT course elements. However, if analysed in reference to the classification of two different discussion forum types (topic-based discussions in Modules 1-6 with support from moderators; and discussions for peer feedback on the completed tasks in Modules 7-10), the usefulness of discussions in both types was rated higher towards the end of the course.

Figure 5.11 indicates that participants' ratings for the online discussion forums were higher in later IDELT modules. The first red line shows that in topic-based discussions of Modules 1-6, 8.6% of respondents suggested improvement for discussions in Modules 1-2, but only 1.4% of respondents rated the same category for Modules 5-6. Similarly, the second red line shows the decrease in participants' rating for 'Needs improvement'. Indeed, 5.8% and 3.4% of respondents suggested 'Needs improvement' for discussions on completed tasks in Modules 7-8 and Modules 9-10 respectively. These findings indicated that participants reacted positively to the design feature 7 - *Collective participation*, which was used in the design of the online IDELT discussion forums.

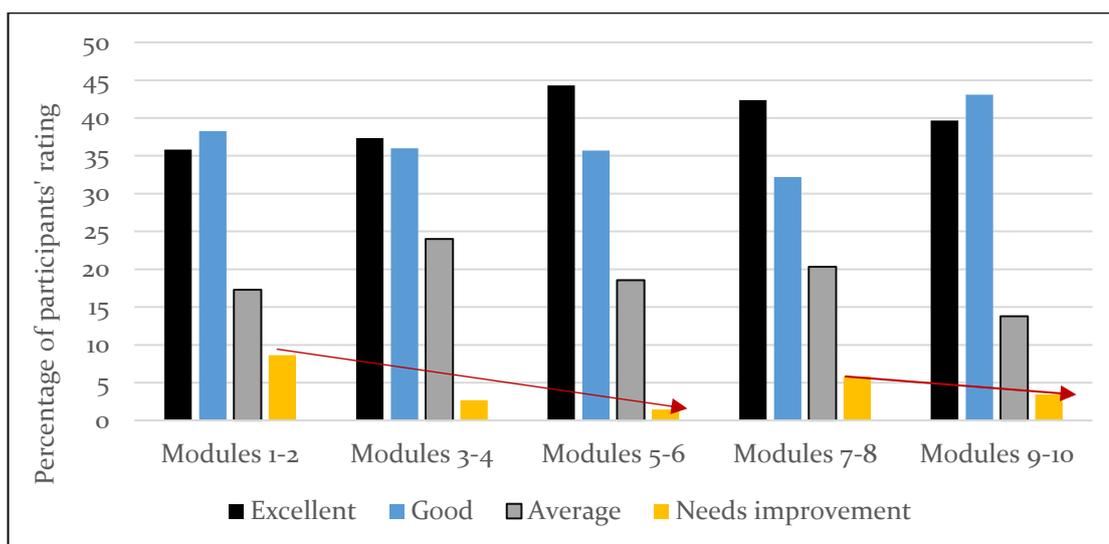


Figure 5.11. IDELT participants' rating of online discussion forums

Additionally, the Moodle reports on participants' actual virtual learning activities indicated their great interest in the online IDELT discussion forums.

This conclusion came from the learning analytics of the total posts plus comments, and the numbers of views in the IDELT course. In fact, the total posts and comments in ten IDELT modules signified that there were many active interactions among IDELT participants in the discussion forums. Table 5.3 shows

that the total number of posts and comments was always much higher than the total number of IDELT participants in the modules. For example, there were 231 posts and comments (73 posts and 158 comments) from 84 participants in Module 1, and 183 posts and comments (55 posts plus 128 comments) from 59 participants in Modules 7. Also, the higher total number of comments in comparison with the total posts shows that many participants interacted actively with other IDELT participants. To make a comment, participants spent much time to read the posts and others' comments. Then they replied to others' comments to continue the on-going conversations in the discussion forums. Although the total numbers of comments decreased towards the end of the IDELT course due to the increased dropout rate (from 3.57% in Module 1 to 30.95% in Module 10), there were always more comments than posts in all ten IDELT modules.

Table 5.3

Total Posts and Comments in Each IDELT Forum and Module

| Module | Forum A | | Forum B | | Forum C | | Total | |
|-----------|--------------|----------|---------|----------|---------|----------|-------|----------|
| | Posts | Comments | Posts | Comments | Posts | Comments | Posts | Comments |
| 1 | 27 | 61 | 24 | 55 | 22 | 42 | 73 | 158 |
| 2 | 24 | 42 | 27 | 56 | 18 | 26 | 69 | 124 |
| 3 | 26 | 51 | 21 | 23 | 16 | 31 | 63 | 105 |
| 4 | 20 | 33 | 25 | 53 | 11 | 10 | 56 | 96 |
| 5 | 29 | 37 | 16 | 20 | 13 | 35 | 58 | 92 |
| 6 | 23 | 23 | 15 | 23 | 18 | 15 | 56 | 61 |
| 7 | 2 (in pairs) | 14 | 55 | 114 | - | - | 57 | 128 |
| 8 | 39 | 58 | 18 | 47 | - | - | 57 | 105 |
| 9 | 22 | 36 | 29 | 44 | - | - | 51 | 80 |
| 10 | 23 | 26 | 33 | 69 | - | - | 57 | 95 |

The total number of views in the discussion forums also showed participants' higher interest in the online discussion forums than in other course pages. Indeed, discussion forums were the most viewed even though they were not rated as high as the other IDELT course elements. Table 5.4 clearly shows that the total number of views for the discussion forums within each module was always the highest while Chatroom had the least views in comparisons with other course pages (except for Module 1 with the total views of 'Resources' page lower than that of the Chatroom).

Table 5.4

Total Views of Participants for Each IDELT Module Section or Course Page

| Modules | Task guidelines | Discussion Forums | | | Summaries of postings | Wiki page | Chatroom | Resources |
|---------|-----------------|-------------------|------|------|-----------------------|-----------|----------|-----------|
| | | A | B | C | | | | |
| 1 | 381 | 1830 | 1290 | 1341 | 501 | - | 211 | 198 |
| 2 | 191 | 1364 | 911 | 1023 | 259 | - | 51 | 133 |
| 3 | 145 | 1329 | 729 | 783 | 212 | - | 42 | 106 |
| 4 | 98 | 745 | 1009 | 504 | 166 | - | 23 | 78 |
| 5 | 86 | 963 | 550 | 595 | 157 | - | 17 | 99 |
| 6 | 84 | 771 | 550 | 565 | 125 | - | 8 | 80 |
| 7 | 162 | 413 | 2257 | - | - | 85 | 51 | 89 |
| 8 | 147 | 1483 | 1198 | - | - | 59 | 29 | 93 |
| 9 | 127 | 989 | 1073 | - | - | - | 8 | 80 |
| 10 | 97 | 654 | 1284 | - | - | - | 23 | 85 |

5.2.2.9 Participants' reactions to learning pace and time spent in the IDELT modules

The design feature 8 – *Duration* was used in the design of the IDELT learning pace and estimated time for the IDELT task completion. In comparison with their ratings of other IDELT course elements, the IDELT participants were

less satisfied with the allotted time for task completion in the IDELT modules. Most participants generally accepted the IDELT learning pace but still needed improvement to meet individuals' needs in different phases of the telecollaboration process.

Figure 5.12 indicates that the total ratings of 'Excellent' and 'Good' ranged from 47% to 76% across all modules. Modules 7-10 allowed much longer time (in weeks) for task completions and hence received higher total ratings of 'Excellent' and 'Good' of approximately 76% (34% ratings for 'Excellent' and 42% for 'Good'). However, the rating of 'Excellent' was still lower than 50% in most modules. 24% to 34% of the respondents rated the module pace as 'Average' and 4% to 19% for 'Needs improvement'. These findings showed participants' adverse reactions to the learning pace and allotted time for IDELT task completion. Suggestions for better design in future work are presented in section 5.4 of this chapter.

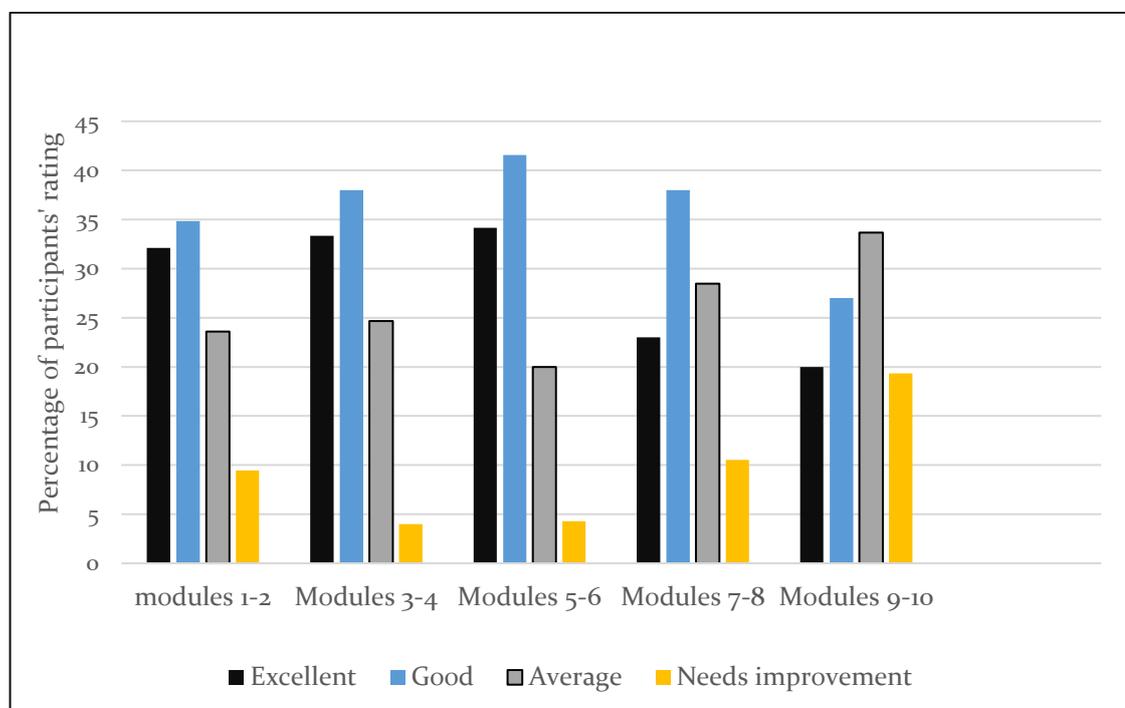


Figure 5.12. IDELT participants' rating of the learning pace in the IDELT modules

To find the best learning pace or estimated time for task completion in the modules, I also assessed participants' actual time spent in the IDELT modules. Figure 5.13 indicates that participants needed more time towards the end of the course. Otherwise, the volume of learning might need to be reduced as people progress through the course. In fact, participants' responses to the online evaluation forms showed that most participants needed an average of 3-5 hours for each IDELT module. However, around 27%-28% of participants spent more than eight hours for each of the last four IDELT modules which had only two discussion forums (not three forums as in the previous ones) but allowed collaboration among IDELT participants. These statistics could not show precisely the total time the IDELT participants spent in the course but provided the estimation of time needed for each module. To apply the design feature 8 – *Duration* effectively for similar courses, the designers should allocate more time for the collaborative activities.

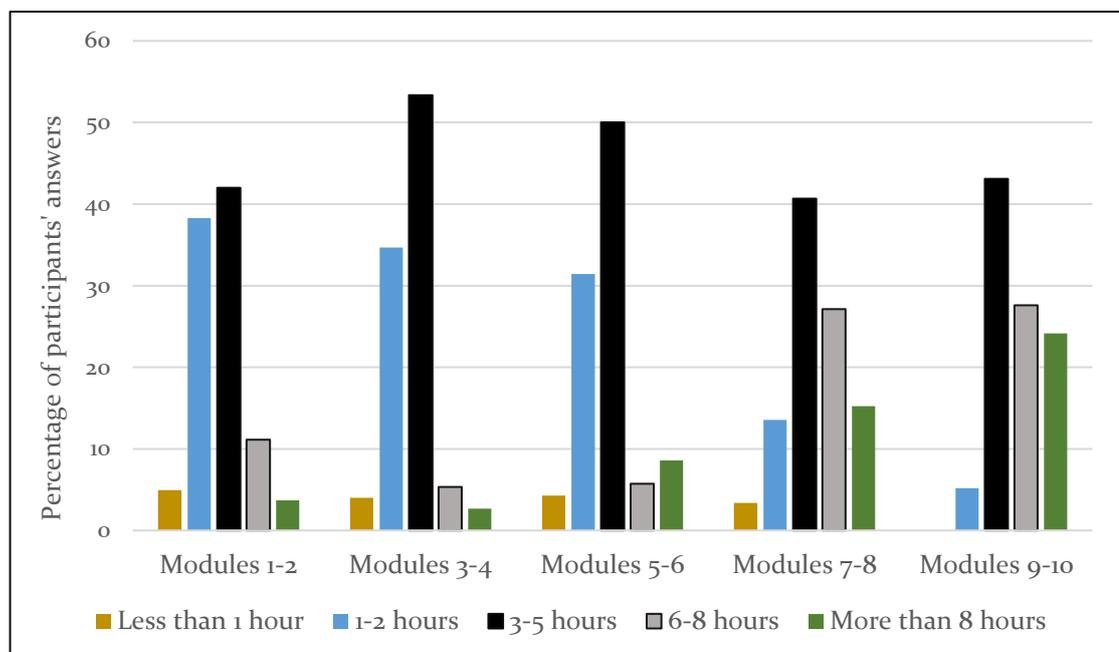


Figure 5.13. IDELT participants' time spent in the IDELT modules

5.2.2.10 Participants' ratings of the IDELT relevance and applicability

to the learning objectives

The relevance and applicability of the IDELT course content for participants' acquisition of learning objectives reflected the design feature 9 – *Coherence*. This feature was highly rated across all ten modules. As illustrated in Figure 5.14, 84% (in Modules 3-4) to 94% (in Modules 1-2) of respondents selected 'Excellent' and 'Good' when being asked about the relevance of the IDELT course to their intercultural competence development.

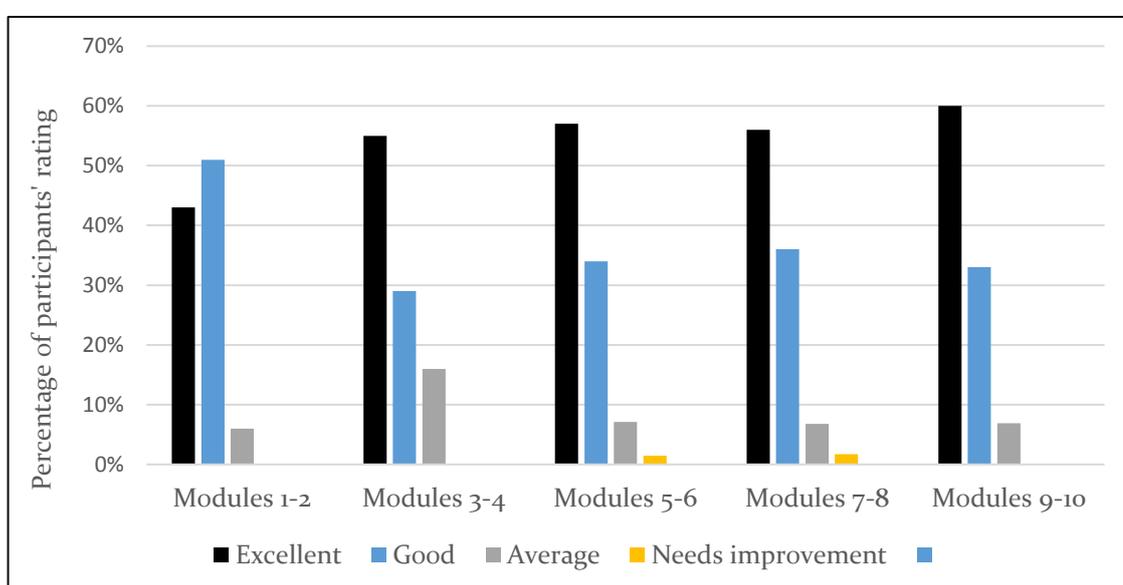


Figure 5.14. IDELT participants' rating of IDELT relevance to their intercultural competence development

Figure 5.15 also shows that 81-91% of respondents rated the IDELT applicability to their intercultural language teaching as 'Excellent' and 'Good'. These findings on the relevance and applicability of the IDELT course content for participants' acquisition of learning objectives indicated the effectiveness of the design feature 9 – *Coherence*.

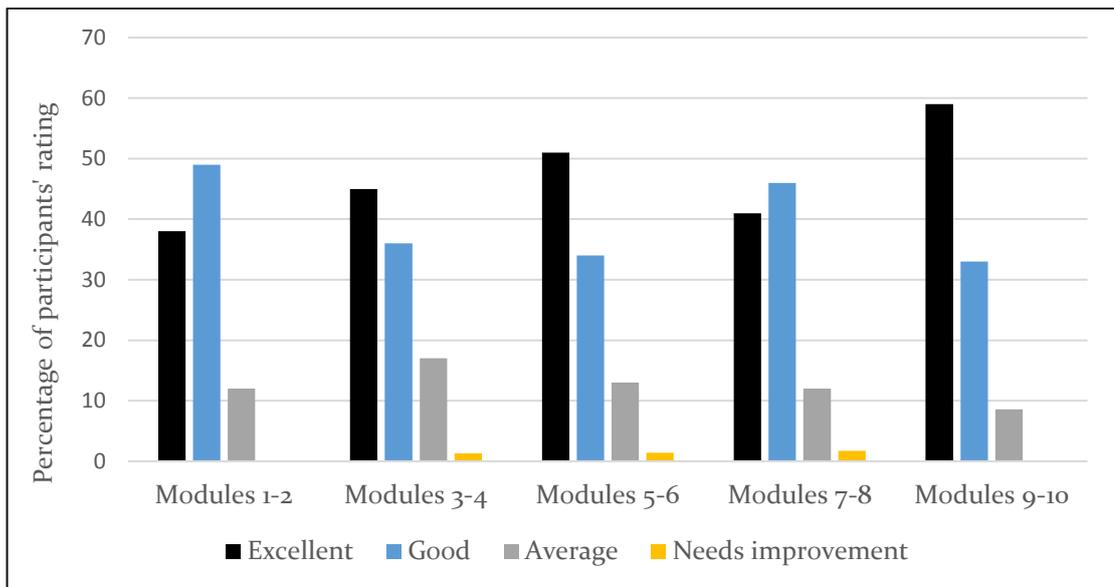


Figure 5.15. IDELT participants' rating of IDELT applicability for their intercultural language teaching

5.3 Qualitative Findings

5.3.1 Participants' positive feedback

My analysis of 344 module-based reflections collected after every two of the 10 IDELT modules showed three main themes of participants' positive feedback:

- *The IDELT modules were rewarding*
- *Participants learned from not only IDELT course materials but their peers*
- *Participants found it worth spending time in the IDELT course*

The overall impression from the reflections was that 81 respondents benefited from their IDELT learning experience. Although the numbers of module-based reflections decreased towards the end of the IDELT course due to the drop-outs, respondents' positive comments on the IDELT course elements showed the course effectiveness in facilitating their professional learning experience.

5.3.1.1 Theme 1: The IDELT modules were rewarding

Such comments as 'fascinating', 'enjoyed', 'liked', 'love', 'excellent', 'good', 'interesting', 'valuable', 'found great values' and 'satisfied' were repeatedly found in the reflections. Indeed, 67 out of 81 respondents stated in their reflections about their satisfying learning experience in the IDELT modules. Most of the reflections started with participants' expression for their satisfaction with their efforts in the IDELT modules, as can typically be seen in this quote of participant ID 45. This Vietnamese female lecturer at a TESOL teacher education college in Vietnam wrote that: 'I am very satisfied with my so-far efforts in the modules'.

The meaning of 'rewarding' was reflected in participants' good comments on the IDELT course elements. From these positive comments, the IDELT learning activities, the discussion topics, and the learning resources were found to be the most important factors contributing to the course success. Most comments in the reflections remarked on how these factors were helpful in developing participants' content knowledge and pedagogical skills in intercultural language teaching. For example, participant ID78, an Australian female trainer for ESL professional development at a federal government department in Australia, positively evaluated the IDELT learning activities that:

The course is excellent. I really enjoy the activities that you have developed. They get me thinking about very real intercultural issues and how to be both aware of them and to develop ways to manage the issues in the classroom as I try to teach in a complex intercultural space. I found it

quite interesting, informative, and comprehensive in terms of the provision of materials, resources, and contexts for discussion.

Similarly, participant ID13, a Chilean female university lecturer with 13 years of English teaching experience in Chile, showed her appreciation for the IDELT learning activities. In her reflection 1, she commented on the usefulness of various IDELT activities that: 'What I liked the most about the modules [Modules 1-2] was the wide variety of activities that can be planned as part of a specific course or as projects in the classroom based on cultural taboos and stereotypes.' Remarking on the functional effects of the IDELT learning resources, participant ID 54 - a Thai female teacher with 15 years of EFL teaching experience at a university in Thailand – wrote that:

The learning resources shared through this course are very valuable, and I have learned new ways of integrating culture into my curriculum and reinforcing the importance of drawing on my students' own reference points as a way to achieve learning outcomes.

In short, theme one of the thematic analysis showed that most participants found the IDELT content (learning materials, discussion topics, and learning resources) not only 'fascinating' but also 'rewarding' and beneficial to their intercultural language teaching. This finding added more values and insights into the quantitative findings on participants' high retention rate and high satisfaction in the IDELT course. This finding is also supportive of the findings presented in the next chapter – Chapter 6 – which demonstrates how the IDELT participants achieved the learning objectives of developing intercultural competence and intercultural language teaching.

5.3.1.2 Theme 2: Participants learned from not only the IDELT course materials but also their peers

Based on participants' 344 reflections, two sub-themes were found under this central theme on the benefits of the co-learning relationship among the IDELT participants, peers' constructive feedback and peer assessment. These findings showed that the design feature 3 - *Openness for constructive feedback and peer assessment* was effectively used in the design of the IDELT course.

a. Subtheme 1 - Peer learning as one of the primary and reliable sources of up-to-date cultural and professional knowledge

45 out of 81 respondents revealed in their module-based reflections that they learned from their IDELT peers' diverse opinions in addition to the stimulus learning materials and the provided links to external resources. The first example can be seen in Reflection 1 of participant ID65, a Vietnamese female ESL/EFL teacher with more than 15 years of university teaching experience in Vietnam and working in Australia as an English trainer and assessor, a university tutor, a research assistant and a professional marker for Pearson Learning and Assessment centre. She reflected that:

...I think I have enriched my knowledge of cultural diversity through the learning resources, the examples and the stories that people shared in their posts and comments. It was beneficial that those voices are from a variety of cultures that could bring about and facilitate heaps of well-rounded and exciting discussions. More importantly, what has been shared by other participants have been rich resources for teaching cultures, traditions, customs, and even teaching the language.

In the same way, participant ID69, a Filipino female teacher with nine years of EFL teaching experience at a university in the Philippines, acknowledged the usefulness of both IDELT reading materials in the Resources pages and the professional knowledge gained from peers in the online discussion forums. She wrote in her reflection 1 that:

I find the reading materials and the answers of my classmates very useful and relevant to my own teaching context. Aside from being exposed to a variety of reading materials on important intercultural dimensions of language teaching, the posts from other ESL teachers make the learning process very enriching as I can read from firsthand references the limitations and situations of ESL instruction from other places. So far, the reading materials and other educational resources shared by the course administrators and diverse opinions from my fellow participants have been the most useful to me.

Notably, some participants highly appreciated the opportunities for the co-learning relationship among IDELT participants. Ignoring the provided learning resources, participant ID34, an American female ESL teacher at a university in New Zealand, saw peer learning as a source of motivation that she found from no other similar courses. She wrote in her reflection 3 that:

What I like most about these modules is the same thing I've liked most about all the modules: the diversity of participants jumping in with their different perspectives. I've taken other courses on multicultural awareness with very little cultural diversity among the participants. Such courses can still be enlightening, of course; however, they can't help but be hampered by

the homogeneity of the group. No such problem in this course: I've heard first-hand from folks all over the globe telling it and how they see it!

Similarly, participant ID76 – a Vietnamese female EFL teacher at a university in Vietnam, was very excited to experience the advantages of peer learning process. She exclaimed that: 'I have learned a lot from other participants. They shared really interesting information/knowledge and cultural or personal viewpoints about issues in their culture! Reading their posts, comments, and shared links gave me the feeling of being in a lively international conference on cultures!!!'

b. Subtheme 2 - Peer learning as a great source for constructive feedback and assessment

Thirty-one out of 81 respondents also found peer learning as a source of constructive feedback and a reliable assessment model that they could benefit from. As participant ID14, an Australian male teacher with 12 years of teaching experience at ELICOS at SITEC (Sydney Institute of TAFE English Centre) in Australia, put it in his reflection 5: 'It was great receiving other teachers' evaluations and reading many shared lesson plans. I think I learned a lot about different techniques and perspectives on English language and intercultural teaching'. Participant ID7, a Chilean female teacher of General English with ten years of teaching experience at a university in Chile, also noticed the helpfulness of peers in providing textbook evaluation for intercultural language teaching. She wrote that:

What I like the most of these two modules [Modules 9-10] was the possibility of knowing other people who have been working with the same

course book as I have. So, I had the chance to know what they think about this material, especially on its pros and cons.

Similarly, ID52 – a Cambodian male TESOL university lecturer with around 12 years of teaching experience in Cambodia, demonstrated how receiving peer responses or feedback motivated and engaged him in the IDELT modules. He shared that:

I am more engaged in these two modules [Modules 5-6], compared to the previous two, because my post received replies and I replied. That was really engaging and stimulating. Thanks to the peer feedback, I felt more motivated to participate and decided to spend more time. I began to see possible interactions between participants. I was also encouraged to read more posts and comments about where I could reply to contribute to the discussion.

In summary, theme 2 indicated that the IDELT participants recognised peer learning to be as crucial as other learning resources. Participants' positive opinions about peer feedback (with no formal assessment from moderators or instructors) and shared knowledge in the discussion forums reflected the effectiveness of design feature 3 on *Openness for constructive feedback and peer assessment*. The benefits of peer assessment and the co-learning relationship among participants created a great environment for networked professional learning.

5.3.1.3 Theme 3: Participants found it worth spending time in the IDELT course

Even though the participants were very busy with their personal lives and work responsibilities, they spent much time on the IDELT course. For example, ID 56 - A female Venezuelan EFL teacher, admitted that: ‘... sometimes I think that I could not be able to cope with time, but when I concentrated myself in the tasks, I really enjoyed them’. Participants’ reflections indicated the following main reasons for their time investment in the IDELT course: (a) active interaction among participants; (b) a variety of options to complete the required tasks; (c) the practicality and applicability of learning resources; and (d) the professional organisation of content.

a. Reason 1 - Active interaction among IDELT participants

Forty-two out of 81 respondents attributed their time investment in the discussion forums to their interest in peer interactions. For example, participant ID37, a Vietnamese male TESOL university lecturer in Vietnam, found it worth taking time out of his busy schedule to interact with other IDELT participants towards developing his open minds and culturally appropriate behaviours. He reflected that:

I have struggled through the modules [Modules 7-8] because of my workload at the university; however, it is worthwhile with my time investment. I have gained some insights from IDELT partners from other corners of the globe, sharing their views, beliefs, and attitudes about terms of address and perceptions about time. These are necessary to help me behave smartly, gently and harmoniously. Such active interaction provides

me with diverse approaches towards commonly held perceptions about very mundane. Reflections of such interactions and cultural incidents certainly help us to necessarily have an open mind and tolerance.

Participant ID20, an Australian female Ph.D. student with about 10 years of ESL tutoring experience for international students at university level, spent more time in the IDELT course because she saw peer interaction as an excellent source of motivation for her active participation. She revealed in her reflection 5 that:

... I enjoyed reading people's responses on not only my project but also my autobiography post. One lady encouraged me to embrace the gifted and talented aspect of myself which I thought was really sweet of her. I rarely get such positive feedback. I enjoyed reading her autobiography in return and spent more time learning about her own cultural perspectives.

With similar views of peer interaction as a source of retention, participant ID31 – A Chilean female ESL teacher with four years of teaching experience at a university in Chile, directly stated that: 'I went online pretty often to see if somebody had replied to my comments and I also made some comments to other people's posts'. Another example came from ID35, an Australian female ELICOS/Navitas teacher in Australia, who admitted that she spent perhaps double the time in Modules 3-4 to interact with other IDELT participants. She wrote in her reflection 2 that:

By posting as early as I could & then logging in again to interact, I've also been able to read more of others' postings in the forums I chose. This has been more helpful than I expected. It is really interesting to see the broad range of people's reactions to each question or source text. I suspect this is

partly because the source material is very rich and the constraints of our replies, ideally (I'm still yet to limit myself to 300 words!), much shorter...These attempts to match my effort better with the opportunities of the course have resulted in me spending maybe double the time working on the course as I spent on the first 2 modules.

b. Reason 2 - A variety of options to complete the required tasks

Thirty-nine out of 81 respondents expressed their willingness to spend much time in the IDELT course because they could personally choose from a variety of discussion topics (organised into 2-3 discussion forums in each module) and extensive options of self-paced learning, pairs or group work for task completion. This reason was clearly expressed by participant ID18, a South African female university teacher with 14 years of English teaching experience in Russia, South Africa, and Chile, as:

I am impressed with the contents and topics of these two modules [Modules 7-8] and have tried to spend more time on them. The variety of options available was great. I'm also glad that we could choose whether we wanted to work on the topics in pairs, groups or individually. I think there was a livelier exchange of posts in the forums, though it might just be that I was more aware of it as I could spend more time reading a greater selection of posts.

In her reflection 2, ID56 -a Venezuelan female teacher with six years of EFL teaching in Venezuela, also showed her appreciation of the various discussion topics. She wrote that: 'I am very grateful because the variety of topics have been well designed for the discussion forums. To find one of my interests has been

easy so far, so I have been inspired to complete the task fully and on time'. The content of various discussion topics was also remarked on by participant ID 19 – an American male ESL teacher with teaching experience in the U.S, South Africa, and Taiwan. He reflected that: 'What I enjoyed most about these two modules [Modules 5-6] is how it didn't focus solely on the teacher role or the student role but allowed you to choose which role or the inter-relationship between the two roles within your discussion'.

c. Reason 3 - Practicality and applicability of learning resources

One of the main reasons why participants spent time and remained in the IDELT course was the practicability and applicability of the IDELT learning resources. 26 out of 81 respondents reported that they spent longer time exploring the learning resources to improve their intercultural language teaching. For instance, participant ID33 - a Vietnamese female EFL teacher with more than 10-years of teaching experience in public university and 3-year teaching experience in IIG Vietnam (a leading organisation in testing and educational quality accreditation)- wrote that:

At first, I took part in this program because I wanted to fulfil my curiosity. This one is so different from those which I used to attend. However, after joining the course, I became interested in the way you conduct everything here. I have spent time watching the videos again and again and read the information presented in the modules many times. My first impression, when watching and reading them, was their reality, applicability, and practicality. I really love them. And there's no doubt that they can give me

many good lessons and nice experience, which can improve my knowledge about other cultures, and help me enrich my teaching.

In his reflection 5, participant ID 45, an Indonesian male teaching staff member at a university in Indonesia, also reported his longer time in the IDELT modules to prepare, share, and explore the IDELT learning resources. Upon his exploration of the learning resources, he found them very applicable and practical. He wrote that:

I worked much even longer, e.g., 4,5 hours to prepare all the materials I need before writing up my ideas for the tasks. I also see that other IDELT participants did the same thing; therefore, allowing a greater sense of exploration for all of us. I spent much more time than expected as I believed that each content and topic offered in the IDELT are modifiable in a wide range context of classroom teaching practices.

Some participants also expressed their wish to have more extended access to the course website after the course so that they could explore the learning resources in their free time. Modules 9-10 were among those favoured by many participants because of their applicable and practical tasks on textbook evaluation, cultural autobiographies and lesson planning. In her last reflection, participant ID35, an Australian female ELICOS/Navitas teacher in Australia, requested that: ‘... I really hope that access to these modules [Modules 9-10] will stay open for a while longer because I would love to read and respond to more posts.’

d. Reason 4 - Professional organisation of content

Fourteen out of 81 respondents explicitly mentioned their satisfaction with the IDELT content organisation. Participant ID5 - a Vietnamese male TESOL

university lecturer with about three years of teaching experience in Vietnam, confessed that:

I find myself very much satisfied with the content and the applicability of the modules. I did not have to spend so much time and effort trying to figure out how discussions are going to hold, and what the main ideas of a module is, primarily due to the smart layout of the course. I joined several other online courses, but their organisation of contents was not this professional.

This reason was also mentioned in reflection 1 of participant ID67, an Indonesian male teaching staff at the English Language Teaching Department of an institute in Indonesia. He appreciated the content organisation as it saved him much time and hence stimulated his participation in the discussion forums. He directly stated that: 'I can encourage myself to trigger relatively new ideas after looking at the modules in a short time. Also, I found it easy to post either comments or opinions'.

In short, theme 3 pointed out four primary reasons for participants' longer time investment in the IDELT course. The reasons included the practical learning resources, active peer interactions, diverse learning modes for task completions, and professional content organisation. These factors are great sources to maintain the participants' high retention rate in the IDELT course.

5.3.2 Participants' negative feedback

My analysis of 344 module-based reflections also showed four main themes about participants' negative feedback. These themes include:

- *Lack of time for task completion*

- *There was not much collaboration among IDELT participants*
- *Problems with the discussion forums*
- *Lack of explicit support from moderators*

Despite the high retention rate and participants' positive feedback, there remained some areas for improvement in the IDELT course. In fact, the drawbacks of the IDELT course came mainly from the lack of time for task completion and collaboration, the lack of explicit and visible support from moderators (particularly in the collaboration stages), and the difficulties in actively joining the discussion forums. Although participants were quite critical about these problems, their comments were not consistent in all IDELT modules.

5.3.2.1 Lack of time for task completion

Although most participants expressed satisfaction with their efforts in the IDELT modules, 37 out of 81 respondents were quite concerned about the learning pace and a large amount of time they invested for some IDELT modules. Participant ID35 - an Australian female ELICOS/Navitas teacher in Australia - found it hard to complete 10 IDELT modules within 5-8 weeks because '...I have needed to spend much more time on the course than I was expecting, and that was before I even tried to respond to others and benefit from the full potential of this international course'. Therefore, she suggested that:

I think that maybe the suggested amount of time per week is only enough for a quick "off the cuff" response to the prompt materials and maybe some quick responses to others. For the deep learning that I would like to get from the course, one module per week would be more realistic, yet still quite challenging.

Another example was from participant ID34, an American female ESL teacher at a university in New Zealand. In her reflection 3, she thought that the allocated time for each module was not enough:

I was satisfied with my participation, pacing myself and checking in at the beginning, middle and end of the week to see if participants had responded or added to the conversations I was active in. However, Alas, when the reminder for reflection submission was sent to me on Saturday, I realized we once again only had a week to contribute to this forum.

This participant ID34 was also worried about the learning pace as some modules were more time-consuming than the others. She was concerned about the different workload and the different amount of time allocated for Stage 1 (less time for interactions among participants) and Stages 2-3 (much more time for collaboration and product creation). She confessed that: 'I'm a little confused about the pacing of the modules-- the deadlines are clearly not the same for each module (some modules get one week, others three). I wonder about the strategy behind this varied pacing. Are the longer modules considered more challenging or in-depth?'. An in her reflection 4, she blamed the IDELT drop-out rate in Stage 2 (Compare and contrast) for this unequal workload: '...my hunch is that the huge leap between expectations for earlier modules and this part of the course [Modules 7-8] turned off a lot of people...'.

Regarding the unequal workload and time in the IDELT modules, participant ID21, an Australian female ELICOS teacher with rich teaching experience in Egypt, South Korea, Turkey and Australia, claimed that: 'I found these 2 modules [Modules 7-8] required a lot more time than I had anticipated'.

Participant ID70, a Vietnamese female ESL tutor in Australia and a five-year TESOL university lecturer in Vietnam, agreed that: 'The activities in these two modules [Modules 9-10] are more time-consuming and challenging than the previous activities, but I enjoyed doing these'.

5.3.2.2 There was not much collaboration among IDELT participants

Around 31 out of 81 respondents statedly overtly and regretfully in their reflections that they did not collaborate in task completion. Below were some primary reasons for participants' lack of collaboration in most tasks. Discussion of these findings is detailed in section 5.4 of this chapter.

a. Reason 1 - Personal time constraints

Most participants who did not collaborate revealed that they were too busy with other personal and work responsibilities. For example, participant ID44, a Vietnamese male with eight years of working experience as a TESOL university lecturer and an English teacher trainer in Vietnam, admitted that: 'Due to personal time constraints, I found it hard to work collaboratively with other partners and the fact is that people are busy in different ways'. Participant ID7 - a Chilean female teacher of General English with 10 years of teaching experience at a university in Chile, directly stated that: 'I did not interact as much as I would have liked due to being away overseas and time poor'. Difficulties in balancing time for work duties and the IDELT course was found in reflection 2 of participant ID8. This Chilean male university teacher with 25 years of ESL teaching experience in Chile reflected that: 'It is really hard to try to comply with all the requirements for work and this course as well. Then there is a need to juggle with time and make the most out of it at any cost'. Other personal reasons

were revealed by participant ID9, a New Zealander female ESL teacher with more than 25 years of teaching experience in Taiwan, Auckland, Glasgow, Newcastle, London, and Wellington. She regretted that:

I could have improved my effort made had the time not coincided with our school holidays, which made me time poor for study, while I looked after children, and we went away on holiday too. I would have liked to have spent more time and collaborated with others.

b. Reason 2 – No compulsory collaboration and the discomfort of connecting online with new people for the first time

Some participants confessed that they would not collaborate unless that was the only choice. As IDELT participants could choose to complete tasks individually or collaboratively, most of them did not collaborate for task completion. As can be seen in his reflection 4, ID44 - a Vietnamese male with eight years of working experience as a TESOL university lecturer and an English teacher trainer in Vietnam, suggested a solution that: 'I just think that the coordinator [moderators] should actively put the participants into fixed pairs so that they have to work together'.

This mandate would seem to work well because a few of the participants felt awkward to find someone to collaborate for IDELT task completion, as can be clearly seen in the case of participant ID21. Even though this Australian female ELICOS and TESOL teacher have had rich teaching experience in Egypt, South Korea, Turkey and Australia, she wrote in her reflection 5 that: 'I did not feel comfortable asking any of the other participants to be my partner as I felt that I did not know them well enough. Maybe we need some more activities to develop

group cohesion among the IDELT participants'. Despite having worked collaboratively for task completion of Modules 7-8, participant ID8 – a Chilean male university teacher with 25 years of ESL teaching experience in Chile, still admitted in his reflection 4 that: '...meeting new people on Facebook can be a dangerous, disappointing situation'. However, he realised that: 'when there is a communal understanding between two people, communication is by far easier. In fact, there was a common goal and trust for both of us [he and his IDELT partner] which fostered teamwork and fellowship for the completion of both tasks'.

In short, some participants' reflections showed two main reasons for the lack of collaboration in the IDELT course: no mandate in collaborative tasks and the lack of a social paradigm for interacting. To foster collaboration in similar courses, participants should be given sufficient time, motivated to reach out of their comfort zones, and supported in finding partners for their collaboration. Further discussion of this issue is presented in section 5.4 of this chapter.

5.3.2.3 Problems with the online discussion forums

Even though the online discussion forums were positively evaluated by most IDELT participants, 11 out of 81 respondents could not cope with some problems in these online forums. These problems included repetition of responses, too much content, and basic learning materials.

a. Problem 1 - Repetition of responses in the discussion forums:

Six out of 81 respondents complained about the repeated responses in some discussion forums and suggested different solutions. Participant ID14, an Australian male teacher with 12 years of teaching experience at ELICOS in Australia, complained that: 'I found that there was a lot of repetition in the

responses to materials, so it was difficult to post something new, especially for participants joining the forum later'. Then he suggested:

Perhaps it would be better to have only one thread connected to each of the discussion questions and tasks so that people could more easily follow the content. To avoid the dominance of a few participants, maybe we could be limited to one starting comment per module.

Participant ID77, a South African male EFL teacher in Chile, also wanted to have 'Maybe have fewer posts per forum, say 10-12, and have a link so that it is easier to find your own comments again'. On the contrary, in her reflection 4, participant ID30, an Australian female ESL tutor for international students in Australia, expressed her discomfort with the requirement for limited posts in each discussion forum. She wrote that: 'The limit of 25 posts per forum is stressful. I am often worried about doing the exercise before others in order that I can properly post things up. I would prefer not to have this additional worry in doing the exercises'.

b. Problem 2 - Too much content in each discussion forum

While most respondents took advantage of the diverse content in the discussion forums, five of them still found themselves overwhelmed with a significant amount of information shared in the discussion forums. They indeed could not digest all posts and comments in the discussion forums. For instance, participant ID15 – an Australian female relief teacher currently at a university in Australia and with EFL teaching experience in Indonesia, Thailand and India – complained in her reflection 2 that: '...perhaps there was too much content and I had trouble keeping up with it all'. In her reflection 2, ID21 - an Australian female

ELICOS and TESOL teacher with rich teaching experience in Egypt, South Korea, Turkey and Australia, also showed her difficulties in coping with a large amount of information in online discussion forums: 'I try to reply to one comment and make an initial statement for another, but I don't seem to get the chance to read all the info on the forums'.

With the limit of 25 first posts in each forum, some participants were still struggling to digest the content. Participant ID18 - a South African female university teacher with 14 years of English teaching experience in Russia, South Africa and Chile - even suggested reducing the numbers of forums (not the posts) although he revealed that: 'I do understand that a larger number of forums means a greater variety to select from. I suppose I will just have to learn to cope with it!'. In contrast, participant ID14 - an Australian male teacher with 12 years of teaching experience at ELICOS at SITEC (Sydney Institute of TAFE English Centre) in Australia - suggested breaking down the main questions in each forum to create more sub-forums for discussing sub-topics. He expressed his ideas clearly that: 'I think each module can be improved by changing the discussion format. Each question [in each discussion forum] could be divided into sub-topics which participants could choose from to avoid repetition...'

c. Problem 3 - Basic learning materials in the discussion forums

In their reflections, five out of 81 IDELT participants still valued the importance of knowledge transmission and the rich learning resources, rather than the networked learning experience. In fact, they recognised no values of stimulus learning materials and did not spend much time learning from their peers' opinions in the discussion forums. They concluded that the course had elementary learning materials. One of these respondents included participant

ID17, an Australian male ELICOS teacher in Australia, who expressed his dissatisfaction with the basic content in Modules 5-6 that: 'I think I am suffering from a little topic fatigue as I feel the content is more suitable for students or beginning teachers rather than experienced English language teachers'. Similarly, right in her first reflection on Modules 1-2, participant ID20, an Australian female PhD student with about 10 years of ESL tutoring experience for international students at university level, jumped to a quick conclusion that: 'I thought the questions for the activities I did in both modules 1 and 2 were well-thought and enabled me to reflect on the content material given. In general, however, the content so far is very basic'.

In brief, some respondents gave negative comments on three main problems with the online IDELT discussion forums. Their feedback was not commonly found among the total 344 reflections but still provided reliable evidence on what should be adjusted in future SCOOC design. The problems showed some weak areas that future course design should address to facilitate networked professional learning better.

5.3.2.4 Lack of explicit support from moderators

Despite most positive feedback on the benefits of peer learning, seven out of 81 respondents expressed the needs for explicit support from moderators. They found moderators as an excellent source of motivation and were disappointed when receiving no feedback from the moderators. This need for moderators could be seen in the case of participant ID22 – a South African female with 16 years of ESL/EFL teaching experience in Japan, Vietnam, UAE, Qatar and Australia. She requested that:

I would like occasional comments by the moderators/facilitators in the discussion forums, possibly around halfway through the week. I'm not expecting them to appear with 'the right answer' but do feel that some feedback, suggestions or simple comments on some of the posts might encourage more discussion and interaction between participants.

Participant ID18 - a South African female university teacher with 14 years of English teaching experience in Russia, South Africa and Chile – also had the same need for moderators' feedback. She expressed her disappointment in her reflection 2 that:

I put in a lot of effort to try to come up with worthwhile contributions. Unfortunately, it appeared that one of my contributions, the one I had spent the most time on, did not draw any comments (even though I had posted it early). This left me thinking that nobody had read it, and I experienced a feeling of "why had I bothered", which was somewhat demotivating. I know it is impossible for everybody to comment on everything, but it would be a nice touch if you could see how many hits your posts got.

In Modules 7-10 of Stage 2 (Compare and contrast) and Stage 3 (Product creation) of the IDELT course, the moderators neither summarised participants' posts and comments in the discussion forums nor commented on participants' posts. There was no visible moderation of the discussion forums but the dominance of peer review and peer feedback. Therefore, some participants felt lost. For example, participant ID62 – an American female Celta trainer with Teaching House in the United States with ESL teaching experience in Colombia, Australia, and Russia – reflected that:

I've been disappointed with the course in these later modules [Modules 9-10]. There is no feedback from the moderators/tutors so I feel like there's no point in submitting anything. There have been some benefits in exploring my own beliefs and doing some research, but nothing that I wouldn't do in my day to day at work planning lessons or learning about my students. I was hoping there would be more explicit input, so I'd feel like I was learning from experts in the field of intercultural classrooms. Peer discussion has benefit, certainly, but not if there's no moderator guiding the discussion and providing clarity.

Briefly, my intentional decision of providing no moderators' feedback in the last four IDELT modules received negative feedback from some respondents. Some of them expressed strong needs for interactions with or explicit support from the moderators.

5.4 Discussion

This section discusses the quantitative and qualitative findings about participants' professional learning experience in the IDELT course. I argue that a SCOOOC for networked professional learning in intercultural language teaching and learning can effectively gain participants' high satisfaction and hence increase the retention rate. From participants' reactions to the IDELT course elements, I also discuss some effective core design features for networked professional learning.

5.4.1 Retention rate and participants' overall satisfaction with their IDELT learning experience

The quantitative findings showed that participants experienced effective professional learning in the IDELT course. 88-94% of the respondents were highly satisfied with their IDELT learning experience. Notably, the retention rate of 68% in the IDELT course was much higher than the average completion rates of most MOOCs. In fact, most MOOCs have a completion rate as high as 10% (Liyanagunawardena et al., 2013). According to Jordan's (2013) analysis of 24 selected MOOCs as of 11 March 2013, the highest completion rate is 19.2% while Armstrong (2014) finds that only 4% of participants completed Coursera MOOCs. The high completion rate and high satisfaction in this study showed that the SCOOC could be a potential initiative for networked professional learning.

In comparison with the results from the needs analysis survey (administered before running the IDELT course), I reject the hypothesis that the extrinsic motivation factors determined the high retention rate in the IDELT course. Figure 4.12 (reasons for participants' registration in the IDELT course) from Chapter 4 shows that only approximately half of the IDELT registrants mentioned in the needs analysis survey that they joined the IDELT course to obtain the completion certificates. Most participants joined the IDELT course primarily to improve their intercultural language teaching knowledge and skills, and to learn how to communicate appropriately and effectively with people from other cultures. These intrinsic motivation factors were seriously considered in the design of the IDELT learning objectives, assessment and activities. As a result, most participants agreed that the IDELT course content was relevant (84-94%)

and applicable (81-91%) for their acquisition of target learning outcomes. The IDELT course was designed to meet the participants' needs; hence the completion rate of the course was high.

In short, the findings in this section showed that the IDELT course effectively facilitated participants' professional learning. So, what IDELT design features were effectively delivered as intended? The discussion in this section sets a good foundation for the next section which elaborates on the effectiveness of the SCOOC core design features for networked professional learning.

5.4.2 The effectiveness of nine core design features in facilitating the IDELT participants' networked professional learning experience

5.4.2.1 Effective core design features

The quantitative and qualitative findings showed that most of the nine IDELT core design features, except the design features for learning pace and collaboration, received high ratings and positive feedback from the IDELT participants. The key findings proved the effectiveness of some SCOOC design features in facilitating participants' professional learning experience. These core design features included *Diversity of Connections*, *Autonomy for Self-Directed Learning*, *Openness for Constructive Feedback and Peer Assessment*, *Content Focus*, *Active Learning*, *Collective Participation*, and *Coherence*. Below is a discussion of key findings that suggest implications for future SCOOC design:

Firstly, participants' positive feedback and ratings of the design features of *a diversity of connections* and *autonomy for self-directed learning* showed that *personalisation* and *connections* co-occurred in the IDELT course. While networked learning created collective learning or *connections*, connectivist

learning facilitated personalised learning or *personalisation* in the IDELT course. Indeed, the diversity of connections was effectively used as one of the leading learning resources in the course, but participants could autonomously choose their own ways to personalise their learning journeys. This finding is in line with what connectivists and networked learning researchers argue that learning and knowledge rest in a diversity of opinions (Siemens, 2005) or come from the connections and interactions of diverse learners (Ryberg et al., 2012). This finding is also supportive of networked learning features that value voluntary participation and personal freedom (De Laat, 2006, p.19). The effectiveness of networked learning and connectivism principles in the IDELT course design indicated that these two theories could inform each other in the SCOOC design.

Secondly, the effectiveness of using the design feature 7 on *Collective participation* for the design of the IDELT online discussion forums suggested the inclusion of small specialised professional learning communities in the SCOOC structure. Each of these small learning communities should focus specifically on either the content knowledge or pedagogical content knowledge to meet individuals' professional interest. McDonald and Klein (2003) argue for a balance of enhancing content and pedagogy in networked learning activities while Ryberg and Lasen (2012) warn that networked professional learning should be designed with pedagogical considerations because the recent use of social networks is not 'deep-seated student desire' (p.549). Similarly, Polly, Mims, Shepherd, and Inan (2010) consider pedagogy focus as an important aspect of teacher professional development. Among all IDELT online discussion forums, forum C on IC teaching ideas was the second most viewed despite having the fewest posts and

comments. That means participants were interested in the pedagogical content knowledge, but they preferred 'peripheral participation' (Macià & García, 2016) which allowed them to benefit from the created content but not to manifest themselves. Thus, including different specialised discussion forums with the foci on both content knowledge and pedagogical content knowledge is needed to effectively facilitate networked professional learning.

Moreover, participants' preference of using Facebook to support their collaborative activities in the course structure indicated the possibility of combining formal and informal learning for networked professional learning in a SCOOC. Such applications as Twitter and Facebook have been used by many educators to develop their personal learning networks and engage in ongoing professional development (e.g. Ferriter, 2010; Forte, Humphreys, Park, 2012). However, Dron and Anderson (2014) state that networked learning in its loose form could be disruptive to formalised structures of educational institutions (P.131). The findings on the mutual support of informal (Facebook) and formal (Moodle course) formats in the IDELT course suggested creating informal professional learning communities within the formal and open structure of a SCOOC. Having various learning modes would help participants expand their connections and professional networks substantially. Therefore, a SCOOC should have a balance between providing a formal structured monitor of participants' progress and leaving space for reflections, open discussions beyond the formal course structure, and exchange of professional and cultural knowledge or experiences.

5.4.2.2 Core design features that need adjustments

In contrast to the effective IDELT core design features, the design feature 4 on *Connectedness/ Interactivity for learner engagement*, and the design feature 8 on *Duration* showed drawbacks. Indeed, participants gave negative feedback and low ratings for the learning pace and collaborative activities in the IDELT course. Some participants were also concerned about the lack of moderators' explicit support in the last two telecollaboration stages, and the overloading of online discussion forums. Below are some suggestions to modify these design features in future SCOOC design:

Regarding the fast learning pace in the IDELT course, the volume of learning might need to be reduced or more time should be granted as people progress through three different telecollaboration stages. Participants spent approximately 3-5 hours for each IDELT module, but more time was needed for the collaboration activities in the last two telecollaboration stages. Research shows that the duration of time spent on professional learning should be ranging from 14 to 80 hours for a behaviour change to occur among teachers (Van Veen et al., 2012). Vigentini and Clayphan's (2015) MOOC study find that learners needed the pacing given by teachers although they were allowed to follow their own learning paths. I suggest that time spent should be module-based instead of allocating the total time for the whole course. Further study is needed to determine if the increased time spent in the modules can be attributed to time for collaboration or time for reading the others' posts or other reasons.

Participants revealed some key reasons for their reluctance to collaborate for task completion. These included: personal time constraints; no compulsory

collaboration; and the discomfort of connecting online with new people for the first time. These findings can be complemented by evidence from other studies which report on such causes as miscommunication, a fear of being criticised, lack of experience, and insecurity in sharing own ideas (Conole & Culver, 2010; Davis, 2015; Duncan-Howell, 2010). It seemed that some IDELT participants lacked a social paradigm for interacting as learners in the 'unstructured' spaces required for collaborative tasks. Instead they preferred being 'lurkers' or silent readers (Macià & García, 2016) who secretly learned from their peers and the learning resources shared in the course and through personal learning networks. This finding supported a connectivism principle on 'learning may reside in non-human appliances' (Siemens, 2005). This type of behaviour allowed participants to autonomously personalise their learning journeys.

The low rating and negative feedback on participants' collaboration also presented the failure of using telecollaboration 2.0 framework to facilitate active collaboration in a SCOOC. This finding contrasts with other findings on the effectiveness of telecollaboration for language learners (O'Dowd, 2013; Schenker, 2012). Ryberg, Buus, and Georgsen (2012) argue that a focus on collaboration work does not preclude a simultaneous focus on facilitating the individual's gradual development of personalised learning. Due to the 'dichotomies between individualisation and collaboration' (Ryberg, Buus and Georgsen, 2012, p.43), the failure of collaboration in the IDELT course was understandable. With the emphasis on developing learners' autonomy (one of the design features selected from Connectivism principles) for self-directed learning, IDELT participants could choose when, where, how, with whom and even what to learn (Mackness et

al., 2010, p.267). In this context, there was obviously not much space for collaboration, but the findings showed that IDELT participants could still develop connections through interactions with peers, moderators and learning materials. These findings are different from that of Hodges, Lowenthal, & Grant (2016) who argue that collaboration is a must to create connections because it helps teachers meet others to add to their personal learning networks and add to the relevance and authenticity of the experience. From these findings, the future design of networked professional learning should pay closer attention to the co-design of personalised learning and collaborative learning activities. More compulsory tasks and support types (e.g., peer support, connecting potential collaborators) for collaboration should be provided directly in future course design.

A few of participants complained about the lack of moderators' explicit support in the last two telecollaboration stages, and the overloading of discussion forums. However, these problems are common in online learning communities. For example, Davis (2015) finds a similar problem on participants' overwhelming consumption of the volume of information when Twitter is used for professional development. Holmes (2013) also argues that moderation in advanced communities tend to be almost non-existent because participants can support each other and share leadership roles. Despite the low numbers of complaints on these issues in the IDELT course, future SCOOC design can minimise these problems by providing more visible collaboration support types that address individuals' needs and requests.

5.5 Conclusion

Chapter Five showed that teacher-participants experienced effective professional learning experience in a SCOOC. With the systematic data collection and analysis of 344 online reflections, and the learning analytics of Moodle reports, it can be concluded that a SCOOC is a suitable format for networked professional learning in intercultural language teaching and learning. Despite some minor problems, a SCOOC was well-rated and well-received by most participants. Despite being run only once and still with areas for improvement, the SCOOC in this study provided solid findings that internally and externally validated the effectiveness of seven out of nine selective design features. The drawbacks of two other design features provided meaningful implications for future SCOOC design. Further research should be conducted to provide more empirical evidence that can confirm the best SCOOC design features.

Contrary to most research studies on networked learning which are based on qualitative case studies or social network analysis research, this mixed-method case study has justified some practical design features based on both quantitative and qualitative findings from participants' reflections and learning analytics results. As there has been a lack of conceptualisation for a comprehensive plan for the instructional design of networked professional learning (Czerkawski, 2016), the core design features for the IDELT course components could have significant implications for future design of networked professional learning in a SCOOC. This chapter is the foundation to investigate the next two evaluation elements in Chapter Six and Chapter Seven.

CHAPTER 6

Analysis of Participants' IDELT Learning Outcomes

Chapter Six aims to determine if teacher professional development (TPD) in the Intercultural Dimensions of English Language Teaching (IDELT) course effectively increased participating teachers' knowledge and skills, and/or changed their attitudes towards and beliefs about intercultural language teaching and learning (ILTTL). This is the second step in Desimone's (2009) TPD evaluation framework. In this study, the evaluation focused on three main learning objectives of the IDELT course: (1) participating teachers developed their certainty of intercultural competence (IC); (2) participating teachers increased their self-efficacy beliefs in intercultural language teaching (belief in their own ability to use their professional skills and knowledge for fostering their language learners' IC); and (3) participating teachers changed their attitudes towards intercultural language teaching and learning.

Specifically, chapter Six will address the following research questions:

RQ4. To what extent did the IDELT participants achieve the target learning outcomes?

4a. Did the IDELT participants develop their intercultural competence dimensions? If so, how?

4b. Did the IDELT participants enhance their self-efficacy beliefs in intercultural language teaching? If so, how?

4c. What were the changes in the IDELT participants' attitudes towards intercultural language teaching and learning?

As it is impossible, given the constraints of this study, to measure participants' IC and IC teaching directly, I focused on exploring their self-reported changes in interculturality and intercultural teaching self-efficacy beliefs. I also used their meta-reflections on how their IC developed as evidence of how they would possibly develop their language learners' IC. We can assume that these shared perceptions have the potential to 'strongly determine the way teachers teach, the way they develop as teachers and their attitudes towards educational changes' (Beijaard, Meijer & Verloop, 2004, p.108).

In this chapter, I argue that a Small Connectivist Open Online Course (SCOOC) designed for networked professional learning in intercultural language teaching and learning can enhance tertiary language teachers' certainty of IC and their IC teaching self-efficacy beliefs. This argument will be developed in seven main sections. Section 6.1 will describe respondents' socio-demographics, data collection instruments, data analysis procedure, and probability and reliability checks. Section 6.2 will focus on the findings about respondents' certainty of IC development. Section 6.3 will present the findings of the respondents' changed IC teaching self-efficacy beliefs. In these two sections about the research results, the description of the quantitative findings precedes the presentation of the qualitative data analysis results. Next, section 6.4 will present the findings of participants' attitudinal changes about intercultural language teaching and learning. The findings on the relations between socio-demographic variables and respondents' enhanced IC and IC teaching self-efficacy beliefs will be elaborated in section 6.6. To support the main argument of this chapter, the key findings

will then be summarised and discussed in section 6.6. Finally, section 6.7 will present the conclusion of this chapter.

6.1 Data Collection Instruments, Data Analysis and Brief Description of Respondents

6.1.1 Data collection instruments and data analysis

Data from the online questionnaire and the online module-based reflections were collected to support the argument of this chapter. These two quantitative and qualitative data sources were then analysed to evaluate participants' acquisition of the target learning outcomes: (a) Enhanced certainty of IC development; and (b) Increased IC teaching self-efficacy beliefs.

6.1.1.1 Online questionnaire

Quantitative data were collected from the online questionnaire (see *Appendix 3B*) administered at the beginning and the end of the IDELT course in a one group pre-test and post-test design. This five-point Likert scale questionnaire with 34 test items was designed with three main parts as shown in Table 6.1.

Table 6.1

Three Main Parts of the Online Questionnaire

| Parts | Content | Numbers of items |
|-------|--|---|
| 1 | Byram's (1997) 5 ICC principles | Part 1A: 8 items on Attitudes Part 1B: 6 items on Knowledge Part 1C: 8 items on Skills of Interpreting and Relating Part 1D: 6 items on Skills of Discovery and Interaction Part 1E: 8 items on Critical Cultural Awareness |
| 2 | IC teaching self-efficacy belief (Selected items from Byram et al.'s (2002) guidelines; Guyton & Wesche's (2005) Multicultural Efficacy Scale) | 18 items |
| 3 | Socio- demographics | 12 items |

The collected data were statistically analysed with Stata 13 software program (Longest, 2014) to measure the differences in the 57 course completers' questionnaire responses before and after the IDELT course. Paired dependent t-tests were run to determine if the mean scores of each item in the pre-test and post-test differed significantly. The variables in the instrument were treated as continuous scores, ranging from 1 to 5. The questionnaire was reliable with the Cronbach's alpha higher than 0.7 (see *Table 6.4 in section 6.1.3*).

The Shapiro-Wilks test for normality showed that the participants' pre-test and post-test scores were normally distributed. As shown in *Appendix 6A*, the Prob > W value listed in the output is the p-value. The normality test results with a p-value of 0.33 for IC teaching scores and a p-value of 0.72 for IC scores were greater than the chosen alpha level of 0.05; thus, it was concluded that the IC and IC teaching scores of 57 course completers were normally distributed (see *Appendix 6A for the distribution histograms*). Multivariate regression was employed to verify scale reliability and measure the significant relations between participants' test scores and 10 socio-demographic factors. The results of these regression tests (in Stata 13) are presented in *Appendix 6C*. More details on the validation of the online questionnaire can be found in Chapter Three.

6.1.1.2 Online module-based reflections (see Appendices 3C and 3D)

Qualitative data were collected from 57 course completers' answers to Part 2 of 285 online reflections. The main purpose of data analysis was to explore the changing process of participants' certainty about their IC development across the ten IDELT modules and how confident they were about their acquired skills and knowledge of IC teaching. Qualitative data collected from participants' online

reflections were thematically pooled and coded with the use of NVivo 11 software (Bazeley & Jackson, 2013). The analysed data were subjected to thematic analysis and supplemented the interpretation of participants' IC and IC teaching self-efficacy test scores. Once I identified preliminary themes and patterns, focused coding took place. New themes that emerged during focused coding through categories of words, phrases or statements were also analysed in reference to Byram's (1997) five IC dimensions and features of IC teaching self-efficacy beliefs. The findings from the thematic analysis were triangulated with the quantitative findings to examine participants' acquisition of the IDELT learning objectives.

6.1.2 Socio-demographics of respondents

As the main purpose of data collection was to explore participants' achievement of the IDELT learning objectives, the respondents only included 57 course completers (68% of the total 84 IDELT course participants). As IDELT course completers, these respondents completed both the online IC pre-test and post-test and the module-based online reflections. Given the difficulties in randomly assigning the participants into different control and experimental groups in the international setting of a single online course, I used convenience sampling – a whole group of 57 course completers in a pre-test and post-test design. This is a commonly used study design (Harris et al., 2006) that can demonstrate possible causality between an intervention and an outcome but does not use randomisation. Although the main purpose of data collection was not to claim such causality due to the possible interference of other uncontrolled factors, this design ensured a systematic and reliable process for investigating

participants' changes in teacher quality. More information about this sample selection process is provided in section 3.2.2 of Chapter Three.

Table 6.2

Questionnaire Respondents' Socio-Demographic Variables (N=57)

| Variables | Frequency | Percentage |
|--|------------------|-------------------|
| <i>Age (years)</i> | | |
| 25-35 | 26 | 45.6 |
| 36-45 | 14 | 24.6 |
| Over 45 | 17 | 29.8 |
| <i>Gender</i> | | |
| Male | 13 | 22.8 |
| Female | 44 | 77.2 |
| <i>English speaking status</i> | | |
| Speakers of English as a native language | 18 | 31.6 |
| Speakers of English as a second language | 10 | 17.5 |
| Speakers of English as a foreign language | 29 | 50.9 |
| <i>Country of origin</i> | | |
| Vietnam | 13 | 22.8 |
| Chile | 14 | 24.6 |
| Australia | 8 | 14.0 |
| Other English-speaking countries (e.g., US, UK, New Zealand, South Africa...) | 8 | 14.0 |
| Other non-English speaking countries (e.g., Indonesia, the Philippines, Pakistan...) | 12 | 21.1 |
| In two different countries | 2 | 3.5 |
| <i>Professional qualifications</i> | | |
| Doctorate or Master's | 36 | 63.2 |
| Postgraduate/ TESOL Diploma | 6 | 10.5 |
| Bachelor's | 11 | 19.3 |
| Others | 4 | 7.0 |
| <i>Teaching duration</i> | | |
| Less than 5 years | 11 | 19.3 |
| 6-10 years | 19 | 33.3 |
| 11-15 years | 15 | 26.3 |
| 16-25 years | 12 | 21.1 |
| <i>Teaching experience</i> | | |
| General English | 49 | 85.9 |
| Teaching Pre-service teachers of English | 29 | 50.8 |
| Teaching in-service teachers of English | 24 | 42.1 |
| English for Specific Purposes | 39 | 68.4 |
| Others | 17 | 29.8 |
| <i>Workplace</i> | | |
| Technical or vocational training institution | 13 | 22.8 |
| Colleges (incl. community and teacher education) | 11 | 19.3 |
| University | 44 | 77.2 |
| English teacher training or professional development centre | 7 | 12.3 |
| ELICOS/ESL centre | 18 | 31.6 |
| Others | 7 | 12.3 |

Simple statistical analysis of frequency and percentage was run with Stata 13 data analysis software to present the descriptive statistics of participants' socio-demographic variables such as age, gender, English speaking status, country of origin, professional qualifications, teaching duration, teaching experience, etc. Most categories with fewer than five respondents were grouped together into new categories, as specified in Table 6.2. Most respondents (or course completers) were female, 25-35 years old, experienced university lecturers with a doctorate or Master's degree. They were mostly from Vietnam, Chile, and Australia.

Besides socio-demographic variables, other variables were recorded in the IDELT course. These variables are described in the following subsections to provide an overview of the external factors that might have affected participants' achievement of the IDELT learning objectives. The multivariate regression was employed to examine the effects of these variables and socio-demographics on IDELT participants' learning outcomes. Details about these findings are presented in section 6.4 of this chapter.

6.1.2.1. Overseas experience

Most course completers have previously been overseas; varying from less than one year to more than five years, except two (3.5%) with no overseas experience. Information about overseas experience of 57 respondents came from their estimated total time for travelling, working, studying and so on. Figure 6.1 shows that more than half of respondents had at least one-year overseas experience while Figure 6.2 indicates different numbers of countries they had been to, ranging from 1 to 25 countries.

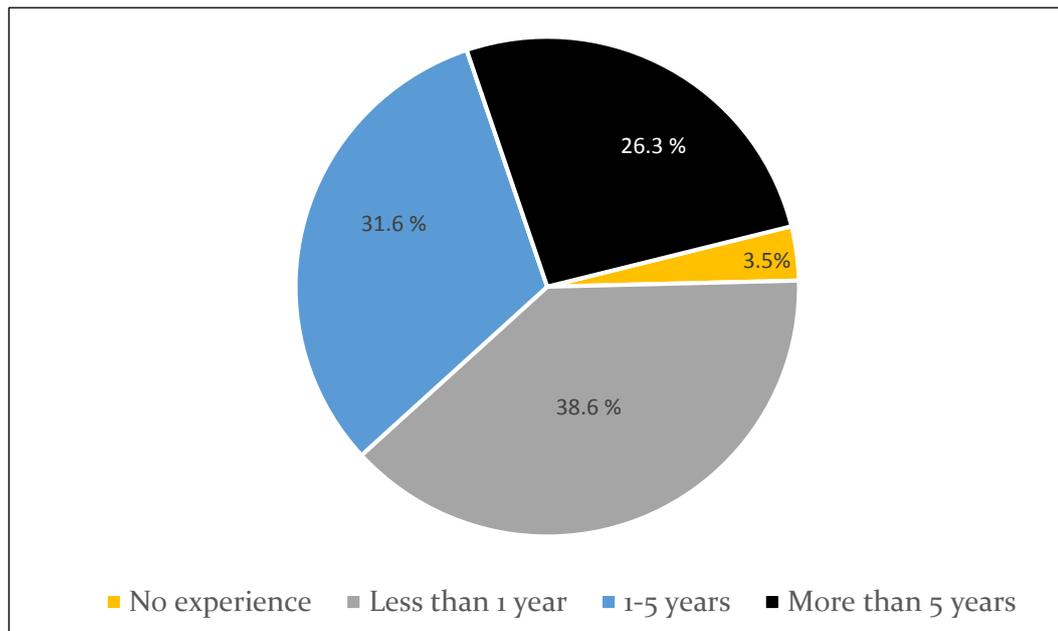


Figure 6.1. Respondents' overseas experience (N = 57)

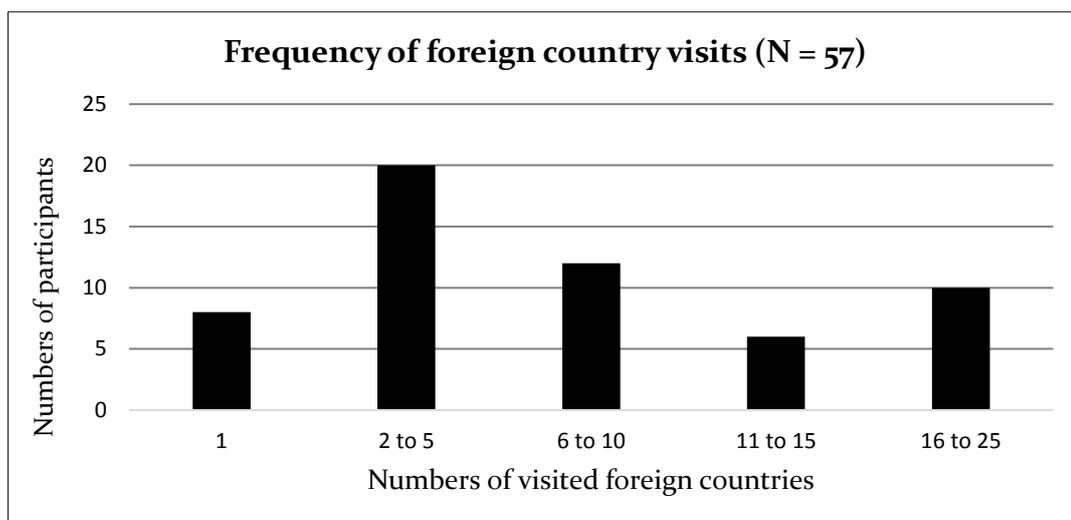


Figure 6.2. Respondents' total numbers of visited foreign countries

6.1.2.2 Interaction with people from other cultures

Most IDELT course completers had frequent interactions with people from other cultures. In fact, Figure 6.3 shows that nearly half (45.6%) of course completers interacted with people from other cultures daily (online and face-to-face) while only 8.8% contacted international friends less than once a month.

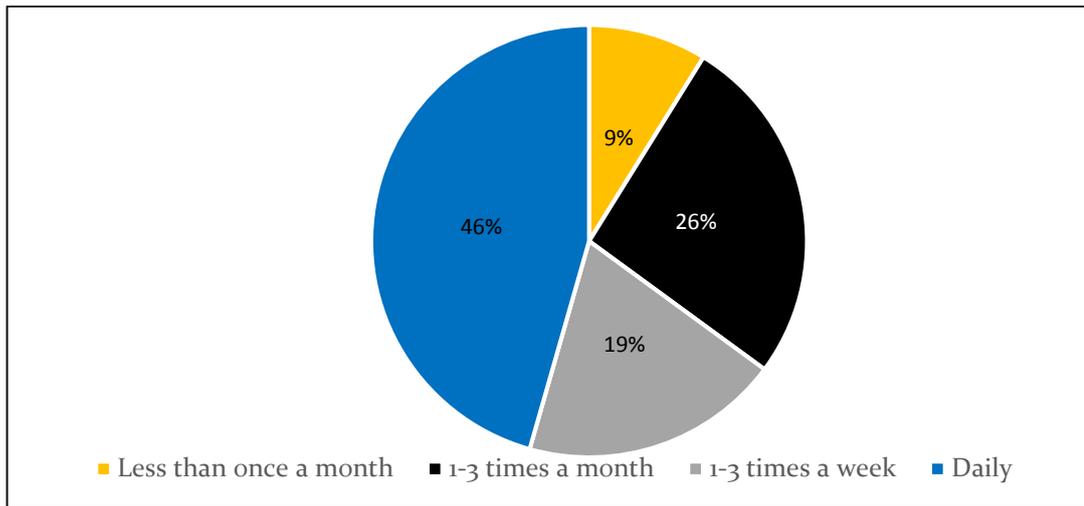


Figure 6.3. Respondents' interaction frequency with people from other cultures

6.1.2.3 Previous professional development experience in intercultural communication

Almost all respondents (except 1) had no previous experience in online professional development in intercultural competence and its teaching. As indicated in Figure 6.4, more than half of participants (approximately 63%) had no previous experience in intercultural competence development and its teaching while 20 (35%) out of 57 respondents had been trained in face-to-face sessions.

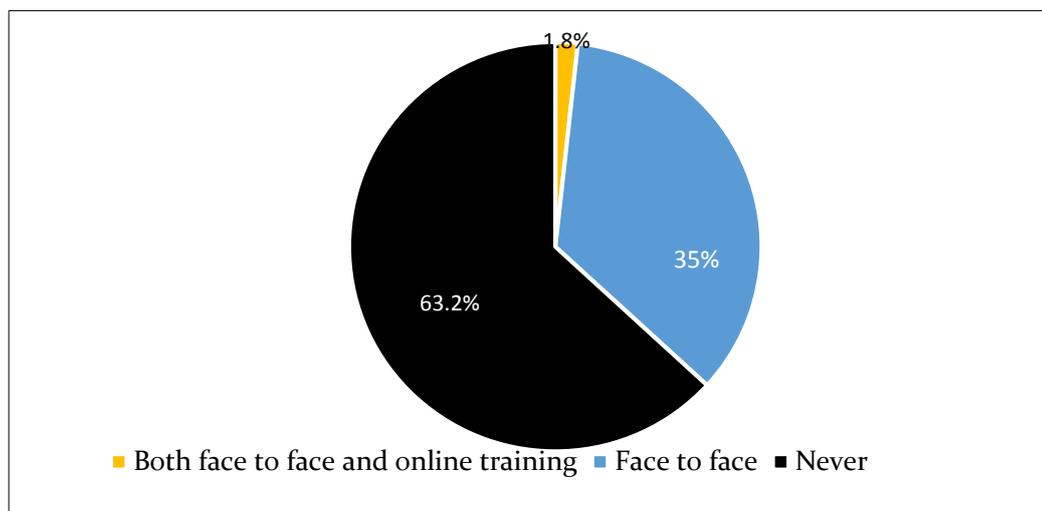


Figure 6.4. Respondents' previous professional development experience in intercultural communication

6.1.2.4 Technological skills

Most respondents had sufficient technological competence to participate in the IDELT course activities. In fact, more than half of respondents could use email, the online discussion forums, Facebook, Google Docs and Skype. However, Figure 6.5 shows that only 11-17 respondents showed advanced technological skills in website design and video making. Only 14-18 respondents were competent in using such new technological tools as Wikispaces or online lesson planning.

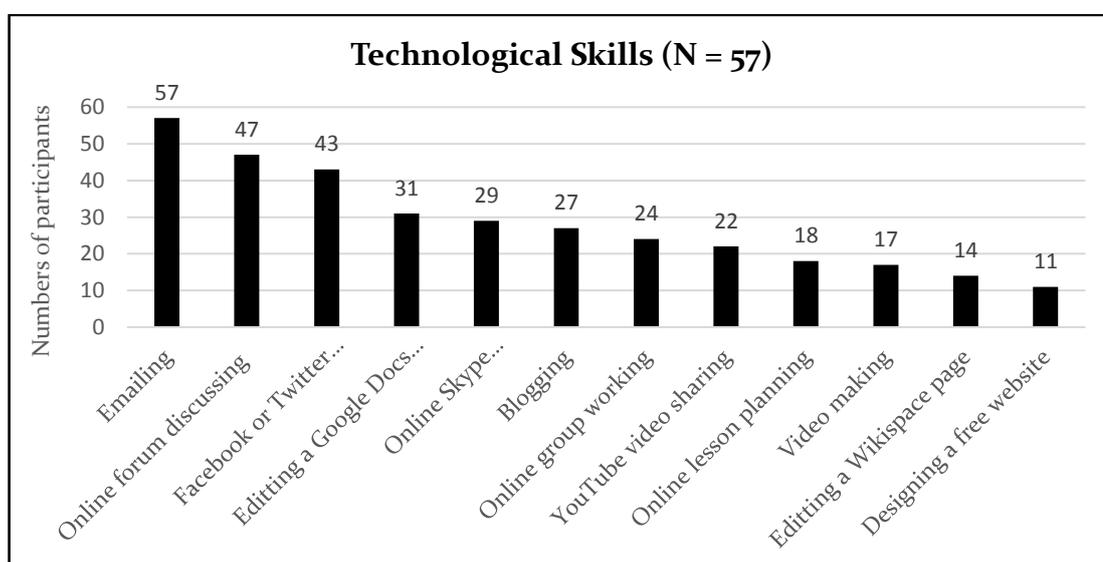


Figure 6.5. Respondents' technological skills

6.1.3 Probability and reliability checks for the internal consistency of test scales

A test for reliability was done to examine the internal consistency of a respondent's response on a scale item compared to others. The measurement of the scale reliability was presented by Cronbach's alpha coefficient, which ranged from 0 to 1. According to De Vaus (2002), Cronbach's alpha should be at least 0.7 for the scale to be reliable (p.184). Table 6.3 shows that the overall reliability of test scales met this conventional benchmark because their Cronbach's alpha

values were 0.8517 (pre-test) and 0.8584 (post-test). Also, every item was reliable because Cronbach's alpha for each test item was greater than 0.7. More details of the test scales and Cronbach's alpha of both the IC pre-test and post-test items are presented in *Appendix 6B*.

Being statistically defined based on the numbers of tests, the p-values of all paired t-tests on IC dimensions (Part 1 of the online questionnaire) and IC teaching self-efficacy beliefs (Part 2 of the online questionnaire) used critical p-values of .001. I will put emphasis on the results that have $p \leq .001$. The other results were statistically significant above my critical p-value, either $p \leq .05$ or $p \leq .01$. More information on my selection of this p-value can be found in Chapter 3 on Research Design and Methodology.

Table 6.3

Cronbach's Alpha Results for Part 1 of the Online Questionnaire (on 5 Dimensions of Intercultural Competence)

| Items (N=57) | Cronbach's Alpha | |
|--|------------------|-----------|
| | Pre-test | Post-test |
| 1. What I learn from media is not enough for me to communicate effectively with people I know from other cultures. I am curious about these people's experiences of daily life in areas that are not usually shown through normal media. | 0.8527 | 0.8556 |
| 2. I do not think people I know from other cultures understand common cultural practices and products in my culture the same as I do. | 0.8549 | 0.8573 |
| 3. I am open to ask people from other cultures about their views or judgements on cultural products and practices in my culture. | 0.8490 | 0.8542 |
| 4. I question the dominant values and assumptions about life that I have learned in my own culture when I encounter new ones from other cultures. | 0.8542 | 0.8589 |
| 5. I am aware of the behaviours that are expected from people of other cultures. | 0.8489 | 0.8504 |
| 6. I try to become involved with conventions and rites of verbal/ non-verbal communication from other cultures. | 0.8463 | 0.8522 |
| 7. Being linguistically competent in English is not a privilege that can help me cope with conflicts and ambiguous cultural situations in my communication with people from other cultures. | 0.8489 | 0.8587 |
| 8. I do not see a person from another country as a representative of his or her people. | 0.8538 | 0.8574 |
| 9. I am interested in major historical and contemporary relationships between my own country and the countries of people I know. | 0.8517 | 0.8604 |
| 10. I have knowledge of the levels of formality, conventions of non-verbal and verbal behaviours and common beliefs of people I know from other cultures. | 0.8534 | 0.8500 |
| 11. I know a great deal about my own culture and national memories and can use them in my communication with people from other cultures. | 0.8522 | 0.8503 |
| 12. I do not assume that the national definitions of space and time; social events; and markers of national identities are better in English-speaking countries. | 0.8518 | 0.8576 |
| 13. I think social distinctions (e.g., social class, ethnicity, gender...) and their principal markers (e.g., clothing, food, language variety, non-verbal behavior, rites of passage, modes and processes of socialization) in my own country are not the same as those in other countries. | 0.8539 | 0.8591 |
| 14. I know the common types of misunderstanding that occur between communicators of different cultural origins. | 0.8523 | 0.8635 |
| 15. I am able to identify ethnocentric perspectives in a document or event (e.g., from the media, in a political speech) of some other cultures and explain their origins. | 0.8432 | 0.8494 |

| | | |
|---|---------------|---------------|
| 16. I am able to identify ethnocentric perspectives in a document or event (e.g., from the media, in a political speech) of some other cultures but CANNOT explain their origins. | 0.8471 | 0.8492 |
| 17. I can find common ground and acknowledge the differences in my communication with people from different cultures. | 0.8426 | 0.8593 |
| 18. I am capable of identifying over-generalization and mistaken assumptions (about representatives of views expressed) in my interaction with people from other cultures. | 0.8403 | 0.8515 |
| 19. I am able to explain sources of misconceptions and misunderstanding between people of different cultures by thinking about the different cultural systems involved. | 0.8391 | 0.8487 |
| 20. I am able to mediate between people of different cultures if they have conflicting ideas. | 0.8509 | 0.8601 |
| 21. I have the ability to elicit from other people some common values in their cultures so that I can use these to understand other values or concepts. | 0.8434 | 0.8495 |
| 22. I am able to identify significant references within and across different cultures. | 0.8407 | 0.8517 |
| 23. I often try to elicit different interpretations and connotations to establish relationships of similarity and difference between people of different cultures. | 0.8422 | 0.8523 |
| 24. I often use many different sources to understand the contemporary, historical, political, economic and social relationships between my own culture and the other cultures | 0.8400 | 0.8529 |
| 25. I combine my knowledge, skills and attitudes to avoid problems in interactions with people from other cultures. | 0.8484 | 0.8497 |
| 26. When I have conflicts with people from other cultures, I use in real-time knowledge, skills and attitudes to resolve those conflicts to the mutual satisfaction, without disrupting interactions. | 0.8443 | 0.8543 |
| 27. I understand both explicit and implicit values in documents and events in my own culture. | 0.8413 | 0.8533 |
| 28. I understand both explicit and implicit values in documents and events of other cultures. | 0.8480 | 0.8492 |
| 29. I have my own ideological perspectives and values. | 0.8442 | 0.8539 |
| 30. I evaluate documents or information received from other people with explicit reference to my own perspectives and values. | 0.8418 | 0.8547 |
| 31. When I hear people speaking a foreign language poorly with their strong regional accents, I believe that they are less capable of doing other things than I would expect. | 0.8487 | 0.8640 |
| 32. I can easily establish common criteria of evaluation (of documents, events or information received) with people from other cultures. | 0.8487 | 0.8509 |
| 33. I find it easier to establish close relationship with people from my country than those from other countries. | 0.8487 | 0.8636 |
| 34. When my beliefs and values cause conflicts with people from other cultures, I am able to use my skills and knowledge to negotiate agreement on places of conflict. | 0.8470 | 0.8526 |
| Test scale | 0.8517 | 0.8584 |

Note: *These test items are presented in Appendix 6B by the numbers shown here*

6.2 Findings of Respondents' Certainty of IC Development

There were positive changes in IDELT participants' intercultural competence (IC) as shown in the results of the quantitative and qualitative data analyses.

These findings indicated that the IDELT participants effectively achieved the first IDELT target learning outcome – participants' certainty of development.

Discussion of these findings is not included in this section but in section 6.6.

6.2.1 Quantitative findings from part one of the online questionnaire

Compared to their IC pre-test results, the 57 IDELT course completers gained significantly greater post-test scores across Byram's (1997) five IC dimensions: *attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness*. In fact, the paired t-test results of the 34 test items in Part One of the online questionnaire (*see Appendix 6D*) showed statistically significant differences between the mean scores of the pre-test (2.79) and post-test (3.91). These paired t-tests calculated the differences between each set of pairs and analysed this list of differences based on the evidence that the differences in the entire population follow a Gaussian distribution. To run these paired t-tests, the test scores from the five-point Likert scale questionnaire (cumulative probability model which treats data as ordinal) were treated as interval. These differences were greater than expected by chance with $p \leq .001$. The mean score for each of the 34 test items was significantly higher in the post-test than in the pre-test; thus, it can be concluded that there were positive changes in participants' intercultural competence development. Below are the details on the changes in the five IC dimensions.

6.2.1.1 Attitudes

There were eight test items in this first dimension of Byram's (1997) IC model. These statements aimed to assess features of 'Attitudes' defined by Byram (1997) as curiosity (Test item 1) and openness (Test items 3,6), ability to see one's own values, beliefs and behaviours from the perspective of an outsider (Test items 2, 5), willingness not to assume one's own beliefs, values, abilities as the only correct ones (Test items 7, 8), as well as their readiness to suspend disbelief about other cultures and beliefs about one's own culture (Test item 4).

The paired t-tests of the 57 course completers showed statistically significant differences between mean scores in the pre-test and the post-test. In Table 6.4, the mean difference of each of eight test items (df= 56) showed significant increases of 0.79-1.42 ($p \leq .001$). This means participants positively changed their attitudes towards their own culture and the others' cultures.

Table 6.4

Paired T-Tests Results of Respondents' Scores on 'Attitudes' (N=57)

| Item No. | Item Description | Mean dif | t |
|----------|---|----------|---------|
| 1. | What I learn from media is not enough for me to communicate effectively with people I know from other cultures. I am curious about these people's experiences of daily life in areas that are not usually shown through normal media. | .79 | 3.98*** |
| 2. | I do not think people I know from other cultures understand common cultural practices and products in my culture the same as I do. | 1.02 | 5.14*** |
| 3. | I am open to ask people from other cultures about their views or judgements on cultural products and practices in my culture. | 1.35 | 8.18*** |
| 4. | I question the dominant values and assumptions about life that I have learned in my own culture when I encounter new ones from other cultures. | .91 | 4.65** |
| 5. | I am aware of the behaviours that are expected from people of other cultures. | 1.42 | 8.66** |
| 6. | I try to become involved with conventions and rites of verbal and non-verbal communication from other cultures. | 1.37 | 8.57*** |
| 7. | Being linguistically competent in English is not a privilege that can help me cope with conflicts and ambiguous cultural situations in my communication with people from other cultures. | .89 | 4.55*** |
| 8. | I do not see a person from another country as a representative of his/ her people. | .91 | 0.42*** |

Note: Response scale: '5' = strongly agree, '4' = agree, '3' = neutral, '2' = disagree, '1' = strongly disagree

^{ns} as not significant; * Significant at $p \leq .05$, ** significant at $p \leq .01$, *** significant at $p \leq .001$

6.2.1.2 Knowledge

Paired t-tests of the 57 respondents' test scores in the 'Knowledge' dimension indicated statistically significant differences in mean scores ($p \leq .001$), except for the mean difference in test item 9. Although the mean differences in the six test items in this IC dimension were not as high as those in other IC dimensions, Table 6.5 shows that mean improvements were ranging from 0.40 to 1.04 ($p \leq .001$) for most items. Respondents' 'Knowledge' dimension positively changed; however, respondents were not quite comfortable with item 9 ($p > .001$) which asked respondents about their interest in major historical and contemporary relationships between their own country and the countries of people they communicate with. My analysis was based on the value of $p \leq .001$. This item can be statistically significant above my critical value. Therefore, I can conclude that the respondents developed their 'Knowledge' dimension.

Table 6.5

Paired T-Tests Results of Respondents' Scores on 'Knowledge' (N=57)

| Item No. | Item Description | Mean diff | t |
|----------|---|-----------|---------|
| 9. | I am interested in major historical and contemporary relationships between my own country and the countries of people I know. | .44 | 2.67** |
| 10. | I have knowledge of the levels of formality, conventions of non-verbal and verbal behaviours and common beliefs of people I know from other cultures. | .40 | 3.71*** |
| 11. | I know a great deal about my own culture and national memories and can use them in communication with people from other cultures. | .77 | 6.57*** |
| 12. | I do not assume that the national definitions of space and time; social events; and markers of national identities are better in English-speaking countries. | 1.04 | 7.55*** |
| 13. | I think social distinctions (e.g., social class, ethnicity, gender...) and their principal markers (e.g., clothing, food, language variety, non-verbal behaviour, rites of passage, modes and processes of socialization) in my own country are not the same as those in other countries. | .98 | 6.99*** |
| 14. | I know the common types of misunderstanding that occur between communicators of different cultural origins. | .77 | 5.93*** |

Note: Response scale: '5'= strongly agree, '4'= agree, '3'=neutral, '2'= disagree, '1'= strongly disagree
^{ns} as not significant; * Significant at $p \leq .05$; ** significant at $p \leq .01$; *** significant at $p \leq .001$

6.2.1.3 Skills of discovery and interaction

The paired t-test results of 57 course completers suggested that the mean differences in the test scores in the ‘*Skills of discovery and interaction*’ dimension were all statistically significant. As seen in Table 6.6, the mean differences significantly ranged from 1.1 to 1.5 ($p < .001$). The significance of mean differences in the post-test and pre-test scores shows the respondents’ consistent development of the ‘*Skills of discovery and interaction*’ dimension.

Table 6.6

Paired T-Test Results of Respondents’ Scores on ‘Skills of Discovery & Interaction’ (N=57)

| Item No. | Item Description | Mean diff | t |
|----------|---|-----------|---------|
| 15. | I am able to identify ethnocentric perspectives in a document or event (e.g., from the media, in a political speech) of some other cultures and explain their origins. | 1.11 | 7.72*** |
| 16. | I am able to identify ethnocentric perspectives in a document or event (e.g., from the media, in a political speech) of some other cultures but CANNOT explain their origins. | 1.54 | 8.55*** |
| 17. | I can find common ground and acknowledge the differences in my communication with people from different cultures. | 1.47 | 8.40*** |
| 18. | I am capable of identifying over-generalization and mistaken assumptions (about representatives of views expressed) in my interaction with people from other cultures. | 1.35 | 9.47*** |
| 19. | I am able to explain sources of misconceptions and misunderstanding between people of different cultures by thinking about the different cultural systems involved. | 1.12 | 8.05*** |
| 20. | I am able to mediate between people of different cultures if they have conflicting ideas. | 1.25 | 7.24*** |

Note: Response scale: ‘5’= strongly agree, ‘4’= agree, ‘3’=neutral, ‘2’= disagree, ‘1’= strongly disagree
^{ns} as not significant; * Significant at $p \leq .05$; ** significant at $p \leq .01$; *** significant at $p \leq .001$

6.2.1.4 Skills of interpreting and relating

Similar to the previous positive findings on other IC dimensions, participants’ skills of interpreting and relating were found to be significantly enhanced in the paired t-tests. Table 6.7 indicates the mean differences ranged

from 1.32 to 1.63 ($p \leq .001$). These numbers mean there were statistically significant differences between the test scores of the pre-test and the post-test.

Table 6.7

Paired T-Tests Results of Respondents' Scores on 'Skills of Interpreting and Relating' (N=57)

| Item No. | Item Description | Mean diff | t |
|----------|---|-----------|----------|
| 21. | I have the ability to elicit from other people some common values in their cultures so that I can use these to understand other values or concepts. | 1.63 | 11.07*** |
| 22. | I am able to identify significant references within and across different cultures. | 1.49 | 11.23*** |
| 23. | I often try to elicit different interpretations and connotations to establish relationships of similarity and difference between people of different cultures. | 1.39 | 7.85*** |
| 24. | I often use many different sources to understand the contemporary, historical, political, economic and social relationships between my own culture and the other cultures | 1.46 | 8.14*** |
| 25. | I combine my knowledge, skills and attitudes to avoid problems in interactions with people from other cultures. | 1.32 | 8.00*** |
| 26. | When I have conflicts with people from other cultures, I use in real-time knowledge, skills and attitudes to resolve those conflicts to the mutual satisfaction, without disrupting interactions. | 1.54 | 9.40*** |

Note: Response scale: '5'= strongly agree, '4'= agree, '3'=neutral, '2'= disagree, '1'= strongly disagree
^{ns} as not significant; * Significant at $p \leq .05$; ** significant at $p \leq .01$; *** significant at $p \leq .001$

6.2.1.5 Critical cultural awareness

There were statistically significant improvements in respondents' scores for critical cultural awareness, except for the scores of the test item 31. Table 6.8 reports that respondents significantly increased the scores for this category with the mean differences of 0.56-1.44 ($p \leq .001$) in eight test items. However, the significance in test item 31 was lower than the stated threshold ($p \leq .001$). This item was *'When I hear people speaking a foreign language poorly with their strong regional accents, I believe that they are less capable of doing other things than I would expect'*. Although respondents generally increased their scores on cultural awareness, this finding of item 31 implied that the wrong perception of the dominance of language competence in intercultural communication still existed.

In general, the statistically significant mean differences between the pre-test and post-test scores showed the respondents' development of critical cultural awareness.

Table 6.8

Paired T-Tests Results of Respondents' Scores on 'Critical Cultural Awareness'

(N=57)

| Item No. | Item Description | Mean diff | t |
|----------|---|-----------|----------|
| 27. | I understand both explicit and implicit values in documents and events in my own culture. | .56 | 10.12*** |
| 28. | I understand both explicit and implicit values in documents and events of other cultures. | 1.28 | 10.28*** |
| 29. | I have my own ideological perspectives and values. | 1.12 | 5.88*** |
| 30. | I evaluate documents or information received from other people with explicit reference to my own perspectives and values. | 1.30 | 7.34*** |
| 31. | When I hear people speaking a foreign language poorly with their strong regional accents, I believe that they are less capable of doing other things than I would expect. | -.53 | -2.59* |
| 32. | I can easily establish common criteria of evaluation (of documents, events or information received) with people from other cultures. | 1.02 | 6.47*** |
| 33. | I find it easier to establish close relationship with people from my country than those from other countries. | .99 | 5.95*** |
| 34. | When my beliefs and values cause conflicts with people from other cultures, I am able to use my skills and knowledge to negotiate agreement on places of conflict. | 1.44 | 9.85*** |

Note: Response scale: '5' = strongly agree, '4' = agree, '3' = neutral, '2' = disagree, '1' = strongly disagree
^{ns} as not significant; * Significant at $p \leq .05$; ** significant at $p \leq .01$; *** significant at $p \leq .001$

6.2.2 Qualitative findings from the online module-based reflections

The thematic analysis revealed participants' positive perceptions about the effectiveness of the IDELT course in enhancing their intercultural competence (IC) dimensions. The main themes were generated within the course of analysis when new categories or patterns emerged. However, at the inception of data analysis, I used initial coding from the relevant theory to allow themes to emerge from the raw data. I began this analysis process with 'predetermined key words, categories, or variables (based on relevant literature or other resources) and

sifted the data using these variables' (Kondracki et al., 2002, p. 225). That means, to some extent, some emerging themes about participants' IC enhancement were reported based on the predetermined concepts and categories modified from Byram's (1997) five IC dimensions: attitude, knowledge, skills, and cultural awareness. These findings are discussed in section 6.6 of this chapter.

6.2.2.1 Attitudes (*Savoir être*)

The qualitative data analysis showed participants' positive attitudinal changes towards IC. Byram (1997) defines *Attitudes* as 'curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own' (p.91). Three main themes were reported with reference to participants' attitudinal changes of IC.

a. *Respect for the otherness*

This theme was manifested in participants' curiosity, openness, and trust in a friendly relationship. Byram (1997) claims that the attitudes of trust, openness and curiosity are vital predictors of good intercultural learning outcomes. Moore & Hampton (2016) suggests trust development in the design of any intercultural group assessment (p.196). Fantini (2000) also considers these factors as signs of IC development. Therefore, it can be inferred that participants showed their positive attitudinal changes towards IC.

26 out of 57 respondents overtly showed their curiosity and openness to opposite perspectives. There was evidence of their not prioritising their own perspectives over the others. Instead participants were critically open to the other's perceptions so that they could contrast and compare with the dominant evaluations in their own culture(s). This attitude could be seen in participant ID5,

a Vietnamese male TESOL lecturer with around 5 years of teaching experience at a university in Vietnam. He elaborated on his empathy and openness to prevent potential conflicts that:

⁷What I was most delighted in is the need to adopt an interculturally conscious approach to all likely conflicts during the process of communication. To prevent such disputes, it is necessary to adopt a hold-your-horse strategy: by refraining from judgement and exerting sympathy, open-mindedness as well as a willing mind to learn and a constructive attitude to remedy situations.

This positive attitude was also found in participant ID61, a Vietnamese male TESOL lecturer with 10 years of teaching experience at a university in Vietnam, when he became more open to new and opposite opinions. He noted in his reflection ³ that: 'I have improved my attitudes towards certain issues. I become more comfortable with differences and be more flexible to welcome new ideas. I am not reserved and protective to my own ideas'. Similarly, participant ID75, a female Indonesian lecturer with five years of teaching English for Specific Purposes at a university in Indonesia, critically reflected on her openness to learn from the others who hold different viewpoints from hers. She wrote that:

It was really interesting to learn from others, especially those who had completely different perceptions in a particular cultural reference, such as dogs (in Modules 3-4) ... I think the importance of seeing the inner layer of a culture works similarly as understanding a large portion deep down below the water line in the iceberg model of culture. That being said, when two

⁷ Original spelling and grammar are preserved here and below.

people have different perspectives of dog (as just an animal vs as a beloved companion or loyal friend), one should really look into the reasons why they [these perspectives] work that way rather than seeing them negatively.

Some participants were curious about the others' perceptions and practices of daily life in contexts not usually presented to outsiders through media. For instance, participant ID57, a Vietnamese female TESOL lecturer at a university in Vietnam, expressed her curiosity and then surprises of how dogs are treated differently in other cultures and even within the same culture. With different flows of ideas, she still respected the differences and expressed her feelings that:

I was curious of how people treat dogs in other cultures. I enjoyed the fact that our tolerance levels were tested with the question on whether a culture that respected dogs was superior to one that didn't. From the discussion, I firstly got some ideas from different perceptions on 'dogs', which are quite similar in Vietnam where some people respect dogs and others just consider 'dogs' as their food or business (like raising and selling dogs for their monthly income). I was surprised to hear that in some places (and in certain religions) people have such a negative image of dogs (and pigs) and that they are seen as dirty and should be avoided. However, from my view, I do not criticize those who use 'dogs' for their own beneficial purposes.

A similar state of curiosity was found in participant ID43, a Chilean female ESL teacher in Chile. However, this curiosity helped her recognise the importance of being tolerant and respectful to the otherness. She wrote that:

The online discussion satisfied my curiosity in many ways. Firstly, I had never heard nor seen anything about the fishing ritual in Mali. Secondly, I was not aware of the fact that the teaching profession was undervalued in so many places. Thirdly, the explanation of the cultural incident made me realize that there are so many aspects to take into account when interacting with people from other cultures (e.g. proximity, non-verbal communication, sensitive topics, and degrees of formality). For this reason, it is likely that we might breach a taboo when we are in contact with an unfamiliar culture for the first time. In this sense, tolerance and respectfulness are essential.

In addition, participants' respect for the otherness was reflected in their respect for and trust in a friendly relationship developed in the IDELT course. According to Deardorff (2009b), a central component of developing IC is developing authentic relationships that include trust, respect, and dialogue about cultural differences. This type of relationship was found in this study. For example, ID 34, an American female ESL teacher at a university in New Zealand, acknowledged the honesty and reliable relationship in the IDELT course that:

What I like, especially, is how honest and personal people are when writing for strangers. Perhaps we are not strangers to each other as when joining this course, we had to meet certain criteria. We all feel connected at least as educators around the globe. There's none of the 'trolling' found on the open internet, so these forums are, perhaps, considered 'safe' and reliable community.

Likewise, participant ID27, a Russian female EFL teacher in Chile, recognised 'a circle' of trustworthy friends that created a reliable community in the IDELT discussion forums. She wrote that:

What I liked the most about this course is the feeling that I sort of "know" the people who commented on my posts or those whose posts I looked for to read. That's because unintentionally there has been a circle of people who wrote to me more often than the others or whom I got interested in, especially the ones who live in the same country and have to deal with the same reality. So, I guess this sense of community is priceless.

b. Tolerance for ambiguity

Participants' tolerance for ambiguity appeared clearly in the qualitative data. 31 out of 57 respondents reflected on their tolerance in intercultural communication. This tolerance is the ability to accept a lack of clarity and ambiguity and to be able to deal with it constructively. An example can be found in participant ID26, a Saudi Arabian female ESL teacher with 12 years of teaching experience in the U.S and Saudi Arabia. She reported on her changed attitudes that: 'I would say that with every week my attitudes change a little and become more tolerant to differences, and I feel it in my class when dealing with my students'. Recognising the same changes in his tolerance, participant ID77, a South African male EFL teacher in Chile, noted in his final reflection that: 'Modules 9 and 10 were amongst the most fruitful of the whole course. They really made me much more aware of why I believe what I believe and perhaps more tolerant of some cultural practices I disagree with'. Similarly, participant ID45, a Vietnamese female TESOL lecturer with three years of teaching experience at a

college in central Vietnam, held a positive attitude that: 'I will be more tolerant when interacting with students and professional colleagues from other cultures because many mistakes are unintentionally made due to the lack of knowledge on practical language and cultural awareness'.

c. Behavioural flexibility

Participants' positive attitudes were reflected in the ways they adjusted their behaviours flexibly to suit the interlocutors from other cultures. 18 out of 57 participants reflected their flexibility in reacting to others' behaviours or attitudes. For example, participant ID23, a Filipino female ESL teacher in New Zealand, directly stated her opinions on behaving well and flexibly in new contexts that:

One should not stereotype others because culture and practices change in time. Likewise, most people adapt to the country or group that they visit or interact with. I always listen and observe first before I open my mouth or act when I enter a room or join a group. This is to be able to adapt to the group. When I meet students (or any person, for that matter) for the first time, I make it a point that I smile and give a polite greeting or nod. It never fails, regardless of the culture or nationality of that person.

With the same view on behaviours in intercultural communication, participant ID75, a female Indonesian lecturer with five years of teaching English for Specific Purposes at a university in Indonesia, suggested that: 'The conflicts might hurt everyone involved in those situations, with everyone felt disrespected and thus blamed each other. In this case, polite behaviours, and an open dialogue are required to achieve win-win solution'. This attitude was agreed upon by

participant ID7, a Chilean female EFL teacher with around 10 years of teaching General English in a Chilean university. She noted the importance of accommodating verbal and non-verbal communication that: ‘The ability to see how an action or comment may be interpreted by another, and a willingness to accommodate their view, is a key aspect of cross-cultural training...’.

Some participants’ reflections also showed the benefits of their changed behaviours in daily interactions and how they developed themselves as individuals in a multicultural society. Participant ID 77, a South African male EFL teacher in Chile, explained in detail how great the IDELT modules were in enhancing his cultural knowledge and awareness for daily-life communication:

I must say that I am very happy with what I have learned in these two modules [Modules 7-8]. Module 7 was fascinating as I learned some more about my current situation from many other respondents from Chile. After ten years I am still learning more about the subtle differences between the various parts of the country and between myself and my adopted land. Module 8 was more interesting as I had to really think about my own situation and some basic assumptions I have always held.

Likewise, participant ID 23, a British female ESL teacher in New Zealand noticed that: ‘I have learned more of the cultural differences from different countries and would be able to apply some of these in my future interaction with other people inside and outside the classroom’. This change in behaviour would be beneficial to participants’ daily interaction, but it may take a longer time to apply. In contrast, immediate change in beliefs was found in participant ID 13. This Chilean female EFL teacher in Chile wrote that: ‘Modules 9 and 10 were amongst the most

fruitful of the whole exercise. They really made me much more aware of why I believe what I believe and perhaps more tolerant of some cultural practices I disagree with’.

In brief, in this section, the three main themes on participants’ respect to the otherness (subsection a), their tolerance of ambiguity (subsection b), and their behavioural flexibility (subsection c) demonstrated IDELT participants’ positive attitudinal changes of IC during the IDELT course. The next section will present findings on their enhanced knowledge of intercultural communication.

6.2.2.2 Knowledge (Savoirs)

There was evidence of participants’ increased knowledge of intercultural communication. The evidence was found in two main themes about participants’ obtained factual and deep learning knowledge.

a. Deep learning knowledge

23 out of 57 respondents showed their gained culture-general knowledge of cultural issues they had not known about before. Although IDELT participants did not individually know each other for a long time long, they increased deep learning knowledge of the others’ cultures that one cannot obtain due to geographical distance. An example came from a reflection of participant ID74. This Chilean female ESL teacher with more than 28 years of teaching experience in Chile reported her surprises to learn new knowledge about cultural similarities despite geographical barriers. She wrote that: ‘I have found really interesting posts in each of the modules. Those post have surprised me that in spite of the distance from Chile to other European or Asian countries, we could still have coincidences on many aspects such as names related with social classes and lack

of punctuality'. Moreover, many participants could 'understand how aspects of one culture are perceived from another cultural perspective and how this link between two cultures is fundamental to interaction and communication' (Byram, 1997, p.96). This can be seen in the reflection 3 of participant ID37, a Vietnamese male TESOL senior lecturer at a university in Vietnam. He acknowledged the opportunity for enhancing his knowledge and understanding of other cultures and saw the differences when one culture is perceived from another cultural perspective. In his reflection 3 about the IDELT discussion activity on students' asking for grade bump, he wrote that:

Thanks to participants' contribution from diverse perspectives of their real-life experiences and lessons learnt, I could enrich my knowledge and understanding of cultural differences. I can see that fairness and equality [in grading or marking] may be considered differently across cultures. It helps to get rid of some negative feelings, attitudes, and beliefs about what is considered strange, weird in one culture but not in the other.

Furthermore, some participants demonstrated their knowledge of 'the types of cause and process of misunderstanding between interlocutors of different cultural origins' (Byram, 1997, p.97). For example, participant ID13, a Chilean female TESOL lecturer with more than 10 years teaching undergraduates at a university in Chile, critically reflected that:

The success in communication largely depends on how familiar we are with the other cultures. Using inappropriate gestures or local habits or not respecting turn taking can lead to uncomfortable situations and as the HBSBC videos [in the IDELT module] show. We should not underestimate

the importance of local knowledge although we maintain our openness, empathy and tolerance of cultural differences.

Interestingly, some participants also gained insights, had new experiences, and expanded their knowledge of not only the other cultures but their own culture as well. For example, participant ID74, a Chilean female EFL teacher with more than 28 years of teaching in Chile, was surprised to learn about her own national culture from the discussion with other participants from the same country. She reflected that: 'I was astonished to learn from other participants that in my country, the social layers are marked stronger than in other countries as well as the contract of servants, which is not well seen in European countries'.

b. Factual knowledge

36 out of 57 respondents reported their gained factual knowledge about different cultural issues. The factual knowledge tended to be culture-specific and could not be correctly learned from the Internet but from the IDELT discussion forums. For example, participant ID17, a Vietnamese female TESOL lecturer in Vietnam, noticed her enhanced knowledge of cultural components and social distinctions in Portugal and other cultures that: 'Other participants' posts help to widen my knowledge about visible and invisible components of cultures. I know more about social distinction in Portugal and important markers for social distinction in several cultures'. Likewise, participant ID70, a Vietnamese female TESOL lecturer with teaching experience in Vietnam and Australia, showed her surprise on new knowledge about Cambodian culture that: 'It surprised me when I learnt that there's no middle name in Cambodian culture. Vietnamese culture, in contrast, prefers the use of middle names. Most Vietnamese have a middle

name, or even to have two or more'. Another example can be found in Participant ID72, a Filipino female TESOL lecturer with more than 10 years of teaching experience at university levels in the Philippines. She admitted her increased knowledge about time and space, names and greetings that:

Reading a few entries from the participants, especially the culture capsules and interview reports on various aspects such as greetings, notions of space and time, and concept of names, made me improve on the principle of knowledge. It is in the sense that I got a glimpse of how certain groups function.

In short, this section presented two main themes about the participants' enhancement of general and culture-specific knowledge. The increased knowledge was attributed to the discussion forums and learning resources of the IDELT course. These kinds of knowledge added values to the findings on participants' enhanced skills presented in the next section.

6.2.2.3 Skills of interpreting and relating (Savoir comprendre)

The results of the thematic analysis showed evidence about participants' enhanced skills of interpreting and relating. According to Byram (1997), *Skills of interpreting and relating* is 'the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own' (p.98). The following themes (also the objectives recommended by Byram (1997) for the assessment of these skills) were found during the qualitative data analysis.

a. Participants could identify common ground and unresolvable difference

13 out of 57 respondents demonstrated this ability in their reflections. Most participants did not directly mention their recognition of unresolvable disputes and common ground, but it could be inferred from their reflections that they were aware of these variables in intercultural communication. One of the rare examples could be found in participant ID₃₁, a Chilean female teacher with four years teaching General English at a university in Chile. She reported on her perception of this common ground that: ‘...It was surprising to know that people from totally different backgrounds shared the same kind of opinions. It was also very interesting to realize that I totally agreed with some things that people said. These were things that I hadn’t considered before’. Similarly, participant ID₇, a Chilean female EFL teacher with around 10 years of teaching General English in a Chilean university, noted the importance of sharing common ground to reduce conflicts that:

I realize that we sometimes think that what is happening in our country or community just belongs to our reality. But no, there are some issues that have a common ground. It is because we are humans and that no matters the distance or the culture you belong to, we have things in common. I had the opportunity to realize that many people from countries quite more different than mine somehow share my thoughts and beliefs. So, we can exchange our points of view and share our experiences to resolve conflicts due to the differences.

b. Participants could identify ethnocentric perspectives

10 out of 57 respondents showed their ability to identify and eliminate ethnocentrism in intercultural communication. Ethnocentrism occurs when one tends to evaluate or judge the other cultures based on the preconceptions originating in the standards and customs of one's own culture. Therefore, holding an ethnocentric perspective may cause troubles in intercultural communication; recognizing and reducing ethnocentrism will enhance mutual understanding and hence develop intercultural competence. The first example of participants' ability to identify ethnocentrism could be seen in participant ID45. This Vietnamese female TESOL lecturer with three years teaching at a college in central Vietnam wrote that:

When reading comments of other participants on situations offered in the two modules, I could realise that some of them judged things from their sole perspectives. I could understand that their attitudes toward the situations and specific behaviours were not only affected by their cultural backgrounds but also their personal characteristics and ethnocentric perspectives.

In contrast, participant ID49, a Chilean female ESL teacher at a language institution in Chile, recognized her own ethnocentric perspective and its danger to intercultural communication.

These two modules [Modules 1-2] have been useful for me in order to see things from another perspective. Sometimes I forget to consider different perspectives and I tend to convince other people that only my perspective is the right one. I think many people tend to expect the rest to realise

(almost guessing) and accept their views according to their own cultural aspects or else they think the others are rude or not very polite. That behaviour will ruin any relationship.

c. Participants could identify causes of misunderstanding and dysfunction

12 out of 57 respondents reported on their ability to identify causes of miscommunication. For example, participant ID64, a Cuban female EFL teacher with more than 25 years of teaching experience, confessed that:

In watching the videos about speaking concisely and being good listeners, we Latin Americans have much to observe and reflect. In our Latin culture, I have observed that we tend to give many details when we interact, which makes us less concise and also that we are not very good at listening and taking turns. Hence, we might have caused misunderstanding in our communication with people from other cultures.

Participant ID9 also realized the dangers of stereotypes in causing miscommunication. This New Zealander female ESL teacher with more than 25 years of teaching experience in Taiwan, Auckland, Glasgow Newcastle, London and Wellington wrote that: 'I like the way I really have to think about the culture I live in. I realise how diverse it is and already have started identifying many stereotyping resources and avoiding them or using them as points of debate and discussion'. Without stating the causes of misunderstanding in intercultural communication, participant ID25, an Indonesian female TESOL lecturer in Indonesia, prepared herself to cope with miscommunication. She wrote that: 'from the given cases [situations to solve cultural conflicts], I become more aware

and be more prepared to any chance of critical cultural incidents that may happen between me and my students or colleagues'. This statement showed her skills of interpreting her culture and those of the interlocutors and her awareness of potential cultural conflicts.

In conclusion, this section 6.2.3.3 presented three main themes that provided evidence on IDELT participants' enhanced skills of interpreting and relating. The next section will present the findings on another IC dimension - *Skills of discovery and interaction*.

6.2.2.4 Skills of discovery and interaction (*Savoir apprendre/faire*)

28 participants directly stated in their reflections that they developed skills of discovery and interaction because they participated in the IDELT activities. Due to the asynchronous interaction, there was little obvious evidence of the acquisition of the skill of interaction; however, participants reflected that most online activities and discussion topics facilitated their skills development process very well.

Byram (1997) considers *Skills of discovery and interaction* as 'the ability to acquire new knowledge of a culture and cultural practices, and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction' (p.98). The following three themes (also Byram's (1997, p.99) objectives for skills assessment) from the qualitative data analysis proved participants' positive changes in their skills of discovery and interaction.

a. Participants could use interviewing techniques to question a native speaker about cultural issues

28 out of 57 respondents acknowledged the systematic guidelines (provided in the IDELT course) for using interviewing techniques. They reported on how helpful the interviews were in developing their skills of discovery and interaction. Participant ID43, a Chilean female ESL teacher in Chile, directly stated that: 'While researching online and while carrying out the interview, I was able to develop my skills of discovery and interaction. It was because I had to think of suitable questions and use them appropriately depending on my interviewee's responses or reactions'. Participant ID8, a Chilean male university teacher with 25 years of ESL teaching experience in Chile, also admitted that: 'Without any doubt my skills of discovery and interaction were really developed throughout the tasks as we targeted the empirical experience of interviewing a woman from a far-fetched culture as Saudi Arabia'.

b. Participants could identify significant references within and across cultures and elicit their significance and connotations

23 out of 57 participants showed the ability to notice significant things for understanding a culture. They could identify meaningful references for learning in higher-level cognitive processes. For example, participant ID42, a Chilean female EFL teacher with eight years of teaching experience in Chile, noted on the different perceptions about the cultural reference of 'dog' across cultures. From that notice, she understood the insights beyond the literal meaning of this reference that:

...It opens a myriad of possibilities concerning the perception of the word 'DOG'. This shows the different views that people can have about the same concept. I was very satisfied with this module because it made me grow as a mature individual in a multicultural society.

Likewise, participant ID46, a Chilean male EFL teacher educator with two years of teaching experience in Chile, noticed the importance of understanding the references across cultures that:

I am aware that language is not always literal and very often we use idiomatic expressions whose meanings go beyond the meaning of the words in isolation. In these modules [Modules 3-4], I have also learned that language seems to work as the opposite meaning of the actual words. In American culture, for example, saying to someone to 'drop by anytime' actually means 'call me to arrange a meeting sometime'.

In contrast, participant ID75, a female Indonesian lecturer with five years of teaching English for Specific Purposes at a university in Indonesia, saw the different understandings of the same reference among people within the same national culture. She wrote that: 'Even more interesting was people from the same country could have different viewpoint on a specific cultural reference. It only shows us that culture does have multiple layers and it is indeed problematic to endorse or condemn a certain cultural practice/institution'.

c. Participants could establish relationships of similarity/ difference

26 out of 57 participants showed their ability to identify similarities and differences within and across cultures, and to conceptualize these cultural similarities and differences for application to other situations. A good example

illustrating this point can be found in participant ID71, a Chilean female EFL teacher educator with eight years working experience in Chile. In her reflection 4, she wrote that:

I learnt a lot about my online IDELT partner's culture, which turned out to be very different from what I expected, but very similar to my own culture. I also realized that lateness is very common to different cultures of people involved in this course. However, this similarity may personally differ among people from the same country.

Participant ID48, an English female ESL teacher with more than 15 years of teaching experience in the UK and New Zealand, noticed the border between similarity and difference in understanding some cultural issues and concepts. She reflected that:

Reading the postings from other participants about names, time, and space only serves to demonstrate that culture is not necessarily fixed in many parts of the world. There may be some broad common principles; however, in many cultures, there are many variables that modify these principles such as changes over time, differences between regions of the same country, differences between business and social etiquettes, and differences between subcultures.

In brief, this section presented three main themes that showed IDELT participants' positive changes in their skills of discovery and interaction. Although not all participants reported these changes, their completion of the IDELT tasks and their participation in IDELT activities showed their development process of these skills.

6.2.2.5 Critical cultural awareness (*savoir s'engager*)

According to Byram (1997), critical cultural awareness is another IC component in addition to knowledge, skills, and attitudes. This is 'the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries' (Byram, 1997, p. 101).

38 out of 57 respondents demonstrated their developed critical cultural awareness. Although the informants' level of critical cultural awareness was developed to a certain extent, their awareness of the self and the otherness to create 'a third place' (Kramsch, 1993) could be clearly seen from their reflections. In fact, they were 'able to negotiate agreement on places of conflict and acceptance of difference where this is not possible because of incompatibilities in belief and value systems' (Byram, 1997, p. 73). For example, ID61, a Vietnamese male TESOL lecturer with 10 years of teaching experience at a university in Vietnam, claimed his developed critical awareness that:

I have improved the critical cultural awareness in Modules 7-8 because I can know to judge people from other cultures without bias or impose my own culture on their own thinking. In my opinion, it is important to keep your own value, but we should adjust ourselves to adapt to different cultures.

With the same viewpoint, participant ID78, an Australian female trainer for ESL professional development at a federal government department in Australia, found great value in seeking to critically assess her own thinking and bias. In her final reflection, she confessed that she developed critical cultural awareness:

From these two modules [Modules 9-10], I can learn more about my own cultural autobiography. Never before have I sat and thought critically about my own identities in comparison to other cultures. This is a chance for me to compare and contrast my own values with the country where I am living in, so I can become more flexible and treasure other values too. I now can realize how my culture is different from others in critical ways involving different domains such as collectivism or individualism, dependence or independence...

Another example of participants' ability to make critically evaluative analyses of their own culture and the other cultures (or the otherness) is the changes in their beliefs and views of cultural practices. Participant ID38, a Chilean female EFL teacher with 15 years of teaching experience in Chile, showed her awareness of the negative side of her own culture and her changed views of beauty that:

To be honest, I felt a bit ashamed when some participants who are not from Chile but have lived here for some time pointed at the issue of class discrimination and class division in this country. I felt happy (and relieved) when some Australian participants pointed out that in their country skin colour is not an important factor in terms of beauty. I am used to the white-blond beauty ideal that television and publicity shows us every day here, so it's good to hear this is not an issue in other places.

Regarding her changed beliefs, participant ID62, an American female ESL teacher with working experience in the U.S, Colombia, Australia, and Russia, also wrote that:

I critiqued some of my own previously held beliefs and tried to process others' input through the discussion forums. Moving forward in my career, I will have a more conscious awareness of stereotypes versus cultural norms and try to be more sensitive to how my students interpret these stereotypes.

In summary, the thematic analysis of 285 reflections indicated IDELT participants' certainty of their positive changes in all five IC dimensions: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. A discussion of these findings is detailed in section 6.6 of this chapter.

6.3 Findings of the IDELT Participants' Enhanced Self-Efficacy Beliefs of Intercultural Language Teaching and Learning

Despite some non-significant and inconsistent changes, the analyses of the quantitative and qualitative data generally showed IDELT participants' increased IC teaching self-efficacy beliefs. Although these findings were not as positive as those on participants' increased certainty of IC development, they were useful for making design adjustment of the IDELT course. Below are the main quantitative and qualitative findings on IDELT participants' self-efficacy beliefs in intercultural language teaching. These findings are discussed in section 6.6.

6.3.1 Quantitative findings from part two of the online questionnaire

Despite some non-significant mean differences in several of the test items, there were generally numeric improvements in IDELT participants' scores of IC teaching self-efficacy beliefs. The paired t-tests results of 57 respondents' answers in the second part of the online questionnaire (*see Appendix 6E*) indicated that

IDELT respondents slightly enhanced their scores for IC teaching self-efficacy beliefs. In fact, respondents' test scores were increased with mean improvements of 0.20-0.95, as shown in Table 6.10. However, as described in Table 6.9, the mean differences of the test items 1,3,7,14 and 15 were not significant, given the critical p-value of .001 (*the selection of this p-value was explained in section 6.1.3 of this chapter and section 3.2.5.2 of Chapter Three*).

Table 6.9

Details of Full Items with Non-Significant Mean Differences (N=57)

| | <i>Statements</i> | <i>Mean diff</i> | <i>Deg. of freedom</i> | <i>t</i> | <i>p</i> |
|--------|---|------------------|------------------------|----------|----------------------|
| 1 | Through my English language lessons, I am confident in helping ESL/EFL students become self-aware, reflective and ready to accept or adapt to cultural differences. | 0.49 | 56 | 3.22 | 0.0021** |
| 3 | I am able to prepare students for interaction with people of other cultures even when I have never left my country. | 0.51 | 56 | 2.99 | 0.0041** |
| 7 | I am capable of developing supplementary ESL/EFL materials that help me teach language and culture in an integrated way. | 0.34 | 56 | 2.54 | 0.0136* |
| 1 4 | I am able to use various assessment methods to encourage my students' awareness of their own cultural identities. | 0.27 | 56 | 2.04 | 0.0459* |
| 1 5 | I am able to use assessment methods to help students realise that these abilities are acquired in many different circumstances inside and outside the English language classroom. | 0.20 | 56 | 1.55 | 0.1245 ^{ns} |

Note: ^{ns} as not significant; * Significant at $p \leq .05$; ** significant at $p \leq .01$; *** significant at $p \leq .001$

Table 6.10

Paired T-Tests Results of Respondents' Self-Efficacy Beliefs of IC Teaching (N=57)

| Item No. | Item description | Mean diff | t |
|----------|---|-----------|---------------------|
| 1. | Through my English language lessons, I am confident in helping ESL/EFL students become self-aware, reflective and have a readiness to accept or adapt to cultural differences. | 0.49 | 3.22 ^{**} |
| 2. | I am able to teach the intercultural dimensions of English language even when students possess a very low level of proficiency in English language. | 0.81 | 5.27 ^{***} |
| 3. | I am able to prepare students for interaction with people of other cultures even when I have never left my country. | 0.51 | 2.99 ^{**} |
| 4. | I am able to help students see that intercultural interaction is an enriching experience (not a nightmare). | 0.95 | 5.13 ^{***} |
| 5. | I am able to adapt instructional methods to meet the needs of learners from diverse backgrounds. | 0.56 | 3.90 ^{***} |
| 6. | I am able to move beyond providing cultural facts of other countries (e.g., food, clothes, daily life activities...) in my ESL/EFL class. | 0.65 | 3.61 ^{***} |
| 7. | I am capable of developing supplementary ESL/EFL materials that help me teach language and culture in an integrated way. | 0.34 | 2.55 [*] |
| 8. | I am able to select ESL/EFL materials from different origins with different perspectives so that my students can compare and analyse the materials critically. | 0.70 | 4.61 ^{***} |
| 9. | I know how to analyse or evaluate instructional materials for potential stereotypical and/or prejudicial content. | 0.72 | 4.74 ^{***} |
| 10. | I am able to use diverse teaching techniques to make learners aware of the implicit cultural values and meanings in their learning materials. | 0.82 | 5.64 ^{***} |
| 11. | I am able to plan instructional activities that help learners learn as much from each other as from the teacher. | 1.33 | 2.07 ^{***} |
| 12. | I am able to plan classroom activities that help students use their background knowledge to compare their own cultural context with the unfamiliar contexts to which language learning introduces them. | 0.72 | 4.61 ^{***} |
| 13. | I am able to design activities that enable students to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours. | 0.52 | 3.28 ^{***} |
| 14. | I am able to use various assessment methods to encourage my students' awareness of their own cultural identities. | 0.27 | 2.04 [*] |
| 15. | I am able to use assessment methods to help students realise that these abilities are acquired in many different circumstances inside and outside the English language classroom. | 0.20 | 1.56 ^{ns} |
| 16. | I am able to make my ESL/EFL students understand that a non-native speaker inferiority complex is only the result of misunderstanding and prejudice. | 0.76 | 4.75 ^{***} |
| 17. | In my ESL/EFL class, I prepare my students for real-life intercultural communication but do not train them to become native-like. | 0.95 | 5.13 ^{***} |

Note: Response scale: '4' = I am quite confident that this would be easy for me to do, '3' = I believe that I could do this reasonably well, if I had time to prepare, '2' = I could probably do this if I had to, but it would be difficult for me, '1' = I do not believe I could do this very well.

^{ns} as not significant; * Significant at $p \leq .05$; ** significant at $p \leq .01$; *** significant at $p \leq .001$;

In addition, question 18 in Part Two of the online questionnaire (with 15 items on respondents' abilities in using cultural teaching techniques) indicated some weakly significant mean differences. Table 6.11 shows that there were six test items (about 40%, out of 15 items) with non-significant level lower than the stated threshold ($p \leq 0.001$) or being non-significant ($p > .001$). That means participants' abilities in using other teaching techniques such as authentic videos, reflective practice, role plays, guest speakers, cultural website design, articles or statements or other types of documents did not change significantly. My analysis of these items was based on the critical value of $p \leq .001$. The others are statistically significant above my critical value. These findings are discussed in section 6.6.

Table 6.11

T-test Results of Question 18 in Part Two of the Questionnaire (N=57)

| Items | Mean | | | Standard Deviation | | Deg. of freedom | t |
|---|------|-----|------|--------------------|------|-----------------|---------------------|
| | Post | Pre | Diff | Post | Pre | | |
| Cultural critical incidents | .96 | .52 | .44 | .185 | .503 | 56 | 6.614*** |
| Cultural assimilators | .82 | .28 | .54 | .383 | .453 | 56 | 8.171*** |
| Cultural autobiography | .93 | .64 | .29 | .257 | .481 | 56 | 3.790*** |
| Cultural capsules | .93 | .25 | .68 | .257 | .434 | 56 | 11.015*** |
| Authentic videos, visuals, media | 1 | .91 | .09 | 0 | .285 | 56 | 2.320* |
| Reflective practice | .95 | .84 | .11 | .225 | .367 | 56 | 2.190* |
| Role plays or simulations | .96 | .91 | .05 | .185 | .285 | 56 | 1.136 ^{ns} |
| Articles, statements | .98 | .98 | 0 | .132 | .132 | 56 | 0.000 ^{ns} |
| Guest speakers | .75 | .53 | .22 | .434 | .503 | 56 | .503** |
| Website design about a culture or a cultural practice | .60 | .37 | .23 | .494 | .486 | 56 | 3.217** |
| Sitcoms | .75 | .38 | .37 | .434 | .491 | 56 | 4.742*** |
| Advertisements | .95 | .56 | .39 | .225 | .500 | 56 | 5.537*** |
| Proverbs | .86 | .53 | .33 | .350 | .503 | 56 | 4.917*** |
| Interviews | .98 | .49 | .49 | .132 | .504 | 56 | 6.885*** |
| IC teaching lesson plan | .98 | .47 | .51 | .132 | .503 | 56 | 7.615*** |

Note: ^{ns} as not significant; * Significant at $p \leq .05$; ** significant at $p \leq .01$; ***significant at $p \leq .001$

6.3.2 Qualitative findings from the online module-based reflections

The thematic analysis of 285 online reflections submitted by 57 IDELT course completers showed their positive changes in IC teaching self-efficacy beliefs.

32 out of 57 respondents showed evidence of their enhanced self-efficacy beliefs in skills and knowledge for intercultural language teaching. First of all, participants acknowledged how the IDELT learning resources enriched their intercultural teaching skills. Most participants mentioned that they had previously included the teaching of cultures in their English language lessons. However, their culture teaching was limited by the lack of resources. Therefore, they were confident that the resources from the IDELT course and IDELT classmates would be useful in improving their teaching practice. These remarks were indicators for participants' future changes in instruction. For example, ID43, a Chilean female ESL teacher in Chile, wrote in her reflection 3 about the useful teaching materials that:

I teach my business students how to write e-mails every semester.

However, most cultural information comes from textbooks, and some of them are really outdated. This article [from Module 5] has a lot of samples taken from real-life interactions, and it also shows findings on what expressions to greet and close e-mails are used most frequently in different cultures. As I have not had many chances to travel abroad, these examples are really of great significance to me. This authentic and useful material can be adapted to enrich my culture teaching in Business English classes.

Remarking on the usefulness of the resources shared by IDELT peers, participant ID₁₄, an Australian male teacher with 12 years of ELICOS teaching experience at SITEC (Sydney Institute of TAFE English Centre) in Australia, wrote that:

I learnt a lot about different techniques and perspectives on English language and intercultural teaching. Mrs. A's [pseudonym of an IDELT participant] Thai Kickboxing resource sounds really interesting and appropriate to my students' needs and interests so I'm keen to try it out. And Mr. B's [pseudonym of an IDELT participant] use of role-play in his lesson plan reminds me of the power of this tried and tested technique which I do not exploit enough in my classroom. Mr. C's [pseudonym of an IDELT participant] use of history and geography in comparing cities would be really enlightening lesson for a group of more advanced students.

Some participants also mentioned that their enhanced IC teaching skills were attributed to their participation in the IDELT activities. In fact, when completing the IDELT tasks as learners, they went through the meta-reflection process as teachers. Hence, they figured out that some IDELT teaching techniques used in the IDELT activities could be applicable for their teaching contexts. Most respondents showed their special interest in using such IDELT teaching techniques as shared lesson plans, cultural autobiography, cultural interviews, cultural capsules, critical cultural incidents, cultural assimilations, and so on. For example, participant ID₁₁, a Chilean female EFL teacher with 15 years of teaching experience in Chile, recognized the values of shared lesson plans that:

...the varied lesson plans posted in the forums were good food for pedagogical thought and practices. Through these, I have found a more

holistic approach to understanding my teaching approach and improving my teaching practice, based on recognized criteria.

Moreover, many participants remarked on their enhanced knowledge of intercultural teaching as a result of their interaction with other language teachers from different parts of the world. Participant ID64, a Cuban female EFL teacher with more than 25 years of teaching experience, reflected that:

In my everyday teaching, I train international students for the TOEFL exams. I need to enhance my cultural knowledge of academic exchanges at English-speaking universities from all over the world. I feel lucky that I have had the opportunities to interact with other classmates and share different points of view with teachers from different backgrounds and nationalities. I feel more confident with my new knowledge of intercultural teaching.

In general, most participants showed their appreciation of how the IDELT learning resources, peer learning process and IDELT teaching techniques improved their confidence in intercultural language teaching. This confidence showed their self-efficacy belief in applying their newly obtained knowledge and skills for intercultural teaching in language classes.

6.4 Findings of the IDELT Participants' Changed Attitudes about Intercultural Language Teaching

18 out of 57 participants clearly and directly described how the IDELT course changed their attitudes towards intercultural language teaching. Most respondents demonstrated their positive attitudes and strong beliefs in IC teaching for language students; however, it was hard to decide whether these

respondents' beliefs and attitudes were developed during the IDELT course or had already existed as motives for their participation in the IDELT course. In general, participants were highly aware of the significance of intercultural language teaching and learning.

An example on this attitudinal change process in the IDELT course can be seen in participant ID39, a Vietnamese female TESOL lecturer at a college in Vietnam. She confessed that:

Before this course [the IDELT course], to be honest, I didn't care about the importance of integrating cultural issues into each of my lesson plans. After the course, I believe my future lesson plans will be better and more culturally informative to increase my students' awareness and understanding of cultures from different countries.

Participant ID64, a Cuban female EFL teacher with more than 25 years of teaching experience, also reflected on her changes of beliefs in and awareness of intercultural language teaching when she participated in the IDELT course. She held a strong belief in the important role of language teachers in developing students' intercultural competence for global mobilisation. She wrote that:

This course has made me even more aware of the need to integrate the cultural components to our classes. We, language teachers, have to help students interact and communicate well with people from different cultural backgrounds...Thus, language teachers require a myriad of tools and knowledge to encourage their students to thrive in this new adventure of trial and error, which is multiculturalism. Consequently, English teachers should teach much more than the traditional skills -reading,

listening, speaking and writing, or the other language components - grammar, vocabulary, and pronunciation. Updated English teachers have to transcend the traditional method concept from obsolete practices and become teachers of the post-method era.

Interestingly, participant ID₁₄ expressed his awareness of IC teaching and critically analysed the drawbacks in existing language teaching contexts to suggest a revolution in intercultural language teaching. This Australian male teacher with 12 years of ELICOS teaching experience at SITEC (Sydney Institute of TAFE English Centre) in Australia showed his strong beliefs in developing intercultural competence in language teaching. He argued in his reflection 3 that:

In my opinion, most effective language teachers should have a high level of intercultural competence. During these modules [Modules 5-6] I have really developed an acute awareness of the fundamental role of the educational organisation and the curriculum in increasing the intercultural competence of both teachers and students. Educational institutions should require supportive and effective leadership to establish an open dialogue about topics such as appropriate behaviours between students and teachers. Of course, language competence is traditionally placed at the centre of English language programs; however, if intercultural competence is to be valued by all stakeholders and required in a curriculum, this gives equal weight to the acquisition of cultural skills. Thus, explicit intercultural outcomes and assessment is needed. This would be somewhat of a revolution, but I think in this highly contextualised and globalised modern world, we must start recognising

language as only part of culture and change our ways of teaching and learning!

In brief, this section 6.4 presented little evidence on participants' attitudinal changes as a result of their participation in the IDELT course although most participants showed strong beliefs in the significance of intercultural language teaching. This finding came up because participants did not demonstrate whether their IDELT participation significantly changed their beliefs and attitudes.

6.5 Relations between Socio-Demographic Variables and Respondents' Certainty of Intercultural Competence (IC) Development and IC Teaching Self-Efficacy Beliefs

To identify any significant relationships between socio-demographics and respondents' enhanced scores in IC and IC teaching, multivariate regression analysis was conducted. The socio-demographics of the IDELT respondents were not found to be predictive of their development of IC or IC teaching self-efficacy beliefs. None of such variables as age, gender, home country, overseas experience, professional qualifications, teaching duration, interaction habits, previous training experience in IC and IC teaching were significant at the threshold ($p \leq .001$) with reference to respondents' increased test scores.

The regression analysis results showed that the demographic variables did not significantly predict mean differences in the IC test scores. In fact, IC score changes were compared with ten socio-demographic variables and indicated that all p-values were higher than the stated threshold of $p \leq .001$. Table 6.12 presents the p-values found from the regression analysis of the mean differences of 34 IC test items (Part 1 of the online questionnaire) and 10 demographic variables.

More details of these regression analysis results (of each socio-demographic variable) are shown in *Appendix 6C*.

The zero impact of demographic variables on the mean differences in the IC teaching test results (Part 2 of the online questionnaire) was found from the regression analysis of a sample of 57 course completers. Table 6.13 below reports the p-values of all test items were higher than the stated threshold of .001 across all test items in this Part 2 of the online questionnaire; hence it can be concluded that socio-demographic variables did not significantly predict mean improvement in the test scores. More details of these regression analysis results can be found in *Appendix 6C*.

Table 6.12

P-Values of the Regression Analysis of Participants' IC and Socio-Demographic Variables (Age, gender, English speaking ability, overseas experience, home country, country visits, professional qualifications, teaching duration, interaction frequency, previous training experience)

| Items (N=57) | P values (Prob > F (44,12)) |
|---|-----------------------------|
| 1. What I learn from media is not enough for me to communicate effectively with people I know from other cultures. I am curious about these people's experiences of daily life in areas that are not usually shown through normal media. | 0.63 ^{ns} |
| 2. I do not think people I know from other cultures understand common cultural practices and products in my culture the same as I do. | 0.20 ^{ns} |
| 3. I am open to ask people from other cultures about their views or judgements on cultural products and practices in my culture. | 0.25 ^{ns} |
| 4. I question the dominant values and assumptions about life that I have learned in my own culture when I encounter new ones from other cultures. | 0.23 ^{ns} |
| 5. I am aware of the behaviours that are expected from people of other cultures. | 0.62 ^{ns} |
| 6. I try to become involved with conventions and rites of verbal and non-verbal communication from other cultures. | 0.16 ^{ns} |
| 7. Being linguistically competent in English is not a privilege that can help me cope with conflicts and ambiguous cultural situations in my communication with people from other cultures. | 0.54 ^{ns} |
| 8. I do not see a person from another country as a representative of his or her people. | 0.54 ^{ns} |
| 9. I am interested in major historical and contemporary relationships between my own country and the countries of people I know. | 0.25 ^{ns} |
| 10. I have knowledge of the levels of formality, conventions of non-verbal and verbal behaviours and common beliefs of people I know from other cultures. | 0.67 ^{ns} |
| 11. I know a great deal about my own culture and national memories and can use them in my communication with people from other cultures. | 0.24 ^{ns} |
| 12. I do not assume that the national definitions of space and time; social events; and markers of national identities are better in English-speaking countries. | 0.60 ^{ns} |
| 13. I think social distinctions (e.g., social class, ethnicity, gender...) and their principal markers (e.g., clothing, food, language variety, non-verbal behaviour, rites of passage, modes and processes of socialization) in my own country are not the same as those in other countries. | 0.47 ^{ns} |
| 14. I know the common types of misunderstanding that occur between communicators of different cultural origins. | 0.02 [*] |
| 15. I am able to identify ethnocentric perspectives in a document or event (e.g., from the media, in a political speech) of some other cultures and explain their origins. | 0.56 ^{ns} |

| | |
|---|--------------------|
| 16. I am able to identify ethnocentric perspectives in a document or event (e.g., from the media, in a political speech) of some other cultures but CANNOT explain their origins. | 0.05 [*] |
| 17. I can find common ground and acknowledge the differences in my communication with people from different cultures. | 0.48 ^{ns} |
| 18. I am capable of identifying over-generalization and mistaken assumptions (about representatives of views expressed) in my interaction with people from other cultures. | 0.81 ^{ns} |
| 19. I am able to explain sources of misconceptions and misunderstanding between people of different cultures by thinking about the different cultural systems involved. | 0.06 ^{ns} |
| 20. I am able to mediate between people of different cultures if they have conflicting ideas. | 0.06 ^{ns} |
| 21. I have the ability to elicit from other people some common values in their cultures so that I can use these to understand other values or concepts. | 0.07 ^{ns} |
| 22. I am able to identify significant references within and across different cultures. | 0.61 ^{ns} |
| 23. I often try to elicit different interpretations and connotations to establish relationships of similarity and difference between people of different cultures. | 0.66 ^{ns} |
| 24. I often use many different sources to understand the contemporary, historical, political, economic and social relationships between my own culture and the other cultures | 0.32 ^{ns} |
| 25. I combine my knowledge, skills and attitudes to avoid problems in interactions with people from other cultures. | 0.38 ^{ns} |
| 26. When I have conflicts with people from other cultures, I use in real-time knowledge, skills and attitudes to resolve those conflicts to the mutual satisfaction, without disrupting interactions. | 0.83 ^{ns} |
| 27. I understand both explicit and implicit values in documents and events in my own culture. | 0.77 ^{ns} |
| 28. I understand both explicit and implicit values in documents and events of other cultures. | 0.36 ^{ns} |
| 29. I have my own ideological perspectives and values. | 0.51 ^{ns} |
| 30. I evaluate documents or information received from other people with explicit reference to my own perspectives and values. | 0.17 ^{ns} |
| 31. When I hear people speaking a foreign language poorly with their strong regional accents, I believe that they are less capable of doing other things than I would expect. | 0.31 ^{ns} |
| 32. I can easily establish common criteria of evaluation (of documents, events or information received) with people from other cultures. | 0.92 ^{ns} |
| 33. I find it easier to establish close relationship with people from my country than those from other countries. | 0.58 ^{ns} |
| 34. When my beliefs and values cause conflicts with people from other cultures, I am able to use my skills and knowledge to negotiate agreement on places of conflict. | 0.24 ^{ns} |

Note: ^{ns} as not significant; ^{*} Significant at $p \leq .05$; ^{**} significant at $p \leq .01$; ^{***} significant at $p \leq .001$

Table 6.13

P-Values of the Regression Analysis of Participants' IC Teaching Self-Efficacy Beliefs and Socio-Demographic Variables (Age, gender, English speaking ability, overseas experience, home country, country visits, professional qualifications, teaching duration, interaction frequency, previous training experience)

| Items (N =57) | P values (Prob> F (44,12)) |
|---|-------------------------------|
| 1. Through my English language lessons I am confident in helping ESL/EFL students become self-aware, reflective and have a readiness to accept or adapt to cultural differences. | 0.02 [*] |
| 2. I am able to teach the intercultural dimensions of English language even when students possess a very low level of proficiency in English language. | 0.36 ^{ns} |
| 3. I am able to prepare students for interaction with people of other cultures even when I have never left my country. | 0.45 ^{ns} |
| 4. I am able to help students see that intercultural interaction is an enriching experience (not a nightmare). | 0.22 ^{ns} |
| 5. I am able to adapt instructional methods to meet the needs of learners from diverse backgrounds. | 0.46 ^{ns} |
| 6. I am able to move beyond providing cultural facts of other countries (e.g., food, clothes, daily life activities...) in my ESL/EFL class. | 0.61 ^{ns} |
| 7. I am capable of developing supplementary ESL/EFL materials that help me teach language and culture in an integrated way. | 0.02 [*] |
| 8. I can select ESL/EFL materials from different origins with different perspectives so that my students can compare and analyse the materials critically. | 0.79 ^{ns} |
| 9. I know how to analyse or evaluate instructional materials for potential stereotypical and/or prejudicial content. | 0.08 ^{ns} |
| 10. I am able to use diverse teaching techniques to make learners aware of the implicit cultural values and meanings in their learning materials. | 0.06 ^{ns} |
| 11. I am able to plan instructional activities that help learners learn as much from each other as from the teacher. | 0.10 ^{ns} |
| 12. I am able to plan classroom activities that help students use their background knowledge to compare their own cultural context with the unfamiliar contexts to which language learning introduces them. | 0.35 ^{ns} |
| 13. I am able to design activities that enable students to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours. | 0.78 ^{ns} |
| 14. I am able to use various assessment methods to encourage my students' awareness of their own cultural identities. | 0.27 ^{ns} |
| 15. I am able to use assessment methods to help students realise that these abilities are acquired in many different circumstances inside and outside the English language classroom. | 0.71 ^{ns} |
| 16. I am able to make my ESL/EFL students understand that a non-native speaker inferiority complex is only the result of misunderstanding & prejudice. | 0.38 ^{ns} |
| 17. In my ESL/EFL class, I prepare my students for real-life intercultural communication but do not train them to become native-like. | 0.85 ^{ns} |

Note: ^{ns} as not significant; ^{*} Significant at $p \leq .05$; ^{**} significant at $p \leq .01$; ^{***} significant at $p \leq .001$

6.6 Summaries of Findings and Discussion

This section focuses on discussing the main quantitative and qualitative findings about participants' acquisition of the main IDELT learning objectives which are also their changes in teacher quality. The discussion will mainly explore issues related to participants' certainty of their IC development, their self-efficacy beliefs of IC teaching, and the potential effects of socio-demographic variables on participants' changes in teacher quality.

6.6.1 Participants' certainty of intercultural competence development

In general, the quantitative and qualitative findings in section 6.2 demonstrated IDELT participants' certainty in developing IC dimensions including *Attitudes, Knowledge, Skills of Interpreting and Relating, Skills of Discovery and Interaction, and Critical Cultural Awareness*. Evidence on participants' certainty of IC development showed that most participants achieved the first target IDELT learning outcome in the networked professional learning environment of the SCOOC. This finding is supportive of that of Schenker (2012) who argues that intercultural communication through technology triggers learners to develop their IC.

The quantitative data analysis showed statistically significant differences in all participants' IC mean scores ($p \leq .001$) across all five IC dimensions. However, there were no significant mean differences ($p > .001$) in two test items. First of all, respondents were not quite comfortable with item 9 (of the *Knowledge* dimension) which asked respondents about their interest in major historical and contemporary relationships between their own country and the countries of people they

communicate with. This question was one of the objectives for *Knowledge* assessment suggested by Byram (1997). Given the real-life communication contexts among people from different cultures (not just mainly the cultures of the target language and the mother tongue as in Byram's context), no discussion or information about these historical relationships was explicitly provided in the IDELT course. Therefore, most respondents got very confused and uncomfortable with this question. The non-significance of mean score differences showed the limitation of the online questionnaire in exploring real-life communication in such a networked learning environment as the IDELT course. Other researchers should be more flexible in adapting Byram's IC assessment objectives to investigating their research context. In addition, there was no significant mean difference in test item 31 (of the *Critical Cultural Awareness* dimension, $p > .001$) which stated that '*When I hear people speaking a foreign language poorly with their strong regional accents, I believe that they are less capable of doing other things than I would expect*'. Although respondents generally increased their scores on cultural awareness, this non-significance of item 31 implied their wrong beliefs in the superior of linguistic competence to intercultural competence. This finding is similar to Drewelow's (2012) conclusion that the majority of her learner participants targeted to gain only linguistic competence for successful communication. Since the developmental sequence of intercultural competence does not necessarily parallel linguistic competence (Bennett et al., 2003), the incomplete understanding of intercultural competence should be seriously addressed in future design of SCOOC for networked intercultural language teaching and learning.

Qualitative findings were supportive of the quantitative findings on participants' certainty of developed IC dimensions. Due to its dynamic nature, it is not easy to measure IC development; however, it is possible to track main changes in perspectives toward the other cultures and in reflections on one's own culture (Elola & Oskoz, 2008). Written reflection has been a great way to explore intercultural learning because it establishes connections and relationships among their cognitions in reflections (Byram, 1997), and provides better understanding of what happened during intercultural learning (Kramsch, 1993). Holmes and O'Neill (2010) suggest using self-reflections as tools for self-accessing intercultural competence. Liddicoat and Scarino (2013) also foreground the affective dimension and its interaction with the cognitive dimension in reflection (p.58). Hence the qualitative data from the module-based reflections were analysed to provide more in-depth and thick description of participants' IC development in the IDELT course.

Table 6.14 (on the next page) shows the summary of all themes on participants' enhanced IC dimensions. Although the numbers of respondents to each theme varied, the data generally showed participants' certainty of IC development. The enhancement of skills of interpreting and relating was mentioned the least in respondents' reflections while critical cultural awareness was clearly enhanced in most respondents.

One of the most interesting qualitative findings was participants' trust and respect of the online friendship developed in the IDELT course. Matzat (2010) finds that trust is hard to develop in virtual communities, given the lack of face-to-face

interactions. ‘Mutual trust’ and ‘mutual attraction’ can increase intercultural competence (Spitzberg, 2015) and influence community participation. Thus, it can be inferred from this finding that participants developed their IC during their networked professional learning in the IDELT course.

Table 6.14

Summary of Main Themes about Five IC Dimensions

| IC dimensions | Themes (From 285 reflections of 57 IDELT course completers) | Numbers of respondents |
|--|---|-------------------------------|
| Attitudes | Curiosity and openness | 26 out of 57 |
| | Tolerance for ambiguity in intercultural communication | 31 out of 57 |
| | Behavioural flexibility | 18 out of 57 |
| Knowledge | Deep learning knowledge | 23 out of 57 |
| | Factual knowledge | 36 out of 57 |
| | Participants could identify common ground and unresolvable difference | 13 out of 57 |
| Skills of interpreting and relating | Participants showed their ability to identify and eliminate ethnocentrism in intercultural communication | 10 out of 57 |
| | Participants reported on their ability to identify causes of miscommunication. | 12 out of 57 |
| | Participants could use interviewing techniques to question a native speaker about cultural issues | 28 out of 57 |
| Skills of discovery and interaction | Participants could identify significant references within and across cultures and elicit their significance and connotations | 23 out of 57 |
| | Participants showed their ability to identify similarities and differences within and across cultures | 26 out of 57 |
| Critical cultural awareness | <ul style="list-style-type: none"> • Negotiate agreement on places of conflict and acceptance of difference • Critically assess one’s own thinking and bias • Changes in beliefs and views of cultural practices in one’s own culture and the others | 38 out of 57 |

In conclusion, most IDELT participants developed their certainty of IC development during the IDELT course. Thus, I can argue that the SCOOC for networked intercultural language teaching and learning was mostly effective in facilitating participants' IC learning.

6.6.2 IDELT participants' self-efficacy beliefs in intercultural language teaching and learning

Despite some non-significant mean differences in IC teaching test scores and the indirect claim on attitudinal changes towards IC teaching, the quantitative and qualitative findings generally showed participants' positive changes in their IC teaching self-efficacy beliefs. Most participants believed in their capacity to perform at a given level of achievement, or making influences over their learners (Bandura, 1994). These findings suggest that participants enhanced their IC teaching self-efficacy beliefs to a certain extent. It can be inferred that participants acquired the second IDELT learning objective.

6.6.2.1 Quantitative findings

The quantitative findings generally showed mean improvements in IDELT participants' test scores on IC teaching self-efficacy beliefs. However, the non-significant mean differences of the test items 1, 3,7,14 and 15 suggested some adjustments for the design of a SCOOC for networked intercultural language teaching as follows:

Firstly, respondents were not confident with their use of assessment methods for intercultural language teaching (test items 14 and 15). The IDELT course used

task-based activities to implicitly assess participants' enhancement of IC but did not suggest a list of assessment methods for teacher-participants in their language teaching. Future SCOOCs should pay close attention to the design of learning activities that allow participants to explicitly see these assessment methods.

Secondly, respondents saw themselves incapable of developing supplementary ESL/EFL materials for intercultural language teaching (test item 7). In this case, collaboration in teaching material development should be a compulsory activity in future SCOOCs. The IDELT course allowed participants to choose their preferred tasks and activities related to IC teaching; hence most participants chose to discuss the intercultural aspects rather than exploring hands-on experience in real IC teaching assignments. Future SCOOCs for networked professional learning in intercultural teaching should include more compulsory tasks on real-life teaching with peer support or peer mentoring.

Moreover, some IDELT participants did not believe they could teach IC in their language classroom if they have never visited any foreign country (test item 3). Given the findings that overseas experience and country visits had no impact on participants' IC development in the IDELT course, moderators in SCOOCs for IC and IC teaching should always convince the participants that they are competent in IC teaching even without overseas experience.

Finally, respondents were not confident in helping ESL/EFL students become self-aware, reflective and ready to accept or adapt to cultural differences (test item 1). Liddicoat (2008) suggests that 'an important starting point for developing an

intercultural pedagogy is for teachers individually to recognise the cultural locatedness of the ways they think about teaching and learning' (p.280). Therefore, future SCOOCs should include more compulsory collaborative and reflective activities and learner support types to develop participants' confidence in intercultural language teaching.

It was not surprising to see the non-significant mean differences in six test items of question 18 (in Part Two of the online questionnaire). This non-significance means that participants did not show any positive changes in their using of IC teaching techniques such as authentic videos, articles or statements or other types of documents, reflective practice, role plays, guest speakers, cultural website design. Participants had already showed very high scores for their self-assessment of their ability to use authentic videos, documents, guest speakers, role plays in the pre-test; therefore, their scores for these items in the post-test showed no significant increase. The respondents were asked about these techniques to remind them that even the basic language teaching techniques can be used to facilitate intercultural teaching as long as teachers can take an intercultural perspective in language education. In contrast, participants were not required to do compulsory tasks of using such teaching techniques as reflective practice and cultural website design. Participants could choose other easier and time-saving tasks to complete instead; thus, they did not have opportunities to practise these teaching techniques. Future SCOOC design should include examples of these teaching techniques in the learning resources to remind them of the familiar or basic techniques and to help them learn new ones.

6.6.2.2 Qualitative findings

The qualitative findings indicated that 32 out of 57 IDELT completers enhanced their IC teaching skills and knowledge to some extent during the IDELT course. This finding is different from the quantitative finding on participants' IC teaching skills. However, it should be noted here that the qualitative findings showed participants' enhancement of only teaching skills used in the IDELT activities, not the ones mentioned in the questionnaire without opportunities for practising (e.g., role plays, guest speakers...). Therefore, I can conclude that participants enhanced the IC teaching skills that were explicitly used or taught in the IDELT course. Future SCOOCs should be designed with explicit intercultural teaching techniques to help participants explicitly understand how to apply these techniques in practice.

6.6.3 Changes in the IDELT participants' attitudes about intercultural language teaching and learning

The qualitative findings showed that almost all participants inherited strong and positive attitudes towards the significance of intercultural teaching in language education; however, just 18 participants made direct claims on their positive attitudinal changes as a result of their participation in the IDELT course. There are two possible ways to explain this result. First, participants might have already developed this positive attitude and strong belief in interculturality before their participation in the IDELT course. Second, some participants who have rich teaching experience did not try to learn from their peers' shared teaching skills and

professional knowledge in intercultural teaching. They doubted the quality of the discussions that involved inexperienced teachers. They were happy to build relationships and learn from the others' shared cultural experience but would not change their attitudes for intercultural teaching simply by observing and listening to these peers. They still valued the knowledge transmission from instructors or experts in the field. ID79's questions kept me thinking about the contexts that suit networked intercultural language teaching. This Australian female TAFE teacher with rich teaching experiences in many different countries raised many interesting questions when being asked about what she learned from the IDELT modules. She asked that:

... Do you mean in this question that the activities, techniques or resources were provided by the other IDELT participants? If so, I don't believe I read any of them. If you mean the activities, techniques or resources provided by you, then some of them might be useful....

The prevalence of this attitude suggests that this type of SCOOC as a TPD initiative for networked intercultural language teaching and learning is more suitable for in-service and experienced teachers than novice teachers. Having 'more knowledgeable others' (Vygotsky's (1934) Sociocultural Theory) to support the peer learning process should be one of the key features for networked professional learning in the SCOOC. If this type of SCOOC is designed for pre-service teachers, moderators should play important roles in providing direct guidance, hands-on support and prompt assistance throughout the whole learning process. The development of trust and

mutual support will greatly facilitate the networked professional learning environment. Additionally, the SCOOC would be the best learning environment if these teachers also came from different cultures. Although the quantitative data analysis showed that socio-demographics did not significantly affect the outcomes of the SCOOC in this study, participants' rich teaching experience and their diverse cultural and linguistic backgrounds were the key factors to facilitate the networked professional learning process.

6.6.4 Relations between socio-demographic variables and respondents' intercultural competence and IC teaching self-efficacy beliefs

There was no significant impact of socio-demographics on participants' IC development in the IDELT course. That means socio-demographic variables were not predictive of the IC test scores. This is different from the findings of some other studies. For example, Lai (2006) reports that females dominated males in their acceptance and adaptation to new cultures. A few studies have found living experience in another culture to be related to IC development (Lai, 2006; Westrick & Yuen, 2007). Bayles (2009) also finds the relations between teaching experience (including years teaching ethnically diverse students) and their IC scores.

Moreover, the socio-demographics of the IDELT respondents were not found to be predictive of their IC teaching self-efficacy beliefs. This finding is compatible with some other studies. Indeed, it has been confirmed in the literature that demographic variables are not significant predictors of the self-efficacy beliefs of teachers (Tschannen-Moran & Hoy, 2007). Peiser and Jones (2014) conduct a

qualitative study involving semi-structured interviews and investigated 18 teachers in 13 secondary schools in the North-West of England. They find that teachers' demographic characteristics of gender, age or length of experience did not affect their interest in intercultural understanding. As such, a SCOOC for online teacher professional development is appropriate for the diversity of participants. It reaches out to people from various linguistic and cultural backgrounds to create a networked professional learning environment for intercultural learning.

6.7 Conclusion

This chapter systematically discussed the findings on participants' acquisition of the intended learning outcomes. It was found that learning occurred in the SCOOC, and participants achieved the learning objectives. It was the shared experience among participants that mattered, not who they were. The findings of this chapter contribute evidence and practical knowledge on the effective design of a SCOOC for networked intercultural language teaching and learning.

Section 6.6.1 and section 6.6.2 generally showed that most participants enhanced their certainty of IC development and self-efficacy beliefs in IC teaching in the SCOOC for networked intercultural language teaching and learning to some extent. The findings were similar to what McCloskey (2010) finds in her study. Indeed, she argues that: 'Online teacher professional development that unites teachers across cultures around the shared purpose of promoting intercultural learning offers many powerful opportunities to cultivate the teachers' intercultural competence and related pedagogical competencies' (p.iv). Pendergast, Garvis and

Keogh (2011) note that 'teacher self-efficacy is an important motivational construct that shapes teacher effectiveness in the classroom' (p.46). Vavasseur & MacGregor (2008) also consider self-efficacy belief as 'a critical issue often not addressed in designing and developing effective professional development' (p.520). Therefore, the findings from this study will contribute empirical evidence and knowledge of ways to design an effective TPD initiative for networked intercultural language teaching and learning.

With the developed IC dimensions and enhanced IC teaching self-efficacy beliefs, IDELT participants are likely to spur additional changes in practice to bring further change in student learning. Self-efficacy can affect a person's motivation in an activity, success in an activity and resilience to adversity (Tschannen-Moran, Hoy & Hoy, 1998). However, it is still early to state whether participants' enhanced self-efficacy beliefs can actually lead to positive changes in their teaching practices. Liddicoat and Scarino (2013) stated that '...One of the challenges facing this integration (the integration of culture into language teaching) has been to move from recognition of the need for an intercultural focus in language teaching to the development of practice' (p.1). The next chapter, Chapter Seven, will elaborate on this issue with more details on participants' implementation of the new skills and knowledge in practice.

CHAPTER 7

Analysis of IDELT Learning Impacts on Teaching Practice and Student Learning

Educational technology is not a homogeneous ‘intervention’ but a broad variety of modalities, tools, and strategies for learning. Its effectiveness, therefore, depends on how well it helps teachers and students achieve the desired instructional goals.

(Ross, Morrison, & Lowther, 2010, p.19)

This chapter aims to examine the professional learning impacts of the Intercultural Dimensions of English Language Teaching (IDELT) course on teacher change in instruction and student learning. The evaluation was mainly on the last two steps in Desimone’s (2009) adapted evaluation framework (*as detailed in Figure 3.4 of Chapter Three*): teacher change in instruction, and improved student learning. Combined as ‘Learning Impact’ evaluation in my analytical framework, these two elements emphasised the direct and indirect effects of the IDELT course on teachers’ teaching practice and their students’ learning. The role of contextual factors was also explicitly examined in this evaluation. This chapter seeks to address the following research questions:

RQ5. What were the impacts of IDELT professional learning initiatives on teacher change in instruction?

RQ6. What were the impacts of teachers’ IDELT implementation on their student learning?

RQ7. What contextual factors affected teachers’ IDELT implementation in practice?

Chapter Seven seeks to address three issues: (1) explore teacher change in instruction; (2) examine the impact of the IDELT implementation on student learning; and (3) investigate the effects of contextual factors on the IDELT implementation.

Firstly, teacher change in instruction was reflected in teacher-participants' levels of use (LoU) of the IDELT content knowledge, pedagogical content knowledge, and beliefs to improve their instructional strategies for intercultural language teaching. The evaluation of teachers' instructional changes was mainly on the quality and quantity of their IDELT implementation. Details of the main findings are presented in section 7.2 of this chapter.

Secondly, the impact of the IDELT implementation on student learning was indirectly assessed through teacher-participants' responses to the follow-up email survey (administered 9-12 months after the end of the IDELT course). As IDELT participants came from different institutions across 13 countries, it was impossible to directly collect empirical data on improved student learning as an outcome of the teachers' IDELT implementation. Instead, this study focused on the outcomes of the IDELT course for teacher-participants, not much on the potential consequences for improved student learning. Also, due to the language-focused curricula with mainly linguistic learning objectives at the IDELT participants' institutions, there was no formal assessment of intercultural competence. Given these reasons, the student learning outcomes of the IDELT implementation were indirectly evaluated based on the follow-up email survey which recorded students' feedback about teachers'

change in instruction. Findings about the IDELT impact on student learning can be found in section 7.3 of this chapter.

Thirdly, the impact of contextual factors on teachers' IDELT implementation was inferred from the analysis of the follow-up email survey (after the IDELT course) and the module-based reflections (during the IDELT course). This evaluation examined IDELT participants' motives for implementation and what factors hindered their implementation process. The results of this evaluation are presented in section 7.4 and discussed in section 7.5 of this chapter to suggest ways to accommodate these contextual factors in future course design and for a better implementation process in teaching practice.

This chapter aims to raise some issues about the effectiveness of networked professional learning in creating teachers' changes for intercultural language teaching and learning in practice. It also attempts to show the limitations of the participants' IDELT implementation in practice due to some micro and macro factors, despite participants' certainty of IC development and enhanced IC teaching self-efficacy beliefs. This argument will be supported by six main sections. Section 7.1 will briefly describe the methods of evaluation including the data collection instruments, data analysis process, respondents, and how data were triangulated to support the argument of this chapter. Section 7.2 will present the findings of the IDELT impact on teachers' instructional changes. The findings about the impact of IDELT implementation on student learning will be shown in section 7.3. The next section, section 7.4, will elaborate on the findings about the critical contextual

factors affecting teacher change in instruction. Section 7.5 will summarise and discuss the key findings while section 7.6 will conclude the chapter with some suggestions for SCOOOC design and implications for networked professional learning in intercultural language teaching and learning.

7.1 Methods of Evaluation

7.1.1 Data collection instruments

As this chapter aims to draw conclusions on IDELT teacher-participants' process of making instructional changes, any forms of change in teaching practice were recorded during and after the IDELT course. Data were collected from both Phase 2 (5-9 weeks during the IDELT course) and Phase 3 (9-12 months after the IDELT course) of the study. Qualitative data were the primary source although the argument in this chapter was also supported by the quantitative data analysis of the Moodle reports and some multiple-choice questions from the follow-up email survey. Below are short descriptions of the data collection instruments.

7.1.1.1 In-course reflections (see Appendices 3C and 3D)

Data from Part Two of 344 in-course reflections were collected to show the trends of participants' IDELT implementation during the IDELT course. These trends were then compared with the findings on participants' IDELT implementation after the course. All submitted reflections (including those from the drop-outs) were used to support the argument of this chapter because teacher change in instruction was seen as a process, not an event. Details of the online module-based reflections can be found in section 3.2.4.2 of Chapter 3.

7.1.1.2 Moodle reports

Moodle reports on participants' total numbers of posts and views in 26 online discussion forums were used to show their interest and actual virtual engagement in online forums about culture teaching ideas. These statistics provided valid and reliable evidence of IDELT participants' very basic level of use - Orientation. Details of the Moodle reports were presented in section 3.2.4.2 of Chapter Three on Research Design and Methodology. The findings on participants' first level of use (through the learning analytics of these two Moodle reports) can be found in section 7.2.1 of this chapter.

7.1.1.3 Examples from the online discussion forums

Twenty-six online discussion forums of the IDELT course were examined to find out the trend in participants' use of the new knowledge and skills in teaching practice. Selective extracts from IDELT participants' sample posts and comments during the IDELT course were used to make claims in this chapter. Details about the discussion forums can be found in section 3.2.4.2 of Chapter Three.

7.1.1.4 Anonymous follow-up email survey (see Appendix 3E)

About nine to 12 months after the end of the IDELT course, responses to an anonymous email survey were collected from 38 informants. The open-ended questions and multiple-choice items in this survey aimed to investigate the impacts of the IDELT course and the external factors on teacher change in instruction and student learning after the IDELT course. The email survey also examined motives for participants' course completion and withdrawal. This attempt was to identify the

types of participants that tended to make instructional changes and the activities that supported their IDELT implementation in practice. Instead of conducting online interviews, I administered the follow-up email survey as it was preferred by most IDELT completers whose working schedules were very tight. Details of the follow-up email survey were discussed in section 3.2.4.2 of Chapter Three.

It should be noted here that this anonymous follow-up email survey was different from the earlier online questionnaire which was used as a pre-test and a post-test in the IDELT course. This final online survey was emailed to all course participants (both course completers and non-completers) 9-12 months after the IDELT course; participants could anonymously and voluntarily complete the survey. In contrast, the online pretest-and-posttest (also online questionnaire) was administered right in the course for only course completers. Completing the in-course test or online questionnaire was not anonymous but compulsory as a requirement for individuals' course completion.

Anonymity in the follow-up email survey allowed respondents to honestly and freely give feedback and suggestions after their participation in the IDELT course. Although participants' anonymous answers could not reflect the process of each individual' instructional changes, they showed an overview of all participants' change process, from the time they were in the IDELT course until 9-12 months later.

7.1.2 Strategy for data analysis

To present the findings on teacher-participants' change in instruction as a process (not as an event), data collected during and after the IDELT course were

analysed and compared. NVivo 11 software was employed for the thematic analysis of qualitative data in this study.

7.1.3 Respondents and response rate

As this chapter used data from both Phase Two (during the IDELT course) and Phase Three (9-12 months after the IDELT course) of the study, the number of respondents varied substantially. Figure 5.1 of Chapter Five shows the demographics of 81 respondents of the data collection instruments administered during the IDELT course. The focus was on participants' IDELT implementation process during the course, not on their course completion; therefore, all reflections, posts and comments of both course completers and non-completers were equally valued. Table 7.1 presents the socio-demographics of 38 anonymous respondents of the follow-up email survey. After the IDELT course, the respondents to the follow-up survey also included both IDELT completers and non-completers.

Table 7.1

Socio-Demographics of 38 Respondents to the Follow-Up Email Survey (N=38)

| Variables | Frequency | Percentage |
|---|------------------|-------------------|
| Course completers | 31 | 81.6 |
| Non-completers | 7 | 18.4 |
| Age (years) | | |
| 25-35 | 16 | 42.1 |
| 36-45 | 10 | 26.3 |
| Over 45 | 12 | 31.6 |
| Gender | | |
| Male | 11 | 28.9 |
| Female | 27 | 71.1 |
| English speaking status | | |
| Speakers of English as a native language | 11 | 28.9 |
| Speakers of English as a second language | 5 | 13.2 |
| Speakers of English as a foreign language | 22 | 57.9 |
| Country of origin | | |
| Vietnam | 9 | 23.7 |
| Chile | 10 | 26.3 |
| Australia | 6 | 15.8 |
| Other countries where English is a native language | 5 | 13.2 |
| Other countries where English is a foreign or second language | 4 | 10.5 |
| In two different countries | 4 | 10.5 |
| Professional qualifications | | |
| Doctorate and Master's | 22 | 57.9 |
| Postgraduate/ TESOL Diploma | 6 | 15.8 |
| Bachelor's | 8 | 21 |
| Other | 2 | 5.3 |
| Years of teaching experience | | |
| Less than 5 years | 2 | 5.3 |
| 6-10 years | 11 | 29 |
| 11-15 years | 13 | 34.2 |
| 16-20 years | 8 | 21 |
| More than 20 years | 4 | 10.5 |
| Workplace | | |
| Technical or vocational training institution | 6 | 15.8 |
| Colleges (incl. community and teacher education) | 8 | 21 |
| University | 22 | 57.9 |
| English teacher training or professional development centre | 5 | 13.2 |
| ELICOS/ESL centre | 7 | 18.4 |
| Others | 6 | 15.8 |
| Working countries | | |
| Australia | 18.4 | 21 |
| Vietnam | 7 | 8 |
| Chile | 11 | 29 |
| The Philippines | 4 | 10.5 |
| USA | 3 | 7.9 |
| Others | 5 | 13.2 |

Respondent rates of the module-based reflections and the follow-up email survey were sufficient to be the plurality of the response samples. The response rate of 47% (38 respondents out of 81 IDELT participants who previously submitted their online reflections) for the follow-up email survey and the response rate of 69%-96% for the module-based reflections were higher than the expected response rate of 30% for general online measures (Institutional Assessment Resource, 2010). Details of the response rates for the online module-based reflections can be found in table 5.1 (section 5.1.1) of Chapter Five in this thesis.

7.1.4 Data triangulation

To increase confidence in the findings, this study triangulated the collected data. Qualitative findings from the open-ended questions in the anonymous follow-up email survey and in-course reflections were triangulated with quantitative findings from the Moodle reports and multiple-choice questions of the follow-up email survey.

Self-reported data from IDELT participants' reflections and the anonymous follow-up email survey suited this online study. Although participants might have given the most desirable responses (Dörnyei, 2007) or tried to present themselves 'in a good light' (Dörnyei & Taguchi, 2010, p. 8), self-reported data were preferred. These methods helped to collect data overseas at various institutions where 81 IDELT participants were working. Notably, the anonymous email survey and online reflections allowed the respondents enough time to reflect and self-evaluate their own teaching and learning at their convenient time with less researchers' bias and

no social pressure. Efforts were also made to limit the misreport by administering an anonymous follow-up survey as well as encouraging participants' honest feedback with no penalty. Especially, self-reporting was not the only approach in the study; instead it was used to triangulate the collected data.

7.2 Findings about the IDELT Impacts on Teacher Change in Instruction

'Teacher change' is a complicated concept that can be understood in different ways. It can be described in terms of teachers' learning, growth, development, improvement, implementation of new or different things, cognitive and affective change and self-study (Richardson & Placier, 2001). On the one hand, 'teacher change' can be understood as transactions between teachers' knowledge, experience and beliefs ('reflection'); on the other hand, it can be their professional actions or 'enactment' (Clarke & Hollingsworth, 2002, p. 951). In this study, 'teacher change' was evaluated based on their changes in instructional strategies.

Indicators and guidelines for evaluating teachers' change in instructional strategies are not clear in Desimone's (2009) framework. Desimone (2009) suggests 'allowing for individual adaptation' (p.192). Therefore, I employed George, Hall and Stiegelbauer's (2006) levels-of-use (LoUs) model to supplement the evaluation process in this study. Teacher change in instructional strategies was evaluated based on their LoUs of the IDELT knowledge and skills in teaching practice.

George, Hall and Stiegelbauer's (2006) LoUs is one of the three dimensions of the Concerns Based Adoption Model (CBAM) (Hall & Hord, 2006). This LoUs model has been validated in many studies (Hall, 2013; King, 2014; McKinnon & Nolan, 1989).

CBAM is also widely recognised as one of the most empirically grounded and reliable approaches to evaluate educational change (Anderson, 1997; Hall, Dirksen & George, 2006; Hall & Hord, 2006). Especially, Hall and Hord (2006) confirmed the application of this LoUs model in ‘...curriculum development and implementation activities, program evaluation, and staff development’ (p.31).

George, Hall and Stiegelbauer’s (2006) Levels of Use dimension shows the behavioural aspects of change or the ways that the innovation users apply what they learned into practice. As shown in Figure 7.1, these eight stages range from non-users (levels 0-II) to users (levels III-VI).

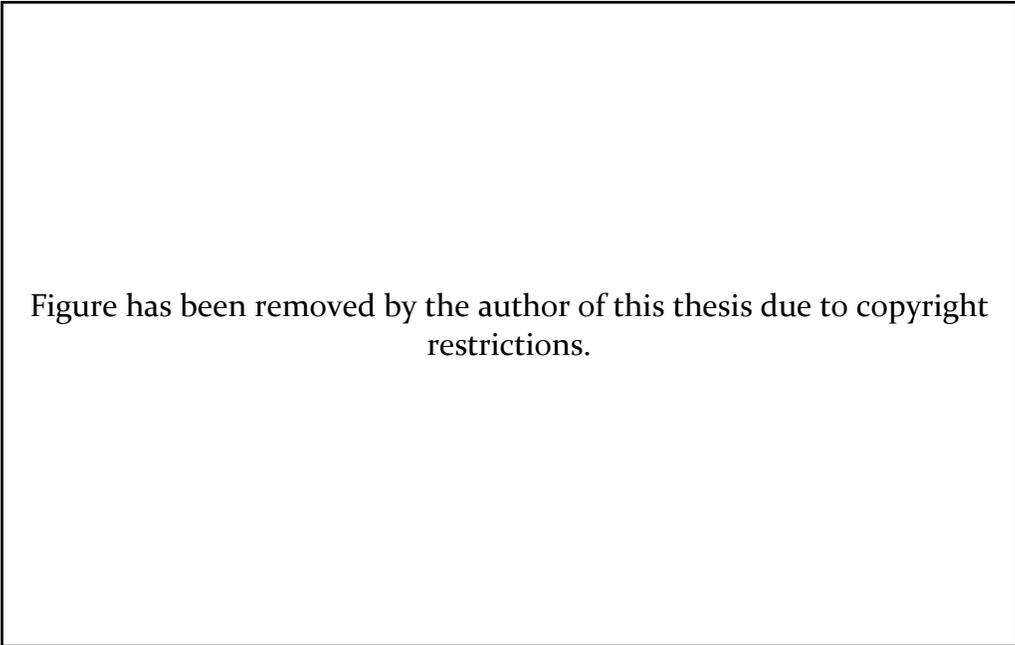


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Figure 7.1. Levels of use of the innovation (George, Hall & Stiegelbauer, 2006, p.5)

The baseline for this evaluation of teachers’ LoUs is level 3 (Mechanical users) because George, Hall and Stiegelbauer (2006) categorise this level as the first level of users. They, in fact, group the levels of non-use, orientation and preparation as non-

users. The rest of the levels including mechanical, routine, refinement, integration and renewal are listed as users. Also, George, Hall and Stiegelbauer (2006) claim that once teachers are at this level 3 of mechanical users, they are expected to remain at this same level possibly for one or two years. This research study could not be longer than the PhD timeline; therefore, this level 3 was selected as a starting point to understand better the IDELT impacts and hence the effectiveness of the IDELT course in facilitating teacher change in teaching practice.

In this study, LoUs were used to show the degrees and the extent to which participants have implemented the new IDELT knowledge or skills. The LoU directly described what the users did without trying to explain causality or focusing on attitudinal, motivational, or other affective aspects of the users. This evaluation assumed that ‘change has been truly treated as a process’ (Hall & Hord, 2006) in which participants moved through defined LoUs and not all of them could move at the same rate or in a linear direction (Hall, Dirksen & George, 2006; Hall & Hord, 2006). This evaluation considered change as a process, using data from both the in-course reflections and the follow-up email survey. The findings on the demographics of IDELT users during and after the IDELT course are presented in section 7.2.2 and section 7.2.4 respectively. Below are details of participants’ LoUs during the IDELT course (*see section 7.2.1*) and after the IDELT course (*see section 7.2.3*).

7.2.1 Findings of participants’ levels of use during the IDELT course

During the IDELT course, many participants showed evidence of their IDELT implementation; however, their LoUs tended to be lower than the evaluation

baseline (level 3 – Mechanical users). This evaluation was mainly made by coding and classifying emerging themes from 344 reflections, using George, Hall and Stiegelbauer's (2006) LoU matrix (see Figure 7.2). The thematic analysis indicated six main themes which clearly represented the variety of participants' LoUs:

- *Theme 1: Participants had special interest in exploring the possibilities for using the IDELT activities and/or teaching techniques in the near future.*
- *Theme 2: Participants had specific plans and preparation for their first use of the IDELT knowledge and skills in their teaching practice.*
- *Theme 3: Participants were trying to implement the IDELT innovation, often resulting in sporadic and superficial use.*
- *Theme 4: Participants established routine uses of the IDELT innovation*
- *Theme 5: Participants refined or adapted their use of the IDELT innovation to increase teaching impact and suit students' needs and backgrounds*
- *Theme 6: Participants combined their own efforts to use the IDELT innovation with the related activities of colleagues to benefit student learning.*

Regarding George, Hall and Stiegelbauer's (2006) decision points in the LoU matrix (see Figure 7.2), the six themes indicated various LoUs by IDELT participants. Theme 1 reflected Level I – *Orientation* because participants tried to learn more in the IDELT course for their future implementation. Theme 2 suited the decision points for Level II – *Preparation* because it showed participants' attempts and decisions for their first IDELT implementation. Theme 3 matched the decision points for Level III – *Mechanical Use* because it showed participants' efforts to make short-term and

superficial changes to suit their students' needs. Theme 4, which showed participants' establishment of routine use of the IDELT innovation, supported the description of Level IVA – *Routine*. Theme 5 suited the description of Level IVB – *Refinement*. Theme 6 described participants' Level V – *Integration* because it indicated their coordination with colleagues for student benefit.

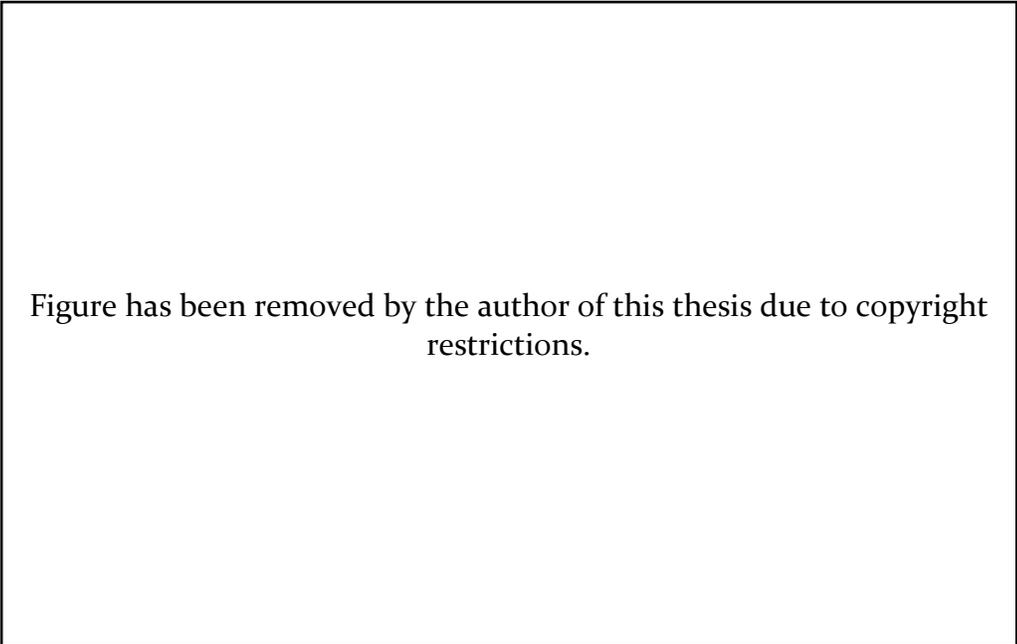


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Figure 7.2. Levels of use with decision points (George, Hall & Stiegelbauer, 2006, p. 7)

Below are the details of participants' LoUs during the IDELT course, evaluated with thematic analysis against the LoUs matrix. Some findings from this thematic analysis were illustrated with examples selected from 26 online discussion forums and supplemented with the quantitative findings from the Moodle reports.

7.2.1.1 Level of use I – Orientation (67%, during the IDELT course)

During the IDELT course, 54 IDELT participants (out of 81 respondents of the online module-based reflections) indicated their level of use I. The thematic analysis

of 344 reflections in NVivo and the Moodle reports showed IDELT participants' interest in exploring the possibilities for using the IDELT activities and teaching techniques in their English language classrooms in the near future. Much evidence came from the reflections 1-3 collected at the early stage of the course.

Theme one from the thematic analysis reflected IDELT participants' interest in applying their IDELT knowledge and skills into practice. Most participants also highly appreciated the usefulness and applicability of the IDELT innovation for their teaching. Many responses demonstrated the level of Orientation, as in this statement of *'I will definitely be applying these activities in my future teaching'* (Reflection 1, ID18 - a South African female university teacher with 14 years of English teaching experience in Russia, South Africa and Chile). Other examples included *'I really enjoyed these two modules. They definitely triggered some lesson ideas for my future teaching'* (Reflection 2, ID22 - a South African female with 16 years of ESL/EFL teaching experience in Japan, Vietnam, Qatar, Australia, and United Arab Emirates), or *'Many of the lesson plans went into incredible details. There is a rich source for my future lessons!'* (Reflection 2, ID77 - a male nine-year-experienced South African teacher of English at a technical university in Chile). Especially, such repeated phrases as *'I will definitely use'*, *'in my future teaching'*, *'for my future lessons'*, *'I really think I can'*, or *'I believe I will use...'* just indicated a wish or an initiative to take actions and make changes. They were indicators of future implementation but did not prove that participants had already implemented anything. In general, the respondents did not establish specific time or context for their first use. Most statements simply expressed their wishes or plans to implement

something from the IDELT course in their teaching practice. Not until they established a proper time to surely begin the implementation process, they remained at the Orientation level (Hord et al., 1987). It should be noted that there might not be enough time for any high LoU in practice other than their intention at this early stage.

The learning analytics of the online discussion forums also showed IDELT participants' interest in learning more detailed information about intercultural language teaching and exploring the possibilities for IDELT implementation. Since participants only indicated their interest in IDELT teaching ideas for future implementation, they were at Level of Use I – Orientation or IDELT non-users. As shown in Figure 7.3, Moodle reports of 26 online discussion forums showed a high number of views, posts and comments in the C discussion forums that were directly about intercultural teaching ideas and applicable to IDELT participants' English language teaching practice. For example, the discussion forum 6C, which discussed 'Different cultural expectations of teaching and learning', received 18 posts. This forum had more posts than discussion forum 6B (15 posts) which discussed students' behaviours and intercultural conflicts. Additionally, there were more comments in discussion forums 3C (31 comments, about ways to teach cultural references) and 5C (35 comments, about how to use colloquialism and idioms for teaching the invisible culture) than in discussion forums 3B (23 comments, about participants' own experience of different cultural references and 5B (20 comments, about politeness in intercultural communication).

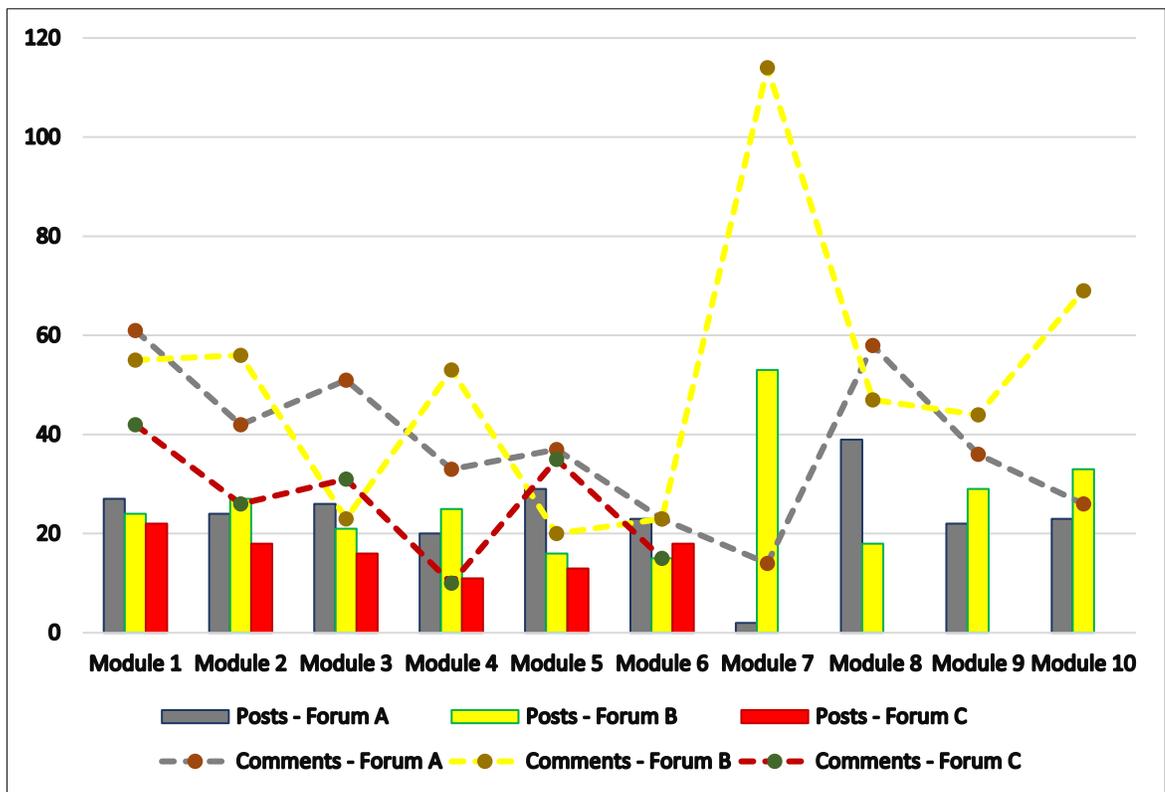


Figure 7.3. Trends in the IDELT participants' posts and comments in the online discussion forums

Moreover, Figure 7.4 shows higher numbers of views in discussion forums C than forums B of Modules 1,2,3,5 &6 (about culture teaching experience or teaching-related topics). This evidence indicated participants' great interest or curiosity in learning about culture teaching ideas although the numbers of posts and comments in these forums C were not always higher than those in forums A and B (as shown in Figure 7.3). This finding implicitly showed that effective networked professional learning could happen even when participants did not directly and visibly collaborate or interact with each other. They could learn from the non-human appliances by viewing the online discussion forums or exploring the links to external learning resources.

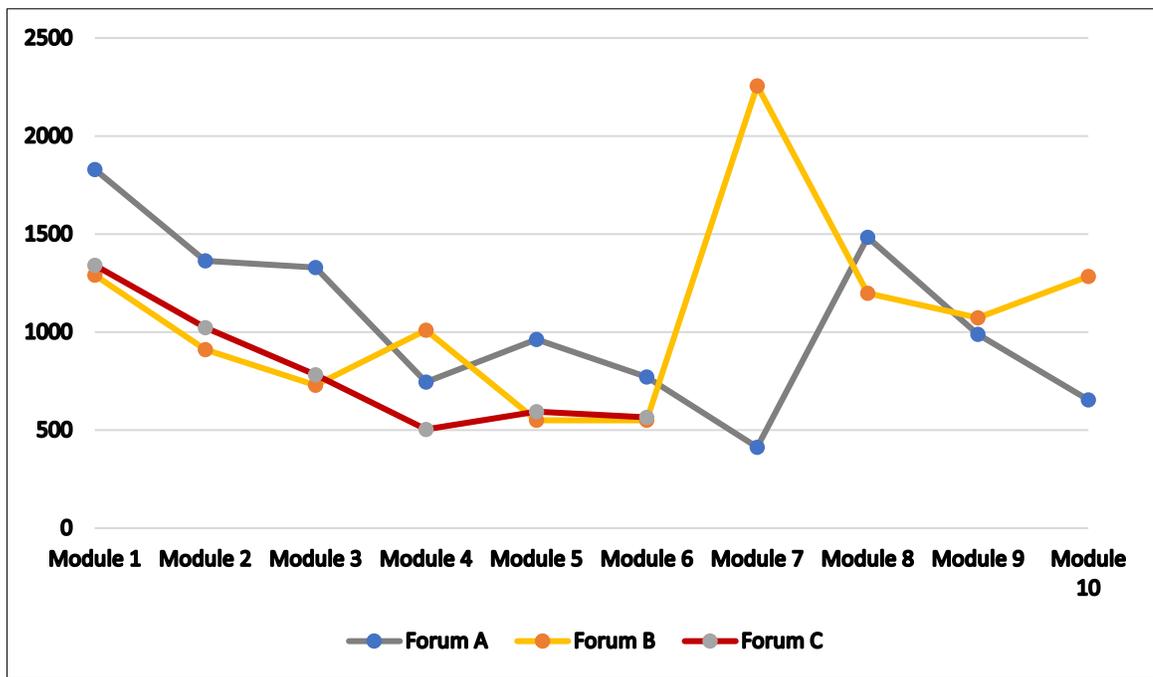


Figure 7.4. Trends in the IDELT participants' total views of each online discussion forum across all ten IDELT modules

7.2.1.2 Level of use II – Preparation (25%, during the IDELT course)

20 IDELT participants (out of 81 respondents of the reflections) showed that they were at Level of Use II. Theme 2 of the thematic analysis detailed how participants were prepared or planned to use, would use, or would adapt the IDELT knowledge, skills or resources in their teaching practice. For example, ID9, a New Zealander female ESL teacher with more than 25 years of teaching experience in Taiwan, Auckland, Glasgow Newcastle, London and Wellington, was more well-prepared for her next IDELT use. In her reflection 5 after Modules 9-10, she mentioned that she had collected and saved all good teaching resources:

Using proverbs to lead into intercultural discussions is a technique I can definitely use now, particularly in my New Zealand-workplace- focused ESL

courses, to highlight the individualistic culture from European influences and collectivistic culture from Maori origins, which creates a dichotomy in our society. Wonderful resources have been shared and I have been collecting and saving all of them.

ID39, a Vietnamese female TESOL lecturer with six years of teaching experience at a college in Vietnam, was very detailed in her reflection 4 of Modules 7-8. She shared her specific plan to use the IDELT activities in her EFL listening and speaking class:

I believe the lesson plans which cover culture- related topic discussion will be of great help in my language lessons at my institution. In details, the class will become more engaged when I give each group of students in my intermediate speaking class a situation which asks them to work out the explanation for a particular kind of behaviour displayed by people in that cultural context. Moreover, an EFL listening lesson plan which has fill-in-the-gaps exercises may provide students with a wonderful chance to predict how a given situation happens or how people in that situation behave towards each other.

Most participants at this level of use gave detailed plans for their first use of specific IDELT teaching techniques in their own teaching contexts. Almost all of the IDELT teaching techniques (e.g., cultural autobiographies, cultural interviews, critical cultural incidents, proverbs, lesson plans...) were mentioned in IDELT participants' plans for implementation. It can be inferred that the teaching

techniques used in the IDELT activities were effective in preparing participants for their first IDELT implementation.

7.2.1.3 Level of use III – Mechanical (21%, during the IDELT course)

17 participants (out of 81 respondents of the reflections) showed their first short-term IDELT implementation without making changes to the IDELT activities or techniques. George, Hall and Stiegelbauer (2006) report that this level III 'is a state in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection' (p.5). As mentioned in theme one, participants at this baseline implemented the IDELT innovation as it was, often resulting in sporadic and superficial use. For example, ID71, a Chilean female EFL teacher educator with eight years of working experience at a university in Chile, described her attempt to try implementing the original IDELT activity 10: '...In fact, in one of my EFL classes, students are learning how to write a biography, and activity of Module 10 fits perfectly to this purpose'. Similarly, in her reflection 4, ID 11, a Chilean female EFL teacher with 15 years of teaching experience in Chile, noted her use of a lesson plan in task 10 of the IDELT course for her students who are primary teachers of English. She explained her decision for making no changes to the original lesson plan that: 'I made no changes as the lesson plan was good enough to reflect upon tolerance which is important for any teacher'. These examples showed that some IDELT activities were so useful and applicable for participants in some teaching contexts that they did not make changes; however, these participants' IDELT implementation was limited in their sporadic use of specific IDELT activities or superficial application of sample teaching materials shared by their IDELT peers.

However, some other participants chose to make slight changes before adopting the IDELT activities for their short-term and first-time use. For instance, ID 28, an Australian male teacher with 13 years of English teaching experience at a technical training institute and ELICOS in Australia made small changes to the discussion questions of the IDELT activity 1 and used these questions for his students. Figure 7.5 presents his post in discussion forum 1C of Module 1 (Cultural Stereotypes), with a summary of his students' answers.

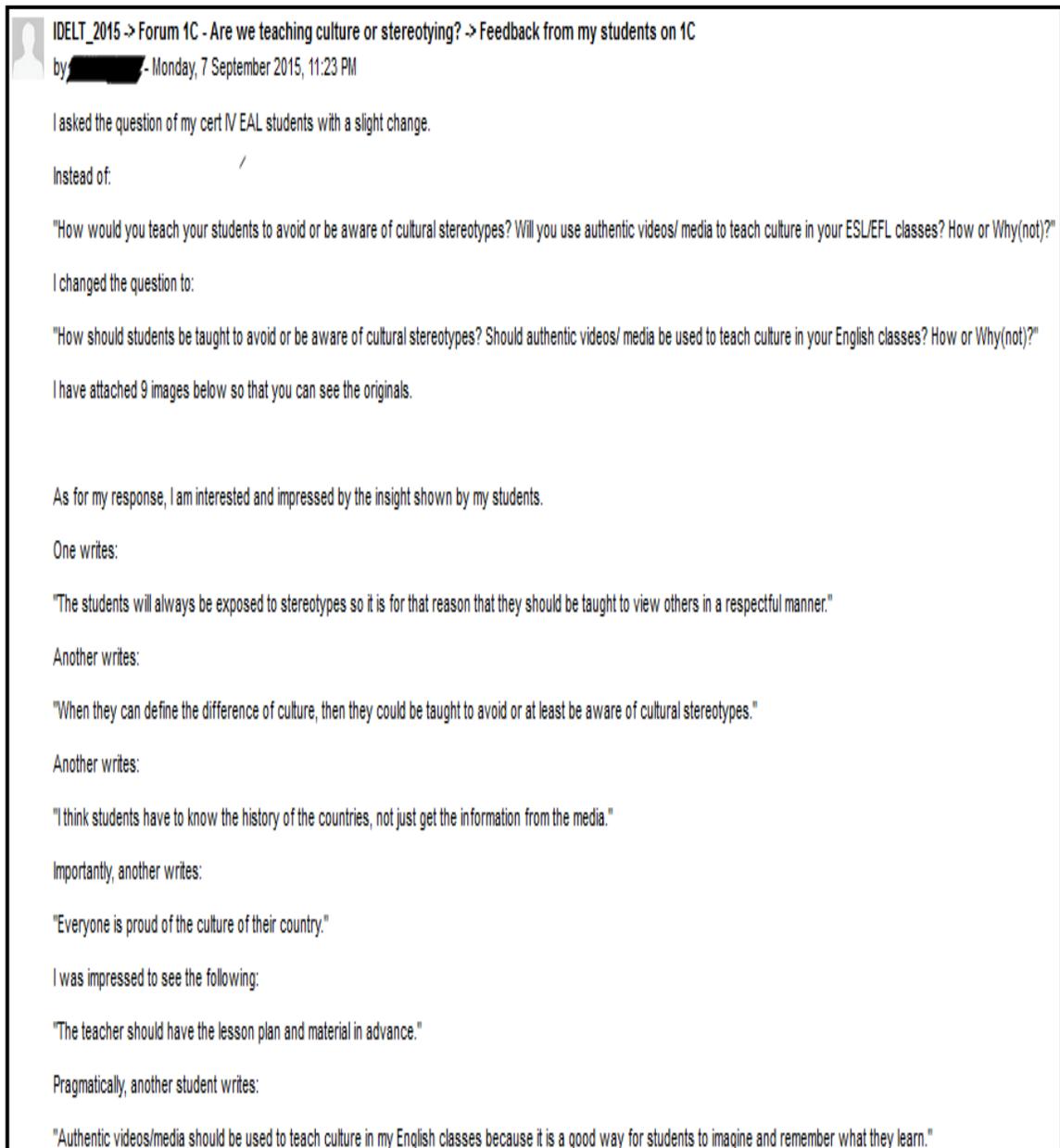


Figure 7.5. An example of IDELT implementation shared by an IDELT participant in discussion forum 1C

Similarly, in discussion forum 4B (Beauty and Social Distinctions) of Module 4, ID 28 also described how he used the materials in this discussion forum for his IELTS writing class. Figure 7.6 below shows that he reported the students' feedback as well as evidence from students' actual writing assignments.

Who is the hot one?
 by [redacted] Tuesday, 15 September 2015, 12:18 AM

I opened up this topic to my class by asking them to also read the article.

Most responses acknowledged that society is very superficial and judges people based on appearances - but that they would never do such a thing.

They also wrote a few words as a practice essay for the question (which I will try to upload below).

There was nothing really unexpected here, so I tried something a little different.

We discussed a unit from 'Achieve IELTS Now 2' which is on opportunity and begins by talking about student union elections.

Anyway, the students had to read the election pitch of three female candidates and chose the best one. Each group came back with carefully formulated and seriously considered answers.

Then after they answered who should be the winning candidate, I asked (with appropriate disclaimers) who they thought the hottest candidate was to which there was a large amount of animated discussion.

I thought it was interesting that although we all claim to be able to be fair and unbiased, at the end of the day, we are all able to identify physical attractiveness and it seems to have a powerful effect on us, and to address the topic of the article more precisely, it may affect our behaviour in what we strive for due to the perceived potential benefits that we can gain.

226 words

http://www.huffingtonpost.com/margaret-neale/how-your-appearance-is-affecting-b_5628517.html?ir=australia

How Your Appearance Is Affecting Your Behavior

"Physical attractiveness is tied to the concept of privilege and favoured social treatment. In society, physical attractiveness confers numerous social advantages" Do you agree?

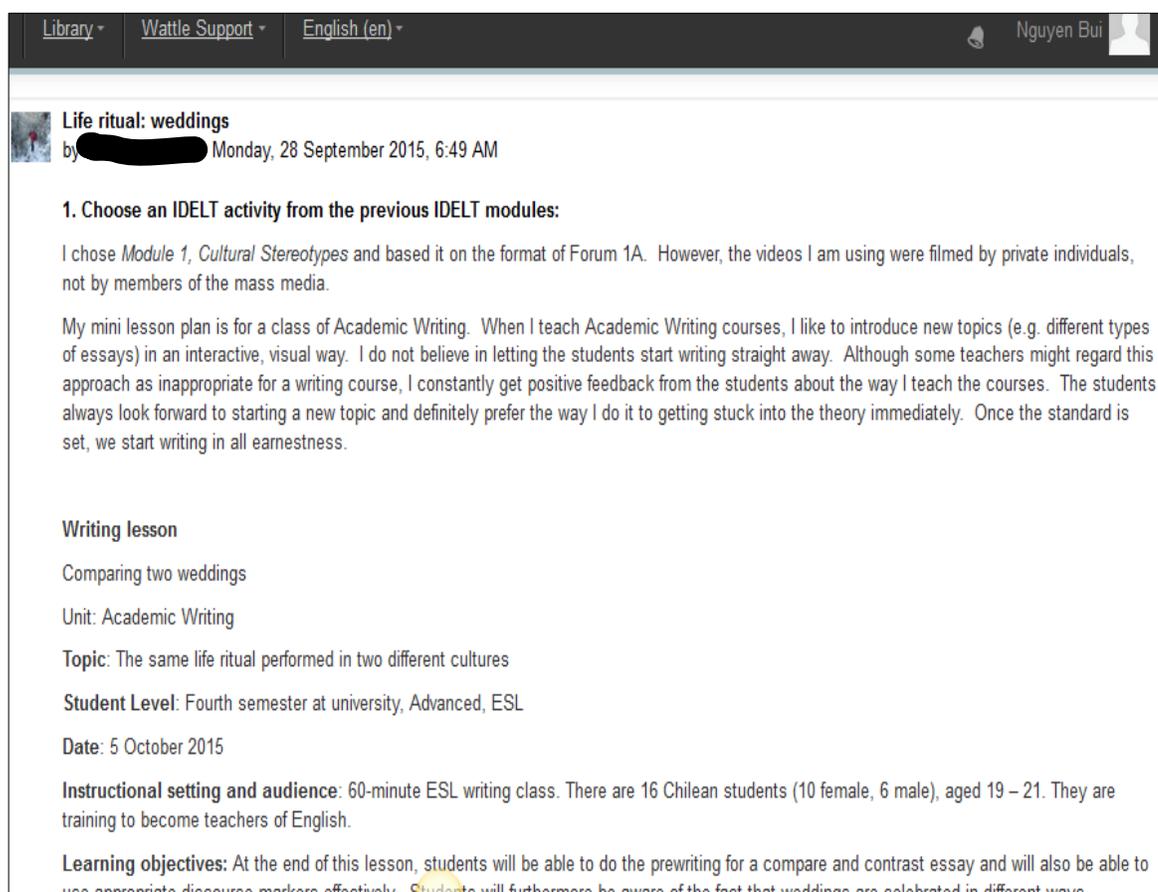
Is this the same for both men and women? Discuss.

"Don't judge the book by its cover". Nowadays, every ^{one} person usually values a person by their appearance. Superficiality is used ^{as} the foundation of prerogative and advantage."

Figure 7.6. An example of IDELT implementation shared by an IDELT participant in Discussion Forum 4B

Although the analysis in this chapter did not aim to show participants' progress in their LoUs, it was interesting to find that four (out of 17 participants at this level III) moved from the Orientation level to their first actual use of the IDELT innovation. For instance, ID18, a South African female teacher in Chile with 14 years

of English teaching experience. Her reflection 2 after Modules 3 and 4 showed her Preparation level of use; however, in discussion forum 9B of Module 9, she reported that she used the topic and teaching ideas of ‘Cultural Stereotypes’ in IDELT Module 1 to design a new lesson plan for her Academic Writing class. This implementation did not show any sign for long term use but seemed to be her first IDELT use; thus, it was rated at the Mechanical level of use. Figure 7.7 shows her report of her IDELT implementation in her teaching practice.



The screenshot shows a forum post in a web browser. The browser's address bar and navigation tabs are visible at the top, including 'Library', 'Wattle Support', and 'English (en)'. The user's name 'Nguyen Bui' is in the top right corner. The post title is 'Life ritual: weddings' with a small profile picture icon. The author is redacted with a black box, and the date is 'Monday, 28 September 2015, 6:49 AM'. The main text of the post is as follows:

1. Choose an IDELT activity from the previous IDELT modules:

I chose *Module 1, Cultural Stereotypes* and based it on the format of Forum 1A. However, the videos I am using were filmed by private individuals, not by members of the mass media.

My mini lesson plan is for a class of Academic Writing. When I teach Academic Writing courses, I like to introduce new topics (e.g. different types of essays) in an interactive, visual way. I do not believe in letting the students start writing straight away. Although some teachers might regard this approach as inappropriate for a writing course, I constantly get positive feedback from the students about the way I teach the courses. The students always look forward to starting a new topic and definitely prefer the way I do it to getting stuck into the theory immediately. Once the standard is set, we start writing in all earnestness.

Writing lesson

Comparing two weddings

Unit: Academic Writing

Topic: The same life ritual performed in two different cultures

Student Level: Fourth semester at university, Advanced, ESL

Date: 5 October 2015

Instructional setting and audience: 60-minute ESL writing class. There are 16 Chilean students (10 female, 6 male), aged 19 – 21. They are training to become teachers of English.

Learning objectives: At the end of this lesson, students will be able to do the prewriting for a compare and contrast essay and will also be able to use appropriate discourse markers effectively. Students will furthermore be aware of the fact that weddings are celebrated in different ways.

Figure 7.7. An example of IDELT implementation shared by an IDELT participant in discussion forum 9B

7.2.1.4 Level of use IVA – Routine (7%, during the IDELT course)

In the online reflections, 9 participants (out of 81 respondents of the reflections) mentioned their routine patterns of use of the IDELT knowledge and skills. George, Hall and Stiegelbauer (2006) define this level of use as a state in which ‘Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences’ (p.5). Theme 4 of the qualitative data analysis showed that participants established routine uses of the IDELT innovation.

It was interesting that participants tended to implement at higher levels towards the end of the IDELT course. In fact, eight out of 12 references at this level of use IVA came from participants’ reflections 4 and 5 in Phase Two (Comparison and contrast) and Phase Three (Product creation). Similar to the finding in Level III, three out of nine participants showed direct moves from the Orientation or Preparation levels to this level of routine use. This movement showed participants’ positive change in instruction during the IDELT course. For example, ID₁₄ whose reflection 4 was at level III, moved to this level IVA in his reflection 5. This Australian male teacher with 12 years of ELICOS teaching experience at SITEC (Sydney Institute of TAFE English Centre) in Australia mentioned in his reflection 4 that he implemented an IDELT activity without making changes (Mechanical level): ‘This week’s topic is “Cultural Awareness”, so I have the opportunity to try the approach immediately’. Then in his reflection 5 at the end of the IDELT course, he used the word ‘*always*’ to state his move to the routine level of use:

I strongly believe in the importance of intercultural competence and thus I **always** integrate intercultural issues in every lesson that I prepare, adapting activities and resources to make them appropriate to the particular class I am teaching. I believe this is usually best done as the situation arises in class, when the intercultural issue is relevant to the topic or the language being taught...

Some users reported in their reflections 4 and 5 that they had already established their routine intercultural language teaching and the IDELT experience just supported and enriched their routine. An example can be seen from ID73, an Australian male academic manager and teacher of ELICOS with over 15 years of English teaching experience. In his reflection 4 of Modules 7-8, he indicated his routine intercultural language teaching and how his new IDELT knowledge supported his routine use that:

As I have worked in an ESL/ELICOS environment in Australia, teaching classes of mixed nationality students, I am very familiar with the types of activities that focus on culture in Module 7. I have implemented some activities with my students that focus on these issues so that my students can discover the similarities and differences that exist in the class. The cultural interviews in discussion forum 8B were particularly interesting. Although I already had some knowledge of the target culture, the interview allowed me to explore some of the prescribed questions.

7.2.1.5 Level of use IVB - Refinement (4%, during the IDELT course)

Three out of 81 respondents were classified as IDELT users at Level IVB. In their online reflections they described their adaptation or refinement of the IDELT knowledge or skills in their teaching practice. This change can be seen in ID78, an Australian female trainer for ESL professional development at a federal government department in Australia. She gave an example on how she applied her IDELT knowledge into her teaching of Leadership for Malaysian students in Australia that:

The resources shared through this course are very valuable and I have learned new ways of integrating culture into my curriculum and reinforcing the importance of drawing on my student's own reference points as a way to achieve learning outcomes. For example, last week I run a course that involved students from Malaysia and we looked at the concept of Leadership. I facilitated some group work where students selected a great leader in their culture (and history) and we examined the characteristics of each Leader. We discovered that many had the same traits, and this became our reference points on discussing the differences between Leadership and Management. Instead of overlaying my ideas about what Leadership is, I allowed the group to define Leadership within their cultural context and we built on that.

Similarly, ID12, a Chilean female teacher with around 25 years of teaching experience in Chile, applied the notion of subcultures, Cultural Iceberg, and the procedure of an intercultural interview report into her classes. She described two class activities that:

There are some activities that I have done, not with the poster but with a power point presentation made by my students at the end of the Unit. Once

they talked about a famous city they chose. They followed an outline (name, population, famous for, climate, etc) and at the end they had to include a video. I could integrate to this activity the intercultural interview- discussion. In that way, we also can go deeper in The Cultural Iceberg. A similar activity was done when they had to talk about their past summer holidays. Some of them had travelled abroad. It was very interesting as they talked about the place, its customs, food, and activities done. They realized that even in our own country we have different subcultures depending on the region and its geographical situation.

Except for being females and at the age of 36-45, these three participants at this level of use IVB shared no special socio-demographics. They were from different countries of origin: Chile, Australia and Indonesia. Their teaching experience also varied. Only one of them had never been overseas.

7.2.1.6 Level of use V – Integration (5%, during the IDELT course)

Four IDELT participants (out of 81 respondents to the reflections) were indeed at Level of Use V – Integration. George, Hall and Stiegelbauer (2006) define this level of use as ‘a state in which the user is combining own efforts to use the innovation with the related activities of colleagues to achieve a collective effect on clients within their common sphere of influence’ (p.5). At this level, these four participants signified their decisions to make changes to accommodate the use of the IDELT course with another teacher in their teaching. For example, ID66, a Chilean male EFL teacher educator and an ESP (English for Specific Purposes) teacher at a technical training institute in Chile, was determined in his reflection 4

that ‘...I can make other prospective English teachers at my institution work on argumentative essays about the topic [using proverbs for culture teaching] ...’. ID48, a Chilean female teacher of English in Chile, also mentioned her efforts for working with colleagues to make changes in instruction that: ‘I have passed on the video links, questions and summaries to my staff as a basis for school-wide professional development’. Another example came from ID22, a South African female with 16 years of ESL/EFL teaching experience in Japan, Vietnam, UAE, Qatar and Australia. She described how she cooperated with other colleagues overseas to help her students deal with cultural stereotypes that:

We linked up via Skype with students in other countries to discuss stereotypes of our cultures. I called on former colleagues in other countries who were interested in this type of exercise. I'd also be interested to design some mini research tasks around some of the stereotypes featured in the tasks and encourage my students to investigate to what extent the stereotypes hold true.

From these examples, it can be concluded that at this level of use V, participants combined their own efforts to use the IDELT innovation with the related activities of colleagues to benefit their students' learning. It was interesting that two out of these four participants at this LoU dropped out during the course.

In conclusion, this section 7.2.1 has just presented the findings about participants' various LoUs during the IDELT course. In general, most participants were at LoUs lower than the evaluation baseline (Level 3 – Mechanical use); just some participants actually implemented their new IDELT knowledge and skills at high LoUs (Levels III, IVA and V) towards the end of the IDELT course. Table 7.2

shows details of participants' levels of use during the IDELT course. The percentage of participants in each level provides an estimate of the degrees of use. The total number of users does not indicate the individuals' processes for instructional change. With opportunities to submit one to five reflections during the IDELT course, participants' change process was not simply linear. Instead some participants got involved in more than one level of use and reflected on their complicated change processes at different LoUs during the IDELT course. Discussion of these main findings can be found in section 7.5.1 of this chapter.

Table 7.2

Overview of Participants' Levels of Use during the IDELT Course

| | Levels of Use | | | | | | | |
|---|---------------|-------------|-------------|------------|---------|------------|-------------|---------|
| | I | II | III | IVA | IVB | V | VI | |
| | Non-use | Orientation | Preparation | Mechanical | Routine | Refinement | Integration | Renewal |
| Reflection 1 (n=81) | - | 37 | 5 | 2 | - | - | - | - |
| Reflection 2 (n=79) | - | 7 | 7 | 3 | 1 | - | 1 | - |
| Reflection 3 (n=71) | - | 5 | 3 | 2 | - | 1 | - | - |
| Reflection 4 (n=59) | - | 3 | 2 | 5 | 5 | - | 1 | - |
| Reflection 5 (n=58) | - | 2 | 3 | 5 | 3 | 2 | 2 | - |
| Total | - | 54 | 20 | 17 | 6 | 3 | 4 | - |
| Percentage (out of 81 respondents) | | 67% | 25% | 21% | 7% | 4% | 5% | - |

7.2.2 Findings of the socio-demographics of during-course IDELT users

IDELT users were defined as participants who implemented the IDELT knowledge and skills at Level III – Mechanical use - or higher. By using case nodes in NVivo, I classified the cases to record the descriptive information about the in-course IDELT users. Table 7.3 visualises the main demographic features of the IDELT users during the IDELT course.

Table 7.3

Demographics of 27 In-Course IDELT Users (Out of 81 Respondents)

| Variables | N = 27 (33%, out of 81) | |
|---|-------------------------|------------|
| | Frequency | Percentage |
| Course completers | 21 | 78 |
| Non-course completers | 6 | 22 |
| Age (years) | | |
| 25-35 | 5 | 18.5 |
| 36-45 | 12 | 44.5 |
| Over 45 | 10 | 37 |
| Gender | | |
| Male | 7 | 26 |
| Female | 20 | 74 |
| English speaking status | | |
| Speakers of English as a native language | 15 | 55.5 |
| Speakers of English as a second language | 4 | 15 |
| Speakers of English as a foreign language | 8 | 29.5 |
| Country of origin | | |
| Vietnam | 3 | 11 |
| Chile | 7 | 26 |
| Australia | 6 | 22 |
| Other countries where English is a native language | 7 | 26 |
| Other countries where English is a second or foreign language | 2 | 7.5 |
| In two different countries | 2 | 7.5 |
| Professional qualifications | | |
| Doctorate and Master's | 16 | 59.5 |
| Postgraduate/ TESOL Diploma | 3 | 11 |
| Bachelor's | 5 | 18.5 |
| Other | 3 | 11 |
| Years of teaching experience | | |
| Less than 5 years | 3 | 11 |
| 6-10 years | 4 | 15 |
| 11-15 years | 11 | 40.5 |
| 16-20 years | 4 | 15 |
| More than 20 years | 5 | 18.5 |
| Teaching area | | |
| General English | 26 | 96 |
| Teaching Pre-service teachers of English | 15 | 55.5 |
| Teaching in-service teachers of English | 11 | 40.5 |
| English for Specific Purposes | 20 | 74 |
| Others | 8 | 29.5 |
| Workplace | | |
| Technical or vocational training institution | 10 | 37 |
| Colleges (incl. community and teacher education) | 7 | 26 |
| University | 20 | 74 |
| English teacher training or professional development centre | 3 | 11 |
| ELICOS/ESL centre | 15 | 55.5 |
| Others | 3 | 11 |
| Overseas experience | | |
| Never | 2 | 7.5 |
| Less than 1 year | 7 | 26 |
| 1-5 years | 7 | 26 |
| More than 5 years | 11 | 40.5 |

Table 7.3 shows that only 33% (27 out of 81 participants) was the IDELT users during the course. Among these 27 users, 78% completed the IDELT course and 74% was female. More than half of the IDELT users (59.5%) had a Doctorate or Masters' degree and were in the ages of 25-45 (63%). Especially, most of them had been overseas for at least a year (66.5%) and teaching English for more than 5 years (89%). These prominent features of the in-course IDELT users are discussed together with the characteristics of post-IDELT users to visualise the traits of users that professional learning designers should pay attention to. This discussion can be found in section 7.5.1.2 of this chapter.

7.2.3 Findings of participants' levels of use after the IDELT course

The previous section 7.2.1 presented the findings on participants' levels of use (LoUs) during the IDELT course. This section explores the LoUs and quality of implementation activities that IDELT participants undertook after the IDELT course. It should be noted that the respondents of the online follow-up email survey were anonymous and administered 9-12 months after the end of the IDELT course; thus, the ID numbers used in this section do not represent the same respondents of the in-course reflections. The ID numbers for respondents of the online follow-up survey were from 101 to 138. Based on the information provided by the respondents of the follow-up survey, there were 7 non-completers and 31 completers of the IDELT course (out of 38 respondents). The evaluation baseline was at the Mechanical level of use - in which participants were trying to implement the IDELT knowledge and skills occasionally.

The thematic analysis of the follow-up survey showed that most respondents were IDELT users (74%). Eight out of 38 respondents answered 'No' when being asked whether they implemented anything in their teaching practice; however, they did not rate themselves as non-users (Level 0) but at Levels of use 1 (Orientation) or 2 (Preparation). Two other respondents selected 'No' for the question about their IDELT implementation, but they rated themselves at very high LoUs such as Refinement or Renewal. Therefore, the results in this section came from the thematic analysis, not from their self-ratings of their LoUs.

Most IDELT non-completers were at the baseline or non-users after the IDELT course. Among seven respondents who were non-completers of the IDELT course but completed the follow-up email survey, two people were at the Preparation level, two at the Orientation level, and one at the Mechanical level. Only two respondents who did not complete the IDELT course were at a higher level of use (Renewal and refinement). Below are examples of participants' responses which signified their LoUs after the IDELT course.

7.2.3.1 Level of use 1 – Orientation (10%, after the IDELT course)

Four respondents at this level were changing their beliefs and exploring possibilities for future IDELT implementation. In the responses to the post-course survey, follow-up survey, two participants just self-rated their teaching at the Orientation level of use without further explanation or examples. One participant, ID111, who is a female Chilean teacher with 11-15 years of English teaching experience at different tertiary institutions in Chile and over 45 years old, stated that, '[My

instruction did] not really change but I would say I validated some things I thought and did before and incorporated others'. Another participant, ID102, who is a female Filipina with 11-15 years of ESL teaching experience, 25-35 years old, currently working at a university in the Philippines, noted that: 'It [*my instruction*] didn't change that much. With this course, I realised I was on the right track. I confirmed some of my guessing and became more aware of intercultural language teaching'.

7.2.3.2 Level of use II – Preparation (16%, after the IDELT course)

Six survey respondents described how they prepared to use the IDELT initiatives in the future. Most respondents at this level of use agreed that the quality of their preparation was limited to their collecting and saving of learning materials for their first use. For example, ID118, a female over- 45- years- old Australian with about 11-15 years of English teaching experience at a university and ELICOS in Australia, said that: 'The IDELT course has made me more aware of things in my teaching. [*I*] have saved but haven't used any of the course materials in my classes as yet- it's on my to-do list'. With more details, ID 110, a female Vietnamese teacher with 11-15 years of English teaching in Vietnam, described how she saved the materials for future use that: 'I selected the materials or activities in the IDELT modules that I believe are appropriate for my students as well as my teaching context'. In contrast, ID119, a female Venezuelan teacher with 5-10 years of teaching experience at an English language centre in Venezuela, did not explain with details but rated her teaching at the Preparation level. She concluded that: 'It [*my instruction*] hasn't changed, but it has gotten better'.

7.2.3.3 Level of use III – Mechanical (26%, after the IDELT course)

Ten respondents who rated their teaching at this level described their short-term and mechanical use of the IDELT initiatives. Most respondents were teachers of English in their home countries although a few of them were teaching in a country different from their home country. ID 108 is a typical case in this group. She is a female American teacher with 5-10 years of teaching experience at an ESL language center in the United States. She rated her IDELT use at Mechanical level and explained that: 'I have used some of the IDELT content and teaching techniques in my ESL Reading classes. Many of our readings are American culture-based and the teaching techniques have been helpful in teaching American culture and discussing other cultures'. Another example is ID131 who is a female Chilean teacher, over 45 years old with more than 25 years of English teaching experience, currently at a university in Chile. She mentioned how she used the IDELT topics to generate discussion among her language students: 'I teach a Language Course to a group of seniors at the university and I am always looking for new topics. The issues discussed in the IDELT course helped a lot to generate discussion'. In contrast, ID129, who is a female Vietnamese teacher of 11-15 years of English teaching experience, currently at a technical or vocational training institute in Australia, shortly stated that she used 'some kinds of discussion regarding cultural differences' and self-rated her IDELT use at the Mechanical level.

7.2.3.4 Level of use IVA – Routine (16%, after the IDELT course)

Six respondents at this level established their routine use of the IDELT initiatives. ID103, a female Russian teacher of 5-10 years of English teaching experience at a university in Chile, described how she ‘usually’ applied the IDELT innovation into her teaching:

What I did was to share the knowledge with my students, who are future teachers of English. We *usually* discussed in class such topics as stereotypes, cultural taboos, teaching in a multicultural (Latin American) context. On the other hand, I have a small group of international students who come to the university to learn Spanish. Last semester it was a mixture of 5 different cultures: Chinese, North American, Australian, German and Ukrainian. It is always a fascinating experience. We discover cultural differences together. Students are *always* eager to immerse in the Chilean culture.

Another example is from ID137, a female Filipino teacher with 11-15 years of ESL teaching experience in the Philippines. She appreciated how helpful the IDELT course was in supporting her routine intercultural language teaching. She acknowledged that, ‘The KSA (Knowledge, skill and attitude) that I have gained from the course makes my daily ESL instructions easier and rewarding’.

7.2.3.5 Level of use IVB – Refinement (13%, after the IDELT course)

Five respondents varied the IDELT use to develop their refinement activities. ID106, who is a male Vietnamese teacher with 5-10 years of English teaching experience at university level in Vietnam and studying in the U.S when taking the

survey, reported that: ‘...I also designed a similar course to teach cultures for my EFL students’. Correspondingly, ID₁₂₄, a 25-35 year- old Filipino teacher with 5-10 years of English teaching experience at a university in the Philippines, shared her experience of using the IDELT content to design her own course. She wrote that:

I browsed through and curated the resources used in the course and incorporated a few in designing some activity guides for an online graduate course in the semester after I completed the IDELT. I also adapted the teaching strategies and discussion topics, particularly on cultural taboos and cultural references (and the "concept of" topic inspired by the forum on beauty and social distinctions from IDELT), in a short course I handled a few months ago (July 2016). The participants in this course were scholars from the ASEAN region, so the topics and learning activities from IDELT proved to be a practical guide in the course design.

This respondent added more comments in another question on her intercultural language teaching. She revealed that:

I can confidently say that I had been doing and adopting the techniques used in the IDELT implementation even prior to my actual participation of the course. Nevertheless, I have been more conscious of how I approach teaching after completing IDELT. For example, the discussions from the IDELT course are now regularly included in my consideration (criteria) when choosing possible resources, videos, TV shows or movie clips, and even podcasts for a language course I am in charge.

These examples showed that teacher change at this level was made mainly to increase benefits to students and based on knowledge of both short- and long-term consequences for student learning.

7.2.3.6 Level of use V – Integration (10.5%, after the IDELT course)

Four respondents at this level described their commitment to use the IDELT initiatives with other teachers to provide a collective learning impact on students. For instance, ID117, who is a Vietnamese male teacher with over 25 years of English teaching experience at a university in Vietnam, reported that, ‘I tried to contextualise the cultural practice of my students and made some collaborated works with other colleagues and students to enrich the learning sources’.

7.2.3.7 Level of use VI – Renewal (8%, after the IDELT course)

Three teachers reported to be at this Renewal level of use. One female Australian, over 45 years old, with 5-10 years of English teaching experience rated herself at this level of use without further explanation or examples. Another respondent is ID104, a female Vietnamese teacher with 11-15 years of EFL teaching experience at a university in Vietnam. She described her change in instruction and her action research, ‘... I am teaching English with respect to integrating intercultural competence. I have also conducted a study to explore EFL teachers' perceptions on this concern [*intercultural language teaching*]’. Similarly, ID101, a female Indonesian teacher with 11-15 years of English teaching experience at a university in Indonesia, rated her teaching to be at this Renewal level and noted that: ‘I had applied some topics mentioned in the course modules before I joined this course. However, this

course has given me many insights to modify and renew my lessons'. Briefly, there were not many IDELT participants at this high level of use because it required IDELT participants to evaluate again and modify the quality of IDELT use to achieve increased impact on their students.

In summary, this section 7.2.3 presented the findings on participants' levels of use after the IDELT course. It can be concluded that most survey respondents implemented the IDELT innovation in their teaching practice. Table 7.4 shows that 74% of survey respondents were IDELT users after the IDELT course. This table provides a general view of the IDELT participants' LoUs although the main purpose of this evaluation was not to count the total numbers of users in each level of use. This information on the quantity of IDELT use aimed to supplement the understanding of the quality of IDELT use in practice. Detailed discussion of participants' LoUs after the IDELT course is presented in section 7.5.1 of this chapter.

Table 7.4

Participants' Levels of Use after the IDELT Course

| | Levels of Use | | | | | | | |
|--------------------------------|------------------|------------------|-------------------|-------------------|----------------|-------------------|------------------|---------------|
| | 0 Non- use | I Orientation | II Preparation | III Mechanical | IVA Routine | IVB Refinement | V Integration | VI Renewal |
| Numbers of participants (n=38) | 0 | 4 | 6 | 10 | 6 | 5 | 4 | 3 |
| Percent of participants | 0% | 10.5% | 16% | 26% | 16% | 13% | 10.5% | 8% |

7.2.4 Findings on the socio-demographics of after-course IDELT users

Based on the evaluation baseline at Level III – *Mechanical use*, all participants who were at level III or higher were classified as IDELT users. Using case classification and adding attributes in NVivo, the socio-demographics of the IDELT

users after the course were identified. Table 7.5 presents the overview of the socio-demographics of the IDELT users after the IDELT course.

Table 7.5

Socio-Demographics of 28 Post-IDELT Users (Out of 38 Respondents)

| Variables | N = 28 (74%, out of 38) | |
|---|-------------------------|------------|
| | Frequency | Percentage |
| Course completers | 25 | 89 |
| Non-completers | 3 | 11 |
| Age (years) | | |
| 25-35 | 12 | 43 |
| 36-45 | 8 | 28.5 |
| Over 45 | 8 | 28.5 |
| Gender | | |
| Male | 6 | 21.5 |
| Female | 22 | 78.5 |
| English speaking status | | |
| Speakers of English as a native language | 9 | 32 |
| Speakers of English as a second language | 5 | 18 |
| Speakers of English as a foreign language | 14 | 50 |
| Country of origin | | |
| Vietnam | 8 | 29 |
| Chile | 5 | 18 |
| Australia | 5 | 18 |
| Other countries where English is a native language | 4 | 14 |
| Other countries where English is a second or foreign language | 6 | 21 |
| Professional qualifications | | |
| Doctorate and Master's | 20 | 72 |
| Postgraduate/ TESOL Diploma | 4 | 14 |
| Bachelor's | 2 | 7 |
| Others | 2 | 7 |
| Years of teaching experience | | |
| Less than 5 years | 2 | 7 |
| 5-10 years | 9 | 32 |
| 11-15 years | 10 | 36 |
| 16-25 years | 3 | 11 |
| More than 25 years | 4 | 14 |
| Workplace | | |
| Technical or vocational training institution | 4 | 14 |
| Colleges (incl. community and teacher education) | 2 | 7 |
| University | 19 | 68 |
| English teacher training or professional development centre | 1 | 4 |
| ELICOS/ESL centre | 2 | 7 |
| Others | 3 | 11 |
| Working country | | |
| Australia | 6 | 21 |
| Vietnam | 6 | 21 |
| Chile | 7 | 25 |
| The Philippines | 3 | 11 |
| USA | 3 | 11 |
| Others (New Zealand, Indonesia...) | 3 | 11 |

As shown in Table 7.5, the IDELT users took up 74% of the respondents (28 out of 38 respondents). Most of these IDELT users were the completers of the IDELT course (89%) and females (78.5%). Around half of these IDELT users were older than 35 and speakers of English as a foreign language. Almost all IDELT users had more than 5 years of English teaching experience and 72 % of these IDELT users had MA or doctorate degrees in TESOL or related areas. Their IDELT implementation occurred mostly at their workplace in Chile, Australia, and Vietnam. These demographic features showed the common portraits of the post-IDELT users. Knowing these features would benefit the designers for future SCOOCs for teacher professional learning. The findings are discussed in section 7.5.1 of this chapter.

7.3 IDELT Learning Impacts on Student Learning

No obvious evidence on improved student learning outcomes were found due to the lack of direct assessment on or observations of the student learning in IDELT teacher-participants' classrooms. Based on data collected during and after the IDELT course, it could only be concluded that IDELT participants' changes in instruction received positive feedback from the students. The evaluation of student learning in this study came merely from IDELT teacher-participants' beliefs and self-reports about their students' learning. The ID numbers of the respondents for the in-course reflections ranged from ID₁ to ID₈₁. The ID numbers for respondents of the online follow-up survey were from 101 to 138. This section presents only the main findings from data collected during the IDELT course (see section 7.3.1) and after the IDELT course (see section 7.3.2). Discussion of these key findings can be found in section 7.5.2 of this chapter.

7.3.1 Findings from data collected during the IDELT course

During the IDELT course, the most obvious outcomes of IDELT participants' change in instruction were their students' active engagement, special interest and curiosity in culture learning activities. The thematic analysis of the module-based reflections showed that the students' feedback was quite positive and motivating although only 12 IDELT participants reported on their students' feedback for their IDELT implementation. In her reflection 5, ID 57, a Vietnamese female TESOL lecturer with 11-15 years of EFL teaching experience at a university in Vietnam, mentioned her students' interest and active participation in her IDELT implementation activities. She wrote that:

I included suggestions from the previous modules into my lesson plan, and it worked well with my class, especially video watching and discussion, or giving feedback on cultural incidents. I found my learners quite interested in and participated actively in what I had presented *[based on her prepared lesson plan shared in discussion forum 9B of Module 9]*.

ID 49, a Chilean female ESL teacher at a language institution in Chile, noted her students' motivation and interest in her instructional change. She revealed that:

My students were very motivated and interested in these *[cultural]* topics, since they already have their own cultural backgrounds and it is interesting for them to compare the reactions of different people in different countries to the same stimuli.

Another feedback was reported by ID 44, a Vietnamese male with eight years of working experience as a TESOL university lecturer and an English teacher trainer in Vietnam. He noted in his reflection 5 about his students' interest in exploring proverbs for cultural understanding:

What I like the most in these two modules [*Modules 9 & 10*] is the use of proverbs in language and culture teaching. This activity usually receives positive attitudes from my students because they are always interested in learning new things from other cultures. It isn't only their curiosity, but their interest in exploring more knowledge and using it in our globalization era. I will surely continue using proverbs in my teaching since they help me teach my students not only culture but also language forms and functions.

One of the IDELT participants also shared her students' appreciation of her instructional change. ID 23, a Filipino female ESL teacher in New Zealand, expressed her special interest in an IDELT discussion topic and how useful it was for her students to learn it in her language classroom. She noted in her reflection 2 that:

On a teaching day following this module, I used some of these cultural taboos in my lessons. My students really appreciated it [*her teaching*] because some of them were going to travel soon. They said that it would be very important to know cultural aspects of the places they wanted to visit for not being misunderstood.

 **Using a local newspaper article to introduce local culture to international students**
 by  - Thursday, 1 October 2015, 5:12 PM

This is a plan (written after the event) for a successful Workplace English lesson that took advantage of a newspaper article about my students' work colleague. The article featured several examples of idiomatic expressions and it seemed very appropriate for the students who had all expressed their desire to be able to communicate with local people, but often didn't know what to talk about.

This was fortuitous timing. There were three classes scheduled over the weekend so there was an opportunity to use this authentic text to introduce students to reading the local newspaper as a means of learning about the culture of their home for the next ten months at least. I was sure that they would be interested in this story. It was written by the local sports writer, so it had a lot of idiomatic expressions and was generally at a level that was appropriate for the students. The article would also hopefully demonstrate that local people must be interested in the foreign workers since this story was featured at the front of the paper. The students only have two hours of class each week so the lesson needed to be succinct. I believed that the article and lesson would most effective if completed on the day of publication while the news was 'hot'. I set the other planned lesson activity aside, so that the workers could go back to work and join in a discussion with their colleagues with the latest news.

246 words

 Lesson Plan - Meating Point.docx

 Meating point article and activities.docx

 **Re: Using a local newspaper article to introduce local culture to international students**
 by  Friday, 2 October 2015, 2:54 PM

What a wonderful example of connecting a language skill to your students' interests and the "real world!" Authentic texts on topics students care about can be very hard to come by-- texts might be at too high or low a level, or the assumption of interest on the part of the teacher might be wrong if he/she doesn't know the students well. Clearly you do know your students well, and they are lucky to have you as their teacher! Well done.

82 words

[Permalink](#) | [Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

 **Re: Using a local newspaper article to introduce local culture to international students**
 by  Saturday, 3 October 2015, 8:06 PM

Thank  our encouraging comments.

Yes, the students were all excited to read about their colleague and very interested in the article. The follow on has been valuable too. One student has integrated the preliminary information about his workplace into his oral preparation for his forthcoming IELTS test (in case he is asked about his work) and some others showed me the local newspaper App they have downloaded so that they can read the news every day. So it has been very worthwhile.



Figure 7.8. An example of IDELT implementation impact on student learning (shared by an IDELT participant in discussion forum 9B)

Some participants did not directly mention students' feedback in the in-course reflections but discussed their student learning after their IDELT implementation with their IDELT peers in the online discussion forums. For instance, Figure 7.8 above shows a participant's reply to another IDELT participant's comment on her lesson plan. This IDELT participant shared her lesson plan for a Workplace English class in a discussion forum of Module 9. Her lesson plan used an authentic newspaper article about her students' work colleague. This encouraged her students to improve their learning in some ways. She replied to a comment in the discussion forum that:

...Students were all excited to read about their colleague and very interested in the article...The follow on has been valuable too. One student integrated the preliminary information about his workplace into his oral preparation for his forthcoming IELTS test [...]and some others showed me the local newspaper App they have downloaded so that they can read the news every day. So it has been very worthwhile.

In brief, although only 12 IDELT teacher-participants reported on their students' feedback, their changes in instruction during the IDELT course were well-received by the students. From teacher-participants' reflections and posts in the online discussion forums, it was clear that their students had positive feedback and actively engaged in the IDELT implementation. The students also showed special interest, appreciation and curiosity for IDELT implementation activities.

7.3.2 Findings from data collected 9-12 months after the IDELT course

The thematic analysis of the open-ended questions in the follow-up email survey did not overtly reveal much information on improved student learning outcomes but only students' positive reactions and feedback on their teachers' changes in instruction. The first theme was that the students were found to be surprised and eager to participate in the new activities for culture learning. For example, ID₁₃₇ reported that: 'They [*the students*] were surprised at the situations I shared. These aimed to make them aware of cultural things', and ID₁₃₀ noticed that: 'The students were surprised and eager to discuss'. ID₁₃₇ and ID₁₃₀ shared no common demographics, except their EFL teaching in their home countries. ID₁₃₇ is a female Filipino teacher with 11-15 years of ESL teaching experience in the Philippines while ID₁₃₀ is a male Chilean with less than five years of English teaching experience at a technical or vocational training institute in Chile. This finding showed that the mono-cultural students in their home countries could benefit from their use of IDELT intercultural activities.

Another positive theme found in six respondents' reports was the students' happiness to join the culture learning activities. ID₁₀₄, a female Vietnamese teacher with 11-15 years of EFL teaching experience at a university in Vietnam, noted that: 'They [*the students*] look happy! Most of them are very happy with my new activities'. Similar statement was found in ID₁₀₉, an Indonesian male teacher with 5-10 years of EFL teaching experience at a university in Indonesia. He exclaimed that: 'They [*the students*] were very happy to talk about these topics!'.

In addition, students' enjoyment and enthusiasm were noted as an emerging theme in five responses to the follow-up email survey. For example, ID124, a 25-35-year-old Filipino teacher with 5-10 years of English teaching experience at a university in the Philippines wrote that: 'The students enjoyed the opportunity to share and learn from each other's experiences, cultural beliefs, and practices'. The same reaction was found in ID103's class. This Russian teacher of 5-10 years of English teaching experience at a university in Chile revealed that: 'My students were enthusiastic discussing the topics of cultures'. ID108, a female American teacher with 5-10 years of teaching experience at an ESL language centre in the United States, also saw positive behaviours in her students: 'Students enjoy talking about cultures...'

In summary, the students' feedback to their teachers' IDELT implementation after the IDELT course was positive. The thematic analysis of teacher-participants' responses to the follow-up email survey showed that students were surprised, eager, happy and enthusiastic to join the IDELT implementation activities.

7.4 Critical Contextual Factors Affecting Teacher Change of Instruction

Some main factors were found to hinder the IDELT implementation in practice. These factors included: language-focused curriculum; the inadequate organisational support; the lack of intercultural competence assessment in language education; teacher concerns of their students' low language competence; and mono-cultural teaching contexts. These findings were inferred from the thematic analysis of participants' in-course reflections and explicitly drawn from participants' direct answers to an open-ended question in the anonymous follow-up email survey.

7.4.1 Language-focused curriculum

In many teaching contexts, language-focused curricula still exist with no support of intercultural language teaching or intercultural competence development; therefore, 10 survey respondents and 7 respondents of the module-based reflections considered this as one of the key barriers in their IDELT implementation. ID126, a Chilean female 25-35 years-old teacher with 5-10 years of English teaching experience at a university in Chile, expressed her concern in the follow-up email survey that: 'I've used some strategies specially to contextualise writing activities. However, the syllabus I must follow does not have a focus on intercultural competence'. ID46 also described how hard it was for him to teach cultures in a language-focused classes. This Chilean male EFL teacher educator with two years of teaching experience in Chile complained that: 'In the context where I work, there is little or no space for intercultural teaching in the syllabus whatsoever. Thus, I must look for a linguistic objective where I can "hide" the cultural focus to be discussed in my classes'. Similarly, prioritised language learning objectives tightly controlled any possibility for the IDELT implementation of ID123. This Australian male teacher with 16-25 years of English teaching experience at a university and ELICOS in Australia did not have much time left for gaining intercultural learning objectives. He explained in the follow-up email survey that:

I really want to, but I teach very intensive 5-week courses. Given the expected language learning outcomes, 10 weeks would be more realistic. The time frames

I work with do not allow much divergence from the key language skills and language assessment tasks.

These reflections revealed that the language-focused curricula created problems for participating teachers' IDELT implementation. This finding is in line with that of Parmenter's (2010) study that investigated how interculturality was treated in national education policies and curriculum documents (or language management) of 65 countries in Asia-Pacific, Europe, Africa, and the American regions. Parmenter (2010) finds that the policies for intercultural teaching in practice are still 'raw' and in need of research although education policy-makers see intercultural learning as a positive trend. In fact, many national language teaching standards (e.g., ACTFL, 2013, 2014; American Academy of Arts & Sciences, 2017; Australian Curriculum, Assessment and Reporting Authority (ACARA, 2017)) and studies recognise intercultural language teaching and learning as a positive trend; however, in some teaching contexts, there are no priorities for intercultural language teaching objectives in the syllabi or language curriculum. Similarly, Liddicoat (2013) studies the LEPs of Australia, Colombia, the UK, France, Italy, Japan and the European Union related to the official language, foreign languages, minority languages, and external language spread. He argues that these policies are produced in a certain ideological context which may not support the development of interculturality effectively. To develop interculturality, Diallo and Liddicoat's (2014) suggest that language policy should engage more with pedagogy in both theory and practice. Given these facts, language education policies must be changed to support ILTL accordingly.

7.4.2 Teachers' concerns of students' low language competence

12 respondents of the in-course reflections and two respondents of the follow-up email survey revealed that they were concerned about their students' low language proficiency level in their IDELT implementation. For example, ID112, a female Vietnamese teacher with less than 5 years of EFL teaching experience at a college in Vietnam, did not implement IDELT at higher LoUs because she was worried that: 'The [language proficiency] level of my students is quite low, and they need to focus on grammar and vocabulary as required in the curriculum'. ID14, an Australian male teacher with 12 years of ELICOS teaching experience at SITEC in Australia, was also concerned that it would not be suitable to change his instruction due to the students' low language proficiency levels. He noted in his Reflection 1 that: '...the language level required to discuss the two videos in Forum 1A is beyond most of my current students' level...'. He repeated this concern of students' language competence in his Reflection 2 that:

...some of the suggested techniques weren't particularly useful for teaching culture in my context. For example, I believe sitcoms usually have too many stereotypes and in-jokes to be suitable for teaching anyone but the most advanced learners.

In her Reflection 2, ID38, a Chilean female EFL teacher with 15 years of teaching experience in Chile, gave reasons for not changing her instruction that: 'I usually teach beginners, so they do not have a high command on the language or culture'.

With similar reasons, ID45, a Vietnamese female TESOL lecturer with three years of

teaching experience at a college in central Vietnam, confessed in her Reflection 2 that: ‘...the language level of students in my context is rather low. If I am not careful in choosing the sitcoms, students will get bored and demotivated’.

In summary, students’ low language competence was perceived as one of key factors hindering teachers’ change in instruction. However, these teachers’ perceptions were found mostly in Reflections 1 and 2 at the beginning of the IDELT course and in only two respondents of the after-course email survey. Through time they might have changed their beliefs and practice of intercultural language teaching and learning, as stated in Reflection 3 of ID78. This Australian female trainer for ESL professional development at a federal government department in Australia confessed that: ‘I think I have improved my awareness of intercultural competence through these modules but will need time to reflect on new ways of applying the principles in my classes to really say that I have improved as a teacher’.

7.4.3 Teachers’ concerns of mono-cultural teaching contexts

11 respondents of the in-course reflections and four respondents of the follow-up email survey were concerned whether it would be necessary or appropriate to implement IDELT knowledge in monocultural teaching contexts. For example, ID122, a female Chilean teacher with 16-25 years of teaching experience, currently working at an English teacher training centre in Chile stated the reason for her Orientation level of use. She reflected in her response to the follow-up email survey that: ‘In my classes most of my students are from my country or neighbouring countries speaking similar language (Spanish) and having a similar culture’. This

issue was also raised in the reflection 2 of ID12, a female Chilean teacher with over 25 years of English teaching experience at a university in Chile. She commented that: 'My students are from the same city. It is a challenge to make them think about differences in cultures around the world and in our country'. Without making overt agreement on this issue, ID22, an Australian and South African female teacher with 16 years of English teaching experienced at a college in the United Arab Emirates, confessed that: '... I think I would find them useful if I were back in a multicultural setting where many cultures are interacting in one classroom'.

In brief, some participants were confused about the ways to apply what they learned in the multicultural setting of the IDELT course into the mono-cultural teaching contexts at their local institutions. While intercultural practice should 'ask students to think and act appropriately within a growing knowledge of the culture within language' (Moloney & Harbon, 2010, p.281), some IDELT teacher-participants still preferred taking original learning materials. They did not know how to adapt the IDELT knowledge and skills to their teaching contexts. Future instructional planning should provide more time and space for participants' cultural exploration and discovery.

7.4.4 Lack of organisational support

Another external factor that hindered participants' IDELT implementation was the lack of organisational support. 13 survey respondents answered 'No' or 'Not yet' to the direct question about organisational support in the follow-up email survey. Four respondents of the in-course reflections also raised this issue. For

example, in her reflection 1, ID15 – an Australian female relief teacher currently at a university in Australia and with EFL teaching experience in Indonesia, Thailand and India – complained that: ‘... for the classes I teach overseas, introducing lessons specifically designed to discuss cultural taboos would not be welcomed by the course managers’. Another example was from ID109, an Indonesian male teacher with 5-10 years teaching experience in Indonesia. In his email survey response, he wrote that: ‘... intercultural teaching or IDELT-related stuffs are still being socialised and censored in my department’. That means he could not change his instruction prior to the department’s permission.

Although some respondents implemented the IDELT innovation without institutional support, it can be inferred that the lack of organisational support greatly affected IDELT participants’ change in instruction. This finding is similar to that of Hall and Hord (2006)’s study. They state that without long-term organisational support for change in an individual’s profession, innovations often do not take hold. Postholm (2012) also finds that teachers’ professional learning implementation may be affected by a positive school culture with a supportive atmosphere. What is interesting here is that most respondents mentioned the limitations of organisational support in teaching contexts where English is taught as a foreign language in a mono-cultural class, and the syllabi still focus on teaching for the language proficiency tests. There might be some political and curriculum-related reasons for this lack of organisational support.

7.4.5 Lack of assessment on language students' IC development

The lack of criteria for intercultural competence (IC) assessment in language teaching was found to be one of the key factors that demotivated teachers' use of the IDELT knowledge and skills. This factor was reflected in an example from ID 14, an Australian male teacher with 12 years of ELICOS teaching experience at SITEC (Sydney Institute of TAFE English Centre) in Australia. A closer look at an extract from his reflection 3 on Modules 5-6 can elaborate the need for IC assessment in language classes:

Language competence is traditionally placed at the centre of English language programs. If intercultural competence is to be valued by all stakeholders, a curriculum change is required to give equal weight to the acquisition of intercultural skills such as knowledge, skills and use of appropriate learning styles. Thus, explicit assessment of intercultural outcomes is needed. This would be somewhat of a revolution, but I think in this highly contextualised and globalised modern world, we must start recognising language as only a part of culture and then changing our ways of teaching and learning!

ID32 also worried that the teaching of intercultural competence would be useless and hard to be assessed in a language classroom. In her reflection 1, this British female teacher of ESL in New Zealand expressed her concern that:

I am aware that in my teaching context - IELTS reading & writing- the questions in the IELTS test should be as widely accessible as possible, but even

so there are assumptions about culture which don't apply to everyone and cannot be assessed.

In summary, some participants found it hard to develop interculturality in their language students when IC is not formally assessed. The others found it difficult and useless to assess IC. They were mainly teaching for the tests, not for communication.

7.5 Summary of Main Findings, Discussion and Recommendations

The previous sections presented key findings on teachers' change in instruction, its impact on student learning, and the contextual factors in the IDELT implementation. This section discusses the meaning behind the main findings and their implications for future research.

7.5.1 The impacts of IDELT innovation on teacher change in instruction

7.5.1.1 Participants' levels of use of the IDELT innovation

The findings of this study revealed that some IDELT teacher-participants changed their instruction as a consequence of their IDELT participation, despite their different LoUs. This finding is contrary to other studies that find no evidence on the positive change in intercultural language teaching and learning. For example, Díaz's (2011) study finds a failure on the part of language educators to implement intercultural language learning in some Australian tertiary language programmes. In particular, Díaz (2011) realises a high level of participants' uncertainty in taking an intercultural orientation in daily practice. Also, in an interview with one participant of the Intercultural Language Teaching and Learning Project, Morgan (2007) reports

that ‘the application is much harder than the theory’ (p.4). There is no guarantee that teacher professional development will lead to real change in teacher practices (Hall & Hord, 2006). The finding on IDELT participants’ change in teacher practices indicates that the IDELT course design and implementation was effective and appropriate for participants and their teaching contexts.

From the analyses of participants’ in-course reflections and follow-up email survey in section 7.2.1. and 7.2.2, it was clear that the percentage of IDELT users increased from 33% IDELT users during the course to 84% post-IDELT users. The response rates for both data collection instruments (during and after the IDELT course) were high enough to represent the IDELT participants; therefore, it can be concluded that more participants applied what they learned from the IDELT course into practice after their IDELT participation. The total number of participants classified as IDELT users during the course was not very high but signified a positive move towards better instructional changes in intercultural language teaching.

Additionally, the LoUs by post-IDELT users were higher than those by in-course users. Figure 7.9 generally compares the significant trends in participants’ LoUs during and after the IDELT course. It is not surprising that this study showed just a few of users at high LoUs because the evaluation was conducted only during the first two years of implementation. Hall and Hord (2001) state that change is a process, not an event, and may take 3-5 years to implement. Clarke and Hollingsworth (2002) also suggest that ‘teachers should be given ample opportunities to reflect on and act on the contents of the activity as our review

showed that these indirect processes are important and influence outcomes'. From this finding, I recommend longer time for teacher professional learning innovation as well as enough time for teachers to enact what they learned into practice.

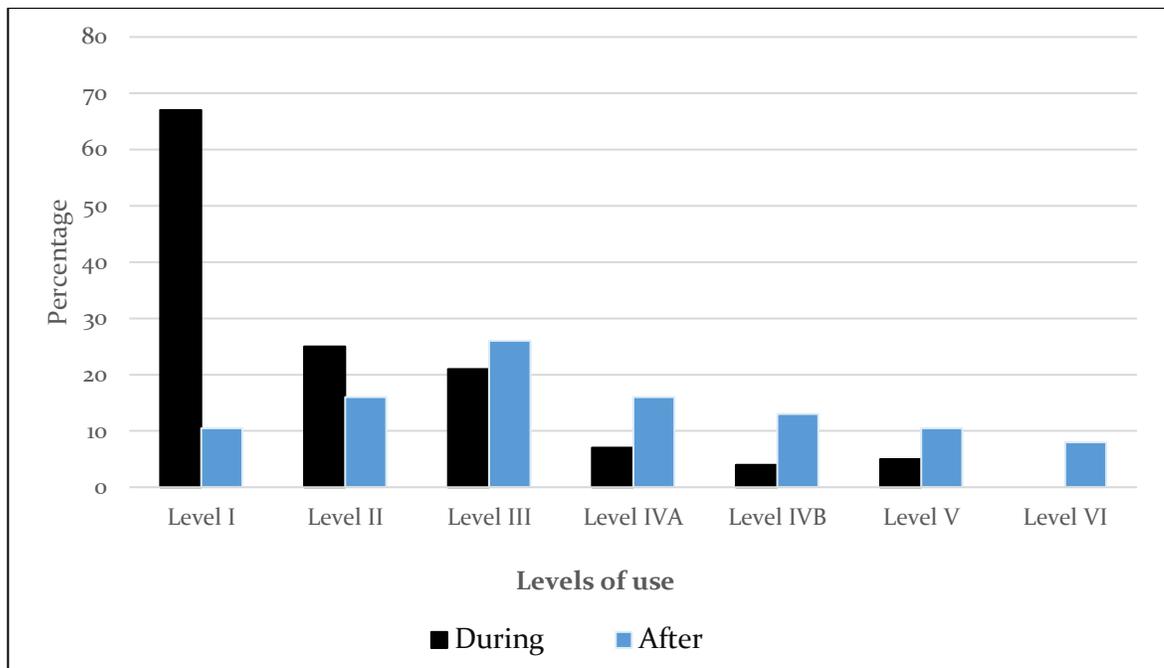


Figure 7.9. Trends in participants' levels of use during and after the IDELT course

Participants increased their IDELT implementation from the lower levels of use during the first six modules (Stage 1-Information Exchange) to the higher LoUs near the end of the course (Stage 2-Comparison and Contrast; Stage 3-Product Creation) and after the course. In particular, participants' low LoUs during the first six modules of the IDELT course illustrated that Stage 1 of the course structure was of great support for participants' IDELT implementation at later stages. This Information Exchange stage aimed at developing participants' basic knowledge about IC and its dimensions in language teaching through online discussions. This stage was successful in orienting participants' intercultural language teaching and

learning viewpoints, arousing their interest in taking an intercultural approach, and preparing them for change in teaching practice later. The evidence on the higher levels of use among participants toward the end of the IDELT course and 9-12 months after the course remarked the positive IDELT learning impacts on teacher practices. With no compulsory requirements during the IDELT course, many participants autonomously used the IDELT activities in real-life teaching and moved directly from such lower LoUs as Preparation or Orientation in Stage 1 to higher levels in Stages 2 and 3. From this finding, I can argue that the IDELT course structure, following the three stages of telecollaboration process, was effective in scaffolding participants' implementation of new knowledge and skills in practice.

7.5.1.2 Demographic features of the IDELT users

From the findings on demographic variables of the IDELT users during and after the IDELT course, I found some common traits below:

- Most IDELT users were IDELT completers: To implement intercultural language teaching and learning, participants must at least have learned the new knowledge of the intercultural dimensions and practiced the teaching skills.
- IDELT users were experienced teachers at universities. Most of them had been teaching English for more than 5 years.
- The majority of IDELT users had their MA or doctorate degrees in TESOL or English language teaching.
- Most IDELT users were older than 35 years and

- Most IDELT users were female.
- Most IDELT users had been overseas for at least a year.
- Many native speakers of English tended to implement during their IDELT participation while more speakers of English as a foreign language implemented after their IDELT participation.

These findings suggested that such variables as age, teaching experience, professional qualifications, gender, overseas experience should be considered to facilitate participants' implementation of professional learning knowledge and skills better. Teachers are 'the main group responsible for implementing the change' (Nation & Macalister, 2010, p.176); they should be treated and supported as one of the core stakeholders involved in making realistic instructional changes.

7.5.2 The impacts of IDELT implementation on student learning

Little information on improved student learning was explicitly reported in the follow-up email survey and the in-course reflections. The students' reactions to teachers' instructional changes included but not limited to their appreciativeness, curiosity to learn more, surprises, happiness, enthusiasm and special interest in the new culture learning activities. Hall and Hord (2006) see the relationship between the LoUs and student outcomes. They note that 'Levels of Use provides the opportunity to do a more fine-grained analysis of the relationship between using and not using an innovation and student outcomes' (p.26). The improvement of teacher quality and teaching will enhance student learning (Vavasseur & MacGregor, 2008); however, this study cannot make any claim on improved student learning despite

the evidence found on teachers' change in practice. Future longitudinal studies should further explore the hidden parts of the implementation impacts on student learning over longer periods of time and with more direct data collection methods such as class observation or surveys on student learning outcomes.

7.5.3 The contextual factors affecting teachers' IDELT implementation

Barriers to teachers' IDELT implementation in practice included language-focused curriculum, inadequate organizational support, lack of intercultural competence assessment in language education systems, teacher concerns of their students' low language competence, and monocultural teaching contexts. These contextual factors are classified by Avalos (2010) as macro-societal conditions (e.g., educational systems, policy environments and reforms, teacher working conditions...), and micro-context factors (e.g., school culture, administrative and organisational structures...). Since IDELT participants autonomously joined the IDELT course at their own will, these variables prevented them from implementing the professional learning innovation.

The findings on the external factors that hindered teachers' instructional changes presented an opposite view on teacher change. In fact, teachers are commonly considered change agents in their own classrooms. Garcia and Menken (2010) explicate that teachers can play a much more active role that entails changing or revising policies as well as creating new ones. Spolsky (2004) also agrees that all teachers can be language policymakers in their classroom domain. Emphasising teachers' beliefs, Levenson and Gal (2013) argue that 'a change in classroom practice

may not take place without the teacher believing that he or she is capable of affecting this change' (p.1109). Similarly, Sercu (2006) finds that teachers who believe that language and culture can be taught in an integrated way will be willing to integrate IC teaching in foreign language education and vice versa. It should be noted that the contextual factors found in this study might be just temporary and varied in different contexts. Therefore, there should be substantial support types to make teachers take full control of their instructional changes in practice. It should also be acknowledged that professional learning affects teachers differently, and hence it is wise to adjust it accordingly.

7.6 Conclusion

This chapter presented the findings of the IDELT professional learning impacts on teacher change in instruction and student learning as well as the contextual factors that affected the IDELT implementation process. The evidence supported my claim on the positive effects of a SCOOOC for networked professional learning on teachers' instructional practice although it was hard to see the overtly improved student learning outcomes. On the one hand, teacher change is a long and complicated process that requires supports over time. On the other hand, one size does not fit all in professional development initiatives due to some contextual and personal factors. Therefore, special attention should be paid to the 'nuances of context' (Guskey, 2003, p.16) with reference to 'collection of core elements' (ibid, p.231) of good design features for professional learning.

Insights gained from this study could be used to make professional development in intercultural language education more meaningful for language teachers. Understanding the impact of professional learning on teachers involves more than knowing their professional learning outcomes. It is hoped that the findings of the instructional changes, their impacts on student learning, and the effects of contextual factors on the instructional changes will inform future course design for language teacher professional development in intercultural language teaching and learning as well as suggest strategies to advance teachers' professional learning implementation to higher levels.

CHAPTER 8

Conclusion

This thesis explored the potential of a SCOOC (a Small Connectivist Open Online Course) as an innovative model for networked professional learning in intercultural language education. Named as ‘The Intercultural Dimensions in English Language Teaching’ (IDELT) course, this SCOOC set up an open networked learning environment in a formal course structure for English language teachers from diverse cultural and linguistic backgrounds. Nine core design features were adapted from Downes’ (2010) Connectivism principles and Desimone’s (2009) professional development features. The course activities were structured with O’Dowd and Ware’s (2009) telecollaboration framework while the content knowledge and pedagogical content knowledge were guided by Byram’s (1997) intercultural competence model and Byram et al’s (2002) guidelines for addressing the intercultural dimensions in language education. Most existing studies (e.g., Holmes, 2013; Ostashewski & Reid, 2010) examine the design of networked teacher professional development delivered within a social networking environment. This study evaluated the design and implementation of networked professional learning in the formal structure of a connectivist open online course.

Situated as a mixed-methods case study with multiphase design, this research collected data before, during and after the SCOOC. As shown in Table 8.1, three research objectives corresponding to the seven main research questions were respectively examined in three phases.

Table 8.1

Overview of Research Phases, Research Objectives, and Research Questions

| Phases (ADDIE stages) | Research objectives | Research questions | Thesis chapters |
|---|--|---|----------------------------|
| 1 - Before the IDELT course (Analysis, Design, Development) | (1) To design and test the SCOOC concept towards providing networked professional learning in intercultural language education | 1. What are the core design features of a SCOOC for networked professional learning in intercultural language education? | Chapter 4 |
| 2- During the IDELT course (Implementation, Evaluation) | (2) To examine the effectiveness of selective SCOOC design features in facilitating teacher-participants' professional learning experience and their acquisition of the professional learning objectives | 2. What was the participants' overall satisfaction with their IDELT professional learning experience? 3. How did participants react to the IDELT course elements designed with the nine IDELT core features? 4. To what extent did the IDELT participants achieve the target learning outcomes? <i>4a. Did the IDELT participants develop their intercultural competence dimensions? If so, how?</i> <i>4b. Did the IDELT participants enhance their self-efficacy beliefs in intercultural language teaching? If so, how?</i> <i>4c. What were the changes in the IDELT participants' attitudes towards intercultural language teaching and learning?</i> | Chapter 5 Chapter 6 |
| 3 - After the IDELT course (Communication of results, follow-up evaluation) | (3) To investigate the impacts of networked professional learning in a SCOOC on teacher-participants' teaching practice and their student learning | 5. What were the impacts of IDELT professional learning initiatives on teacher change in instruction? 6. What were the impacts of IDELT implementation on student learning? 7. What contextual factors affected the IDELT implementation in teaching practice? | Chapter 7 |

Throughout this thesis, I argued that a SCOOC is an effective innovation for networked professional learning in intercultural language education. This chapter includes five main sections to address all important issues presented in the previous chapters. Section 8.1 will summarise the empirical analyses of the research. The key findings in response to the seven main research questions will be highlighted in this first section. Section 8.2 will discuss the research limitations. Implications and recommendations for design features that arise from the research will be presented in the next two sections – Section 8.3 and Section 8.4. The last section 8.5 will suggest future work based on the findings of this thesis.

8.1 Summary of the Main Findings

8.1.1 Participants' retention rate and overall satisfaction with their professional learning experience in the SCOOC (Chapter 5)

The SCOOC in this study supported professional learning experience well. In their reflections during ten SCOOC modules, 88-94% of participants showed high overall satisfaction with their online learning experience. Most participants reported that the SCOOC modules were not only fascinating but also beneficial to their intercultural orientation in language teaching and their roles as individuals in a culturally diverse society. Also, the SCOOC retention rate of 68% was much higher than the average completion rates of most MOOCs. This high completion rate indicated the SCOOC as a potential MOOCs-like alternative for effective professional learning.

Qualitative data from module-based reflections revealed some reasons for participants' high satisfaction and high ratings of the SCOOC modules. These reasons include: (a) active interactions among participants from different cultural backgrounds; (b) a variety of options and learning modes (e.g., many topic-based discussion forums to select, and wide options of self-paced learning, pairs or group work) to complete the required tasks; (c) the practicality, usefulness, and applicability of learning resources; and (d) the professional organisation of content. These reasons are compatible with some main features of networked learning suggested by Beaty, Cousin and Hodgson (2010) such as focusing on participation, not on the transmission of knowledge; and seeking to encourage dialogue, exchange of ideas, intrinsic approaches to study and engagement. One of the main purposes of networked learning is to create an environment where participants communicate, form connections, and engage in meaningful dialogues. Therefore, it can be concluded that the SCOOC in this study supported networked professional learning very well.

8.1.2 Participants' reactions to the SCOOC design features (Chapter 5)

From a literature review and a needs analysis survey, nine core design features were selected for building the SCOOC in this study (*see Chapter Four*). As presented in Table 8.2, these selective features were reflected in the design of the SCOOC elements. Except for the design features of *Duration* and *Connectedness/Interactivity for Learner Engagement*, the research findings showed participants' positive reactions to and high ratings of the SCOOC design features.

Table 8.2

Nine SCOOOC Design Features for Networked Professional Learning (Adapted from Desimone's (2009) core features of professional development, and Downes' (2010) Connectivism principles)

| Design features | Course elements/ Evaluation categories |
|---|---|
| 1 - Diversity of connections | Open registration but with authentication rules Online delivery format for both formal and informal learning |
| 2 - Autonomy for self-directed learning | Voluntary participation Task-based approach Clarity of task requirements Learner and technical support |
| 3 - Openness for constructive feedback and peer assessment | Co-learning relationship between moderators and course participants No formal assessment but constructive feedback and peer assessment |
| 4 - Connectedness/ Interactivity for learner engagement | Suggested tools for interaction and collaboration No restrictions in using technological tools for building networks Various online forums and Moodle features to sustain participants' engagement in interactive and collaborative activities |
| 5 - Content focus | <i>Learning materials:</i> Participants' diverse opinions were the main source of learning materials; Stimulus learning materials; Links to external resources <i>Learning activities:</i> Facilitating both formal and informal learning activities in various forms: (1) asynchronous and synchronous interactions, (2) meta-reflections, and (3) peer feedback or self-evaluation; developing participants' content knowledge and pedagogical content knowledge |
| 6 - Active learning | Organisation of content Course requirements for posts and comments |
| 7 - Collective participation | Online discussion forum |
| 8 - Duration | Learning pace of the modules Time spent in the modules |
| 9 - Coherence | Relevance and applicability of the course content to the learning objectives |

Participants reported their high ratings and positive feedback on some SCOOC design elements for professional learning. Indeed, most participants found the SCOOC modules rewarding, worth spending time, and supportive of peer learning. Below are the key findings that supported the effectiveness of some SCOOC design features such as *Content Focus*, *Coherence*, *Active Learning*, *Diversity of Connections*, *Openness for Constructive Feedback and Peer Assessment*, *Collective Participation*, and *Autonomy for Self-Directed Learning*.

Firstly, most participants reflected that the learning activities, discussion topics, and learning resources were rewarding. The stimulus materials, the shared learning resources among peers, and links to external resources were especially useful and appropriate for participants' professional development. Participants' positive feedback on learning materials and learning activities indicated that the design feature of *Content Focus* was effective in facilitating participants' professional learning experience.

Secondly, across all ten SCOOC modules, most participants (81%-94%) reported the SCOOC modules as relevant to, and applicable for, improving their intercultural competence (IC) and IC teaching. Participants highly rated the activities with content knowledge and pedagogical content knowledge guided by Byram's (1997) IC model and Byram et al.'s (2002) guidelines for intercultural orientation in language teaching. That means the SCOOC content was well-aligned with the main learning objectives of the SCOOC in this study. In addition to the content knowledge, networked professional learning in this SCOOC was designed

with pedagogical considerations. Hence it can be concluded that the design feature of *Coherence* contributed to maintaining participants' positive professional learning experience.

Thirdly, 88%-94% of participants highly rated the content organisation across all ten SCOOC modules of this study. Thanks to the course requirements for posts and comments in the online discussion forums, 42 out of 81 participants reported their interest in peer interactions and hence their active learning in the SCOOC. These findings showed the effectiveness of the design feature of *Active Learning* in the SCOOC design.

Moreover, 44%-66% participants rated 'excellent' for the online delivery format which facilitated a networked learning environment in the formal structure of an open online course. Facebook, as a form of networked learning, was the preferred medium for online collaboration outside of the formal structure of the Moodle website. This format allowed them to build networks for both formal and informal learning opportunities and expand connections with peers from different cultural and linguistic backgrounds. In the SCOOC, 45 out of 81 participants considered their peers' diverse opinions as one of the main and reliable sources of up-to-date knowledge. That means networked learning in its loose form is not disruptive to formalized structures of educational institutions as commonly perceived. However, there were more active asynchronous interactions among participants than their collaboration for task completion. Therefore, it can be concluded that the design feature of *Diversity of Connections* was effective in

supporting participants' professional learning experience; however, there should be more compulsory tasks that encourage active collaboration among participants.

Furthermore, 31 out of 81 (38.3%) participants reported that peer learning was a source of constructive and reliable feedback that they could benefit from. With no formal assessment as in a traditional course, the SCOOC peer feedback provided participants with a more open and critical way for summative assessment. This kind of feedback made participants more responsible for commenting on their peers' work and allowed more opportunities for peer interaction and mutual understandings through discussions. Also, participants valued the co-learning relationship between moderators and course participants. They developed mutual trust which is an important indication of effective networked learning (Macià & García, 2016). Although some participants (7 out of 81) still expected the visible roles and explicit support from moderators in the online discussion forums, the others showed the ability to direct their own learning process and create their connections. These findings proved that the design feature of *Openness for Constructive Feedback and Peer Assessment* was attributed to the effectiveness of professional learning in the SCOOC.

Additionally, the online discussion forums were well-received by many participants (73-83%) although five to six participants complained about the repetition of responses, too much content in each discussion forum, and basic stimulus materials. It seemed that topic-based discussion forums in each SCOOC module created small online professional learning communities where participants

could safely and openly share, discuss, and lead professional development with other like-minded teachers who selected to opt in the discussions. That means the design feature of *Collective Participation* worked well in supporting networked professional learning in the SCOOC.

Finally, 87-93% of respondents highly rated the technical and learner support while 82-94% of respondents rated task clarity as 'Good' or 'Excellent'. To support learner autonomy in this SCOOC, different strategies such as voluntary participation, a task-based approach to activity design, clarity of task requirements, and learner and technical support were used. The high ratings and positive reactions from most participants on these strategies proved that the design feature of *Autonomy for Self-Directed Learning* could effectively support participants' professional learning experience.

Despite the effectiveness of most SCOOC design features, some design features received low ratings and negative reactions from participants. These features include *Duration*, and *Connectedness/Interactivity for learner engagement*. First of all, participants reported their time shortage to complete the tasks towards the end of the SCOOC due to the complexity of the last two telecollaboration stages and their personal time constraints. Two to four working hours per week were suggested but the learning pace varied significantly during the three telecollaboration stages. Hence the design feature of *Duration* was not supportive of participants' professional learning experience. The volume of learning might need to be reduced or more time should be granted as people progress through three

different telecollaboration stages. Moreover, the design feature of *Connectedness/Interactivity for learner engagement* did not show its effectiveness in the SCOOC implementation. There's a lot of cheering for networked learning, but the findings from this study suggested a critical view and careful design elements for effective collaboration in networked professional learning. Despite participants' active interactions in the SCOOC, not much collaboration was recorded.

Participants shared some reasons for their lack of online collaboration such as (a) their personal time constraints; (b) no compulsory collaboration; and (c) the discomfort of connecting online with new people for the first time and a lack of a social paradigm for interacting as learners in unstructured spaces. The low rating and negative feedback on participants' collaboration presented the failure of using telecollaboration framework in a SCOOC. This finding showed that a focus on collaboration work does not preclude a simultaneous focus on facilitating the individual's gradual development of personalised learning. In this case, networked professional learning in the SCOOC seemed to facilitate learner engagement only in online interactions and for their personalised learning. Participants' connections occurred just on the surface levels of posting and commenting but not for meaningful collaboration or strong ties in the professional networks.

In general, despite some weak design areas, most selective SCOOC design features are useful and appropriate for networked professional learning in intercultural language education. Based on participants' high ratings and positive feedback, these design features suggest some promising design considerations for

effective networked professional learning opportunities. Further information on these design considerations is presented in section 8.3 of this chapter.

8.1.3 Participants' acquisition of target learning outcomes (Chapter 6)

Participants successfully achieved two learning objectives: Certainty of intercultural competence development and enhanced self-efficacy beliefs of intercultural language teaching.

8.1.3.1 Participants' certainty of intercultural competence development

In general, the quantitative and qualitative findings demonstrated participants' certainty in their development of intercultural competence (IC) dimensions including *Attitudes, Knowledge, Skills of Interpreting and Relating, Skills of Discovery and Interaction*, and *Critical Cultural Awareness*. The research findings also showed that participants developed mutual trust and respect of the online friendship in the SCOOC, which facilitated their IC development journeys very well. This means networked learning in the SCOOC created great opportunities for participants to develop their IC dimensions.

The study also presented some other interesting findings that open doors for future research or design adjustments. Despite their increased overall scores in the IC post-test and their enhanced critical cultural awareness, some participants still showed their wrong beliefs in the superiority of linguistic competence over intercultural competence. This incomplete understanding of intercultural competence should be seriously and explicitly addressed in future design of professional learning in intercultural language teaching and learning. Additionally,

the non-significant mean differences of some IC test items as well as participants' discomfort in answering some IC test questions showed the limitation of using Byram's (1997) assessment objectives for evaluating participants' real-life and dynamic IC development in a SCOOC. Future research should be more flexible in adapting these objectives in designing the learning activities and the test items. Finally, there was zero impact of socio-demographics on participants' IC development. That means the demographic characteristics did not affect participants' learning outcomes. As such, a SCOOC can help teachers from various linguistic and cultural backgrounds in their IC development. There should be no concerns about what types of participants should be recruited for future studies in similar contexts.

8.1.3.2 Participants' enhancement of their self-efficacy beliefs of intercultural language teaching

In general, the quantitative and qualitative findings showed participants' positive changes in their IC teaching self-efficacy beliefs. However, there existed some non-significant mean differences in some IC teaching test scores. The existence of these drawbacks suggested some adjustments for SCOOC design. First, future SCOOCs should explicitly discuss the intercultural teaching techniques and IC assessment methods. Each module should include some suggestions and examples that can help participants clearly understand how to apply the IC teaching techniques and assessment in practice. Second, SCOOC learning content should reconfirm that teachers can be competent in IC teaching even without overseas

experience. Pedagogical content knowledge should emphasise that even basic language teaching techniques can be used to facilitate intercultural teaching and learning as long as teachers can take an intercultural perspective in language education. Finally, a SCOOC should include compulsory collaborative activities and support (e.g., peer support, coaching or mentoring) to develop teachers' self-efficacy in helping ESL/EFL students become self-aware, reflective and ready to accept or adapt to cultural differences.

In contrary to participants' positive changes in teaching self-efficacy beliefs, not many participants made a direct claim on attitudinal changes about IC teaching as a result of their participation in the SCOOC. Two possible reasons were reported in participants' reflections. First of all, participants might have already developed a positive attitude towards intercultural language teaching and learning before their participation in the SCOOC. Participants always held a positive attitude about making interculturality a focus of their language teaching; therefore, there were no obvious attitudinal changes. Moreover, participants were happy to build relationships and learn from the others' shared cultural experience to develop their IC. Unfortunately, they would not make many changes in their intercultural language teaching and learning simply by observing and listening to their peers' opinions in the discussion forums. This study generally recognised peer learning as one of the key factors for effective networked professional learning in the SCOOC; however, this finding suggested the crucial role of moderators as 'the More

Knowledgeable Others'⁸ (Vygostsky, 1978) in building trust for networked learning among some special participants. Moderators should explicitly address individuals' needs and learning styles to facilitate participants' personalised learning journeys.

Although participants' socio-demographics were not found to be predictive of their IC teaching self-efficacy beliefs, the SCOOC seemed to be more suitable for in-service and experienced teachers than novice teachers. In fact, participants' rich teaching experience and their culturally diverse viewpoints were vital to developing mutual trust and facilitating networked learning in the SCOOC. If a SCOOC involves only pre-service teachers, the co-learning relationship between learners and moderators must be emphasised and strengthened. Moderators should always be present in the SCOOC and explicitly provide detailed guidance, hands-on support and prompt assistance throughout the whole learning process.

8.1.4 Professional learning impacts on teacher practice (Chapter 7)

In general, the SCOOC professional learning positively affected some teacher-participants' teaching practice despite their different levels of implementation during and after the SCOOC. In fact, more participants applied what they learned into practice after their participation in the SCOOC rather than during the SCOOC. Also, participants implemented what they learned into practice at higher levels of use (LoUs) after their completion of the professional learning innovation. Their LoUs were lower during the SCOOC. These findings suggested

⁸ 'The More Knowledgeable Others' refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept.

that longer time was needed for teachers to effectively enact what they learned into practice.

The research findings suggested some common demographic features of those who implemented the new professional learning initiative in practice. Firstly, only those who learned and practiced the new knowledge and skills about intercultural dimensions in language education would make instructional changes. In this case, it is very important to note that providing teachers with professional learning opportunities in intercultural language education is the prerequisite for their implementation of intercultural language teaching in practice. Additionally, the users of the professional learning innovation had more than 5 years of teaching experience at universities and held Master's or doctorate degrees in TESOL or English language teaching. Most of them were females, older than 35 years, and had been overseas for at least a year. As teachers are usually one of the core groups of stakeholders involved in making realistic instructional changes, the abovementioned demographic variables of the users should be considered in future SCOOCs.

8.1.5 Professional learning impacts on student learning (Chapter 7)

Despite the lack of direct evaluation of improved student learning outcomes, teacher-participants' reflections and survey responses showed students' positive feedback on teachers' instructional changes. Regarding teachers' instructional changes during the SCOOC, the research findings showed students' active engagement, special interest, motivation and curiosity in culture learning activities. Similarly, after the SCOOC, teachers reported that their students were surprised,

eager, happy and enthusiastic to join the culture learning activities thanks to the teachers' instructional changes.

8.1.6 Contextual factors affecting the implementation of professional learning innovation in teaching practice (Chapter 7)

Five contextual factors were found to hinder teacher-participants' changes in instruction. These factors include language-focused curriculum; teachers' concerns of students' low language competence; teachers' concerns of mono-cultural teaching contexts; lack of organisational support; and lack of assessment on language students' intercultural competence development.

In conclusion, section 8.1 summarised the key research findings on the evaluation of SCOOC effectiveness. The findings recognised the SCOOC in this study as a potential innovation for networked professional learning in intercultural language education. The effectiveness of the SCOOC could be seen through its positive roles in facilitating participants' networked professional learning experience (Chapter 5) and their acquisition of the learning objectives (Chapter 6). Due to some contextual factors hindering the implementation process, the SCOOC professional learning had positive impacts on teacher-participants' instructional change only to a certain extent (Chapter 7) but received positive feedback from students (Chapter 7). Future research should include more direct methods to evaluate the impact of professional learning in the SCOOC on improved student learning.

8.2 Research Limitations

To gain an in-depth understanding of the effectiveness of a SCOOC for networked professional learning in intercultural language education, this study was systematically designed with multiple data collection and analysis methods, involving three phases. It is acknowledged, however, that this study has limitations.

First, the SCOOC in this study was run only once as a case study, following the one-round *Design and Development* research framework. The lack of a control group (as in experimental research) or multiple rounds made this impact study vulnerable to some forms of bias, thus we must be cautious when extrapolating to the actual effects of the innovation. Extending the research duration will enable running the SCOOC for many more rounds and with sufficient time for teacher-participants to complete the SCOOC and make changes in practice.

Second, due to the absence of a randomisation procedure for sampling, the data collection focused on group responses rather than on individual progression over time. This focus neglected the responses from the drop-outs at some points. Despite this, the study's results revealed important insights into individual experiences of the professional learning innovation in a wide range of tertiary education settings. The research findings on the evaluation of participants' learning process (before, during and after the SCOOC) were also vital in suggesting systematic ways to improve the SCOOC design for future implementation or other longitudinal studies.

Moreover, the alpha-inflation (also called family wise error or experiment wise error) might have occurred when multiple individual t-tests were conducted on the same data set to assess the various IDELT effects. That means the original *alpha* value for each test in this research might have been actually higher than expected. However, the alpha level was acceptable in the spirit of discovery when the study objective was to evaluate the potential effectiveness of the IDELT course.

Additionally, the research findings mainly came from the self-reported data of teachers who volunteered and were motivated to participate in the SCOOC. Participants might have given the most desirable responses (Dörnyei, 2007) or tried to present themselves 'in a good light' (Dörnyei & Taguchi, 2010, p. 8). My presence as the primary researcher and one of four moderators may have had an effect on the responses or behaviour of the teacher-participants. However, efforts were made to limit the misreport by administering an anonymous follow-up survey as well as encouraging participants' honest feedback with no penalty. Self-reporting was not the only approach in the study; instead it was used to triangulate the collected data.

It is also acknowledged that the number of participants in this study was relatively modest and varied in three different research phases. Sampling only those who had completed all IDELT course modules and both the pre-test and post-test survey enabled the score comparison at two different times, but this decision provided no evidence about the impact of the IDELT course on non-respondents to the pre-test or those who dropped out during the course (hence did not complete the post-test). The follow-up email survey tried to reach the non-completers of the

course, but not all of them answered the survey questions. Future longitudinal studies should further explore the hidden parts of teachers' implementation impact on improved student learning. This assessment should be based on the students' perspectives and their actual learning outcomes over longer periods of time.

Furthermore, this study mainly evaluated the effectiveness of the professional development program for teacher-participants instead of the potential consequences for their students. Despite evidence about the students' positive feedback on teachers' new teaching practices, there was no formal and direct assessment of improved student learning. The global setting of the study made it hard to involve all participants and their students in the follow-up evaluation conducted 9-12 months after the end of the SCOOC. It is, therefore, not possible to make any conclusions on improved student learning. More direct assessment tools (such as interviews, school reports...) should be used to investigate the hidden parts of teachers' implementation impact on improved student learning. This assessment should be based on the students' perspectives and their actual learning outcomes over longer periods of time.

Finally, as this study was not longitudinal, it is possible that teachers' changes in instruction may have been misrepresented, or at least not fully captured. Further extensive research would be needed to explore this. The wording of the test items, guided by Byram's (1997) assessment objectives, could have confused the respondents as well.

8.3 Design Considerations for a SCOOC for Networked Professional Learning in Intercultural Language Teaching and Learning

The empirical findings of this study contribute to a better understanding of the design and implementation of a SCOOC for networked professional learning in intercultural language education. One of the main reasons for unsatisfactory online TPD experience is poor course design (Herbert, 2006); thus, it is important to have some design considerations in mind. Guskey (2009) suggests that designers should better work with a 'collection of core elements' (p.231) based on research instead of trying to compile a definitive list of professional development 'best practices' (p.231). One size definitely does not fit all in professional learning and 'there is no single best way to design instruction' (Morrison et al., 2011, p.12). However, the evidence on the SCOOC effectiveness and drawbacks in this study suggest the following design considerations for future SCOOC for networked professional learning in intercultural language teaching and learning:

8.3.1 Design consideration one: Using stimulus materials and peer learning as the main learning resources to facilitate online intercultural exchange activities

The research findings suggested that learning and knowledge rest in a diversity of opinions (Siemens, 2005) and may also reside in non-human appliances such as learning materials or the postings. Therefore, stimulus learning materials rather than long reading lists should be used to initiate discussions and provide opportunities for participants to learn from each other. The stimulus learning materials should appear in various forms (e.g., videos, articles, problem-solving vignettes, case

studies...) to accommodate participants' diverse learning styles and interests. Also, each course module should have at least two different discussion forums to generate meaningful discussions and avoid repetition of ideas from peers. There should not be more than 30 posts for each forum so that participants can interact more through their comments on their peers' postings. Moreover, online registration should be open for global participants from diverse cultural and linguistic backgrounds but with strict authentication rules. Additionally, to enable effective peer learning, online intercultural exchange activities should be divided into different types: to exchange cultural information, to compare and contrast one's own culture with the others, and to create some collaborative products for culture teaching. This means each participant becomes an expert in providing reliable information on their cultural beliefs or practices to support the cultural learning of the others.

8.3.2 Design consideration two: Facilitating participants' acquisition of content knowledge and pedagogical content knowledge to make professional learning applicable and relevant to participants' teaching practice

What participants learn from their professional learning experience should be useful, relevant and applicable for making changes in their teaching practice. As there have been no standard strategies to support this design feature, some are suggested here for a SCOOC design. Firstly, needs analysis should be done before the course design to accommodate participants' needs, interests, motives, backgrounds, and skills. Secondly, learning materials should be aligned with

learning objectives, and assessment. The learning activities should activate participants' prior teaching experience and knowledge. Moreover, intercultural teaching techniques or pedagogical skills should be embedded in the design of professional learning activities to illustrate their actual use in practice. Finally, if possible, each module should have a separate discussion forum on teaching techniques and teaching ideas that can be applied for teaching practice.

8.3.3 Design consideration three: Enhancing connections in self-directed and autonomous learning environments

Participants' high satisfaction with the online delivery format via such an informal learning mode as Facebook and a formalised professional development structure of a SCOOC confirmed the importance of having various learning modes to substantially support participants' diverse connections. Networked learning in its loose form can be disruptive to formalised structures of educational institutions (Dron & Anderson, 2014, P.131); however, this study found that Facebook, a form of networked learning, was the most favourite medium. Therefore, two strategies are suggested to accommodate this design feature three. First of all, networked professional learning should include a variety of learning modes. Informal learning via social networks (e.g., Facebook, Twitter...) should be used to supplement formal learning mode in the formal structure of a traditional online professional learning course and facilitate connections and collaboration among participants. Secondly, task types (e.g., collaborative work, self-paced task...) should be varied to allow participants to personalise their own learning journeys. Participants should be able

to choose how, when, where, what and with whom they like to learn as long as they still aim for the target learning outcomes.

8.3.4 Design consideration four: Providing sufficient time duration and learning span for task completion

This design principle was found to significantly affect the retention rate and participants' satisfaction in the SCOOC. To carry out this design, time and space need to be built directly and sufficiently into each module to allow teachers to professionally support each other and sustain their learning in their busy working and personal schedules. Professional learning activities should include 20 hours or more of study time (Desimone, 2009); however, if following three different telecollaboration stages, SCOOC designers should not estimate the same amount of time for various module tasks. Also, moderators and course designers should provide appropriate learning pacing although participants are allowed to follow their own learning paths (Vigentini & Clayphan, 2015).

8.3.5 Design consideration five: Employing a mixture of instructional strategies and technologies to provide well-structured support for active learning

The findings of this study confirmed that a mixture of instructional strategies and technologies is more suitable for the design of a SCOOC than a one-size-fits-all strategy. To effectively use this design feature in a SCOOC, some strategies should be considered. First of all, the task-based learning approach should be used to keep track of participants' preferred learning styles, either collaboration

or self-paced/personalised learning. Second, different forms of technical and learner support such as email, forums, social network group etc. should be used to sustain participants' interactions and collaboration. The next strategy should be the inclusion of clearly written task requirements on a separate page of each SCOOC module to direct participants' achievement of the target learning outcomes. Course administration or moderators should also send email and Facebook reminders of the task requirements and deadlines frequently to keep participants on track. Finally, many technological tools for collaboration (with video tutorials) should be included right in the course website to technically assist and show participants how to connect and develop their learning networks and connections with other teachers.

8.3.6 Design consideration six: Learners and moderators are co-learners in an open and engaging learning environment

This design feature is generated from one of the networked learning principles. To support this feature in the SCOOC design, I suggest the following strategies. First, the co-creation of knowledge through peer discussions should be highly fostered throughout the SCOOC. Moderators should motivate participants to actively participate and contribute to make the discussion forums more self-regulated. Additionally, moderators' support and proper moderation should be maintained in time and in need although moderators do not act as lecturers for knowledge transmission. Also, moderators should nurture a non-directive attitude. As suggested by Pelz (2010, p.44), moderators should facilitate discussions among participants by (a) encouraging, acknowledging and reinforcing participants'

contributions; (b) setting a climate for learning; (b) drawing in participants/ prompting discussion; (d) assessing the efficacy of the process. Moderators should use various strategies, such as searching for spontaneous exchanges, asking participants the right and critical questions and responding to their answers, helping with technical problems, and building trust to create the feeling of belonging for participants. Coaching is a powerful mechanism for teacher learning (Desimone & Pak, 2017). Moreover, there should be a group of moderators so that responsibilities can be shared in co-building and stimulating networked learning for all participants.

8.3.7 Design consideration seven: Sustaining networked learning over time with opportunities for collaboration and follow-up implementation through collective participation

Supporting networked learning through collaboration and implementation can generate meaningful networked professional learning outcomes and create positive impacts on student learning. However, simply asking participants to do compulsory collaborative work and follow-up implementation will increase the drop-out rates. If participants are not supported or interested enough, they will not collaborate for task completion or implement what they have learned in their teaching practice.

There are some ways to productively support and meaningfully engage participants in active networked learning. Firstly, the SCOOC designer should include compulsory tasks for collaboration but with sufficient support for connecting or matching participants with similar attributes if needed. Also, teacher-

participants should be encouraged to implement what they have learned into practice right after each module if possible and then report the learning outcomes for peer assessment or feedback. Finally, apprenticeship models should be developed so that less experienced teacher-participants are mentored or coached with the guidance of moderators or those who have already implemented intercultural language teaching and learning in practice.

8.4 Implications of the Study

First of all, the SCOOC innovation, with its limitations, could be replicated or adjusted for effective online teacher professional learning, especially in the complex area of intercultural language education. However, teachers' IC development and their changes in IC teaching self-efficacy beliefs during the innovation may not lead to instructional changes in practice or create positive impact on student learning due to contextual factors. To support the implementation process in practice, there should be sweeping changes in language education policies, the assumption of greater risk and sufficient support for teacher professional development.

Moreover, this research challenges some pre-existing views on how we should orchestrate networked professional learning. Operating around three main concepts of connections, collaboration, and personalisation in a formal course structure, networked learning in this SCOOC innovation suggests that connectivism and networked learning can inform each other. While networked learning created connections, connectivism principles used in this SCOOC facilitated personalised learning or personalisation. However, the collaboration failure in the SCOOC of this

study challenges the common beliefs around the need for strong ties of networks and tightly knitted communities for collaboration. The findings showed that personalisation and connections coexisted in the networked professional learning environment of the SCOOC. On the one hand, despite the limited space for collaboration, participants could still develop connections through interactions with peers, moderators and learning materials. On the other hand, even when participants developed connections or had strong ties in the learning networks, some did not collaborate due to personal and contextual factors. These findings indicate that effective networked professional learning does not need to focus solely on developing only strong ties to trigger collaborative learning. Instead, networked professional learning can foster personalised learning activities and weak ties through the communication with non-human appliances such as learning materials or postings in the discussion forums. Weller (2007) has noted that personalisation can be interpreted as either the personalisation of information or the personalisation of tools and services (p. 111). It is the second view that links to the suggestion that design needs to consider the institutional and infrastructural level.

Additionally, the findings of this study are original and timely in the needs for online professional learning innovations on the global scale of delivery. The study presents the possibility of using SCOOCs as a MOOCs-like alternative that can effectively and globally accommodate teacher professional development. The findings reconfirm the fact that networked professional learning is not necessarily limited to informal professional development via online social networks such as Facebook or Twitter. Networked learning can occur with the combined design of

both formal course structure and non-formal or less structured learning modes. Taking into account global participants' different viewpoints in a range of tertiary education settings, the study provides evidence of high retention and satisfaction rates, while positioning this innovation in contradiction to MOOCs practices (*as discussed in Chapter Two*). Creating such an open networked learning environment in the formal structure of an online course has challenged the bounded notions of professional practice and the loose ties of networks in informal social networks (where connections do not often lead to professional development of specific areas).

From a networked learning and connectivist perspective, this research significantly contributes to the practical application and further development of online professional learning innovations in the area of intercultural language teaching and learning. The implementation of the SCOOC of this study in practice can foster quality networked intercultural learning through global connections, peer learning, and dialogues across cultures. Hence the evidence-based study confirms the effectiveness of a SCOOC as an innovation for networked professional learning in intercultural language teaching and learning.

8.5 Implications for the Design of Networked Intercultural Language Teaching and Learning

This study contributes to existing knowledge of intercultural language teaching and learning (ILTL, the term used by Liddicoat & Scarino, 2013) by suggesting a new term of *networked intercultural language teaching and learning*. This term describes the type of online teacher professional development that utilises networked learning opportunities for developing interculturality in language

education. ILTL can be effectively facilitated in networked learning environments that support both weak and strong ties of networks for effective connections and personalisation. Participants of the *networked intercultural language teaching and learning* can develop their content knowledge of IC in tandem with their pedagogical content knowledge or IC teaching skills. The acquisition of these learning outcomes can be attributed to the interactions with both humans and non-human appliances (e.g., learning materials, discussion posts and comments...).

The design of a *networked intercultural language teaching and learning* environment should consider the following factors to gain participants' high satisfaction and high retention rate. These factors evolved around the three concepts of connections, personalisation and telecollaboration. An effective *networked intercultural language teaching and learning* environment should facilitate the active interactions among peers from diverse cultural backgrounds (*connections via human resources*), include practical and applicable learning resources (*connections via non-human resources*), utilise various learning modes and options to serve individuals' preferred and autonomous ways for task completion (*personalisation*), and professionally organise the course content to support meaningful collaboration (in three *telecollaboration* stages). The first two factors indicate a networked learning principle which is promoting connections between a learning community and its learning resources (Goodyear et al., 2004), and a connectivism principle on the learning distribution across human and non-human resources (Siemens, 2005). The third factor – a variety of learning modes and options for task completion – allows participants to personalise their learning journeys. Notably, although only some

respondents of the reflections claimed the causal relationship between their retention and the content organisation, 88%-94% of respondents rated the content organisation as 'excellent' and 'good' in the online evaluation forms. This finding showed the effectiveness of *telecollaboration* in the course content organisation. Using *telecollaboration* framework in the design of learning activities needs careful adjustments (and support types such as coaching or peer support) to facilitate participants' collaboration, but this framework can be used effectively for content organisation. As the SCOOC in this study was primarily grounded in the three concepts of *connections*, *personalisation*, and *telecollaboration*, the findings suggest the combined design and enactment of them for effective networked intercultural language teaching and learning.

8.6 Suggestions for Future Research

There are some areas that can be further developed in future research. Firstly, another study can be conducted to solely explore the relationship between teachers' increased IC teaching self-efficacy beliefs and student learning outcomes. A growing body of literature reveals that a high level of teachers' self-efficacy can lead to improved student outcomes (Bruce et al., 2010; Goddard, Hoy, & Hoy, 2004; Ingvarson, Meiers, & Beavis, 2005; Tschannen-Moran & Hoy, 2001). Future studies should locate this issue in teacher professional development in intercultural language education. Moreover, this study on SCOOC effectiveness for networked professional learning, being the first of its kind, is complex in its design. Future SCOOCs can be built upon the avoidance of the design drawbacks found in this study and based on the suggested design features in section 8.3. Given the plethora

of emerging web applications and alternative delivery methods for professional learning, future research should examine the SCOOC application in other research settings to suggest more generic design principles. Lee and Choi (2011) suggest providing quality course activities and well-structured supports to reduce the drop-out rates; it is important, therefore, to explore other types of professional development in other disciplines that can be supported by the SCOOC format.

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APPENDICES

Chapter 3:

- Appendix 3A – Informed consent form; registration form, and needs analysis questionnaire
- Appendix 3B – Online questionnaire (Pre-test and Post-test)
- Appendix 3C - Online reflections 1-3
- Appendix 3D - Online reflections 4-5
- Appendix 3E – Follow-up email survey
- Appendix 3F - A sample of qualitative data analysis in NVivo (Participants' levels of use in the follow-up email survey)
- Appendix 3G – A sample of learning analytics in Moodle (Total views of the IDELT course pages)
- Appendix 3H - ANU Human Ethics approval letter
- Appendix 3I - Participant information sheet

Chapter 4:

- Appendix 4A – IDELT course outline
- Appendix 4B₁₋₇ - Documents that supported 14 Tasks in the Analysis Stage

Chapter 6:

- Appendix 6A - Normality tests of the post-test and pre-test score differences
- Appendix 6B - Cronbach's Alpha
- Appendix 6C - Regression analysis results (IC and IC teaching with 10 socio-demographic variables)
- Appendix 6D - Paired t-test results (Part 1 Questionnaire)
- Appendix 6E - Paired t-test results (Part 2 online Questionnaire)

APPENDIX 3A

Informed consent form; Interest registration form and Needs analysis survey

Informed consent form

I have read and understood the Information Sheet you have given me about this research project, and I have had any questions and concerns about the online project addressed to my satisfaction.

Yes No

I agree to participate in the research. Specifically, I agree to do the pre-test, the post-test, the reflections, and the online activities as scheduled in the online course, with the right to withdraw this permission at any time.

Yes No

I agree to have quotes from my test results, forum postings and reflection papers being identified in the following ways:

- * My full name (only for quotes that I subsequently approve) Yes No
- * A Pseudonym (for quotes that are de-identified) Yes No
- * Complete confidentiality requested Yes No

Please proceed to the next page for the online Interest Expression Form

Interest Registration Form (Questions marked * are mandatory)

Q1.* First name:

Q2.* Family name (Surname or last name):

Q3.* Name for certificate:

Q4.* Gender (F for female; M for male):

Q5.* Home country (Where you grew up):

Q6.* First (mother) language:

Q7.* Email address (Work email address from your current institution is preferred):

Q8. Skype ID and/or phone numbers (with country code):

Q9.* Current (or most recent) workplace:

Please identify ALL that apply to you NOW or in the past year.

- Technical or vocational training institute
- Community College
- College (incl. teacher training college)
- University
- English teacher training centre or professional development centre
- English language centre (ESL programs or ELICOS)
- Other (Please comment below)

Comments

Q10.* Overall English teaching experience:

Please tell us here about your teaching experience. For example, are you teaching or tutoring English as a second or foreign language (ESL/EFL) now? What focus does (or did) your teaching have (e.g. ESL/EFL sub-skills, standardized tests, proficiency levels)? How long have you been teaching or tutoring ESL/EFL learners? What are your greatest challenges in teaching?

Section 2. Needs Analysis (Questions marked * are mandatory)

Q11. Topics of interest:

*

Please identify ALL that apply to you.

- 1. Cultural stereotypes
- 2. Cultural taboos
- 3. Cultural references that made confusion in intercultural communication
- 4. Basic social distinctions across cultures
- 5. Differences and similarities in time and space values across cultures (e.g. lateness, personal space)
- 6. Non-verbal communication (e.g. paralanguage, body language...)
- 7. How to pronounce some common names across countries
- 8. Culturally appropriate greetings in different cultures
- 9. Inappropriate behaviours in classroom (teachers' expectations, plagiarism, perceptions of "class participation" and "good students", etc.)
- 10. Differences and similarities in name orders across cultures
- 11. Politeness strategies in emails
- 12. Directness and indirectness in communication
- 13. Rules of formality and informality and when to apply these rules
- 14. Identities
- 15. Others (Please comment below)

Comments

Q12. Preferred kind of technical support:

*

Please identify ALL that apply to you.

- 1. A contact person with email or Skype ID available on the class website
- 2. Short tutorial videos of new technologies
- 3. A discussion forum to ask for help or discuss the technological problems
- 4. No technical support

- 1. Yes, face to face
- 2. Yes, online
- 3. No

Q16.*

Reasons for your participation in this online course:
Please identify ALL that apply to you.

- 1. To receive a professional development certificate from the Australian National University Centre for Higher Education, Learning and Teaching
- 2. To learn how to communicate with people from other cultures appropriately and effectively
- 3. To network with EFL/ESL teachers from other countries
- 4. To get pedagogical knowledge about teaching cultures in language lessons
- 5. To obtain e-literacies for online teaching
- 6. I am just curious.
- 7. To experience an online course for the first time
- 8. To develop my English proficiency level
- 9. To align with my career goals
- 10. Others (Please comment below)

Comments

Q17.*

Participating in this online course requires you to complete 10 task-based activities within 5-8 weeks, starting from August 2015. Can you commit fully to this course?

Comments

APPENDIX 3B

Online questionnaire (Pre-test and post-test)

1/ What is your email address? Please type it in the box below to enter the IDELT Survey.

PART 1A:

In thinking about people of other cultures with whom you are in contact, please rate each of the following statements in terms of the extent to which you agree or disagree with. Please make ONE choice only per statement.

There are no right or wrong answers for these statements. Your honesty in answering these questions is highly appreciated as it will improve the quality of the research and your understanding of your own intercultural competence.

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-------------------------------------|-----------------------|-----------------------|
| 1. What I learn from media is not enough for me to communicate effectively with people I know from other cultures. I am curious about these people's experiences of daily life in areas that are not usually shown through normal media. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I do not think the outsiders (people I know from other cultures) understand common cultural practices and products in my culture the same as I do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I am open to ask people from other cultures about their views or judgements on cultural products and practices in my culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I question the dominant values and assumptions about life that I have learned in my own culture when I encounter new ones from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I am aware of the behaviours that are expected from people of other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I try to become involved with conventions and rites of verbal and non-verbal communication from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Being linguistically competent in English is not a privilege that can help me cope with conflicts and ambiguous cultural situations in my communication with people from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I do not see a person from another country as a representative of his or her people. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PART 1B:

*In thinking about people of other cultures with whom you are in contact, please rate each of the following statements in terms of the extent to which you agree or disagree with. Please make **ONE** choice only per statement.*

There are no right or wrong answers for these statements. Your honesty in answering these questions is highly appreciated as it will improve the quality of the research and your understanding of your own intercultural competence.

| | Strongly agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| 9. I know major historical and contemporary relationships between my own country and the countries of people I know. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I have knowledge of the levels of formality, conventions of non-verbal and verbal behaviours and common beliefs of people I know from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I know a great deal about my own culture and national memories and can use them in my communication with people from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. I do not assume that the national definitions of space and time; social events; and markers of national identities are better in English-speaking countries. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. I think social distinctions (i.e., social class, ethnicity, gender...) and their principal markers (i.e., clothing, food, language variety, non-verbal behavior, rites of passage, modes and processes of socialization) in my own country are not the same as those in other countries. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. I know the common types of misunderstanding that occur between communicators of different cultural origins. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PART 1C:

*In thinking about people of other cultures with whom you are in contact, please rate each of the following statements in terms of the extent to which you agree or disagree with. Please make **ONE** choice only per statement.*

There are no right or wrong answers for these statements. Your honesty in answering these questions is highly appreciated as it will improve the quality of the research and your understanding of your own intercultural competence.

| | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 15. I am able to identify ethnocentric perspectives in a document or an event (i.e., from the media, in a political speech) of some other cultures and explain their origins. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I am able to identify ethnocentric perspectives in a document or an event (i.e., from the media, in a political speech) of some other cultures but CANNOT explain their origins. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I can find common ground and acknowledge the differences in my communication with people from different cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I am capable of identifying over-generalization and mistaken assumptions (about representatives of views expressed) in my interaction with people from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I am able to explain sources of misconceptions and misunderstanding between people of different cultures by thinking about the different cultural systems involved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. I am able to mediate between people of different cultures if they have conflicting ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PART 1D:

*In thinking about people of other cultures with whom you are in contact, please rate each of the following statements in terms of the extent to which you agree or disagree with. Please make **ONE** choice only per statement.*

There are no right or wrong answers for these statements. Your honesty in answering these questions is highly appreciated as it will improve the quality of the research and your understanding of your own intercultural competence.

| | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 21. I have the ability to elicit from other people some common values in their cultures so that I can use these to understand other values or concepts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. I am able to identify significant references within and across different cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. I often try to elicit different interpretations and connotations to establish relationships of similarity and difference between people of different cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. I often use many different sources to understand the contemporary, historical, political, economic and social relationships between my own culture and the other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. I combine my knowledge, skills and attitudes to avoid problems in interactions with people from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. When I have conflicts with people from other cultures, I can use in real-time knowledge, skills and attitudes to resolve those conflicts to the mutual satisfaction, without disrupting interactions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PART 1E:

*In thinking about people of other cultures with whom you are in contact, please rate each of the following statements in terms of the extent to which you agree or disagree with. Please make **ONE** choice only per statement.*

There are no right or wrong answers for these statements. Your honesty in answering these questions is highly appreciated as it will improve the quality of the research and your understanding of your own intercultural competence.

| | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 27. I understand both explicit and implicit values in documents and events in my own culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. I understand both explicit and implicit values in documents and events of other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. I have my own ideological perspectives and values. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. I evaluate documents or information received from other people with explicit reference to my own perspectives and values. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. When I hear people speaking a foreign language poorly with their strong regional accents, I believe that they are less capable of doing other things than I would expect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I can easily establish common criteria of evaluation (of documents, events or information received) with people from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. I find it easier to establish close relationship with people from my country than those from other countries. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. When my beliefs and values cause conflicts with people from other cultures, I am able to use my skills and knowledge to negotiate agreement on places of conflict. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PART 2:

Please think about your teaching of intercultural dimensions in an ESL/EFL classroom as you read each of the following statements. Then please rate each statement in terms of the following extents:

A = I do not believe I could do this very well.

B = I could probably do this if I had to, but it would be difficult for me.

C = I believe that I could do this reasonably well, if I had time to prepare.

D = I am quite confident that this would be easy for me to do.

There are no right or wrong answers, so please be honest, as it will improve the quality of the research and your understanding of your own teaching abilities. Please make ONE choice per statement.

Note: *ESL/EFL = English as a second language/ English as a foreign language*

| | I do not believe I could do this very well. | I could probably do this if I had to, but it would be difficult for me. | I believe that I could do this reasonably well if I had time to prepare. | I am quite confident that this would be easy for me to do. |
|--|---|---|--|--|
| 1. Through my English language lessons I am confident in helping ESL/EFL students become self-aware, reflective and have a readiness to accept or adapt to cultural differences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I am able to teach the intercultural dimensions of English language even when students possess a very low level of proficiency in English language. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I am able to prepare students for interaction with people of other cultures even when I have never left my country. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I am able to help students see that intercultural interaction is an enriching experience (not a nightmare). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I am able to adapt instructional methods to meet the needs of learners from diverse backgrounds. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I am able to move beyond providing cultural facts of other countries such as food, clothes, daily life activities and so on in my ESL/EFL class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I am capable of developing supplementary ESL/EFL materials that help me teach language and culture in an integrated way. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I am able to select ESL/EFL materials from different origins with different perspectives so that my students can compare and analyse the materials critically. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. I know how to analyze or evaluate instructional materials for potential stereotypical and/or prejudicial content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I am able to use diverse teaching techniques to make learners aware of the implicit cultural values and meanings in their learning materials. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I am able to plan instructional activities that help learners learn as much from each other as from the teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. I am able to plan classroom activities that help students use their background knowledge to compare their own cultural context with the unfamiliar contexts to which language learning introduces them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. I am able to design activities that enable students to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. I am able to use various assessment methods to encourage my students' awareness of their own cultural identities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. I am able to use assessment methods to help students realise that these abilities are acquired in many different circumstances inside and outside the English language classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I am able to help my ESL/EFL students understand that a non-native speaker inferiority complex is only the result of misunderstanding and prejudice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. In my ESL/EFL class, I prepare my students for real-life intercultural communication but do not train them to become native-like. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. Please drag and drop ALL items into two columns to indicate your abilities in using cultural teaching techniques in an ESL/EFL classroom.

| Items | I am able to (use) | I am NOT able to (use) |
|---|--------------------|------------------------|
| a. Cultural critical incidents | | |
| b. Cultural assimilators | | |
| c. Cultural autobiography | | |
| d. Cultural capsules | | |
| e. Authentic videos, visuals and media | | |
| f. Reflective practice | | |
| g. Role Plays or simulations | | |
| h. Sitcoms | | |
| i. Advertisements | | |
| j. Proverbs | | |
| k. Articles, statements and other types of documents | | |
| l. Interviews | | |
| m. Guest speakers | | |
| n. Create a website or a blog about a culture or a specific cultural practice | | |
| o. Plan a lesson to teach culture | | |

Part III: Personal Background

1. What is your age group?
 - a. Under 25
 - b. 25-35
 - c. 36-45
 - d. Over 45
2. What is your gender?
 - a. Male
 - b. Female
3. How do you classify yourself?
 - a. A speaker of English as a native language
 - b. A speaker of English as a second language
 - c. A speaker of English as a foreign language
4. Where is your home country (Where you grew up between years 0 and 18)? Please indicate ALL that apply to you.
 - a. Vietnam
 - b. Chile
 - c. Australia
 - d. The U.S
 - e. Indonesia
 - f. United Kingdom
 - g. New Zealand
 - h. The Philippines
 - i. South Africa
 - j. Pakistan
 - k. Other. Please specify: _____
5. How long have you approximately been overseas in total (including the time for travelling, working and studying)?
 - a. Never
 - b. Less than 1 year
 - c. 1-5 years
 - d. More than 5 years
6. How many foreign countries have you visited or lived in?
_____ Numbers of countries
7. What is your highest professional qualification in teaching English?
 - a. Doctorate degree
 - b. Master's degree
 - c. Postgraduate/TESOL diploma
 - d. Bachelor's degree
 - e. Others. Please specify: _____

8. How long have you been teaching English?
- Less than 5 years
 - 6-10 years
 - 11-15 years
 - 16-20 years
 - More than 20 years
9. What have you been teaching? Please indicate ALL that apply to you.
- General English skills (e.g. English preparation for international students, English for Children and English preparation for international tests such as IELTS, TOEFL, PET, KET, GMAT, GRE, TOEIC...)
 - English-majored courses for pre-service teachers of English
 - Professional development courses or continuing education courses for in-service teachers of English
 - English for Specific Purposes
 - Others. Please specify: _____
10. At what types of educational institutions are you teaching English? Please indicate ALL that apply to you.
- Technical or Vocational training institute
 - Community college
 - College (incl. Teacher education college)
 - University
 - (Regional) English teacher training or professional development center
 - English as a second language language centre (incl. ELICOS)
 - Others. Please specify: _____
11. How often do you interact with people (including friends, students, colleagues, partners...) from other countries/ cultures (both online and in person)?
- Never
 - Less than Once a Month
 - Once a Month
 - 2-3 Times a Month
 - Once a Week
 - 2-3 Times a Week
 - Daily
12. Have you previously had any training on intercultural communication or intercultural competence development?
- Yes. Face to face
 - Yes. Online
 - Yes. Both a and b
 - No

APPENDIX 3C

Questions for Reflections 1-3

- Q1. What is your email address?
- Q2. Effectiveness of the delivery format
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement
- Q3. Organization of content
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement
- Q4. Pace of the modules
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement
- Q5. Usefulness of stimulus materials for task completion
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement
- Q6. Clarity of task requirements or directions
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement
- Q7. Usefulness of online discussions
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement
- Q8. Appropriateness of learning activities
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement
- Q9. Technical support
 - a. Excellent
 - b. Good
 - c. Average
 - d. Needs improvement

- Q10. Relevance to my intercultural competence development
- Excellent
 - Good
 - Average
 - Needs improvement
- Q11. Applicability for my culture teaching
- Excellent
 - Good
 - Average
 - Needs improvement
- Q12. My overall satisfaction with these two modules (1 & 2)
- Excellent
 - Good
 - Average
 - Needs improvement
- Q13. Did you collaborate or interact with other participants (e.g. commenting, replying to a comment, or sharing resources...)?
- Yes, with many (>3)
 - Yes, with a few (1-3)
 - No
- Q14. How many hours (approximately) did you spend in total on these two modules?
- Less than 1 hour
 - 1-2 hours
 - 3-5 hours
 - 6-8 hours
 - More than 8 hours
- Q15. Please write your personal reflection (about 200-500 words) based on the following question(s):
- How satisfied were you with your effort in the modules?
 - What have you learned from these two modules or from the other IDELT participants? Do you think you can apply or modify any of these activities, techniques or resources for your teaching contexts?
 - What do you like the most about these two modules? Do you have any suggestion for the area(s) that should be improved in these two modules?

APPENDIX 3D

Questions for Reflections 4-5

- Q1. What is your email address?
- Q2. Effectiveness of the delivery format
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q3. Organization of content
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q4. Pace of the modules
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q5. Usefulness of learning materials (stimulus materials and resources) for task completion
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q6. Clarity of task requirements or directions
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q7. Usefulness of online discussions
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q8. Appropriateness of learning activities
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement

- Q9. Technical support
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q10. Relevance to my intercultural competence development
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q11. Applicability for my culture teaching
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q12. My overall satisfaction with these two modules (1 & 2)
- e. Excellent
 - f. Good
 - g. Average
 - h. Needs improvement
- Q13. Did you work collaboratively with other IDELT participants for your task completion?
- d. Yes
 - e. No
- Q14. If you worked collaboratively, how did you and your IDELT partner(s) first contact each other? (Skip this question if you worked in your own to complete Tasks 7-8)
- a. We contacted each other via Facebook.
 - b. We sent messages via the IDELT profile page(s).
 - c. We used the WIKI page in the IDELT course.
 - d. We used the Chat Room in the IDELT course site.
 - e. Others. Please specify:
- Q15. Which technologies did you use when working collaboratively with other IDELT partner(s)?
(Skip this question if you worked in your own to complete Tasks 7-8)
- a. Skype
 - b. Email
 - c. Google Docs
 - d. Facebook
 - e. IDELT Message (in the profile page)
 - f. Others. Please specify:

Q16. How many hours (approximately) did you spend in total on these two modules?

- f. Less than 1 hour
- g. 1-2 hours
- h. 3-5 hours
- i. 6-8 hours
- j. More than 8 hours

Q17. Please write your personal reflection (about 200-500 words) based on the following question(s):

a. How satisfied were you with your effort in the modules?

b. What have you learned from these two modules or from the other IDELT participants? These modules aim to develop the intercultural competence of English language teachers (not for language students) and hence did not include language-focused activities or goals for language proficiency development. In the "Resources" section, there are some lesson plans, links or class activities that can be directly applied for a language class but may not be suitable for your teaching contexts. Do you think you can add in any language activities/goals or modify any of the module activities, techniques or resources for your teaching contexts? What techniques have you learned to integrate culture into your language lessons?

c. According to Michael Byram (1997), there are 5 principles of intercultural competence: attitudes, knowledge, skills of interacting and relating, skills of discovery and interaction, and critical cultural awareness. Which principle(s) do you think that you have improved in Modules 7-8?

d. What do you like the most about these two modules 7 & 8? Do you have any suggestion for the area(s) that should be improved in these two modules?

APPENDIX 3E

Follow-up Email Survey (9-12 months after the IDELT course)

Dear participant,

Thank you very much for your participation in this post-IDELT survey!

This survey focuses on your experience of the Intercultural Dimensions of English Language Teaching (IDELT) course and your implementation of its knowledge and skills in your teaching practice. You are invited to take this survey because you participated in the IDELT course in 2015. Your contribution is highly important for the success of this study.

This survey includes two main parts. Part One includes 9-12 questions about your IDELT experience and implementation. Part Two has 8 questions on your socio-demographics. It should take you about 20 minutes to complete this survey.

Participation in this survey is entirely voluntary and anonymous. All your responses will be treated in confidence.

This survey is being conducted by Nguyen Bui, a PhD student of the Australian National University. If you have any other questions, please feel free to contact Nguyen Bui at [REDACTED]

Thank you very much for your time and cooperation!

The ethical aspects of this research (ANU Human Research Ethics Protocol 2014/789) have been approved by the ANU Human Research Ethics Committee. If you have any concerns or complaints about how this research has been conducted, please contact:

*The Ethics Manager,
The ANU Human Research Ethics Committee
The Australian National University
Telephone: +61 2 6125 3427
Email: Human.Ethics.Officer@anu.edu.au*

Participant consent declaration

I have read and understood the Participant Information Sheet which has been emailed to me before this survey, and I have had any questions and concerns about the online project addressed to my satisfaction.

I understand that participation in this survey is voluntary and anonymous; and, that my real name will not be identified in any reporting of the research results. By logging into this website and completing the survey, I agree to my responses being used for the research purposes.

I agree to participate

FOLLOW-UP SURVEY QUESTIONS

PART I: Participants' Feedback

1. How did you complete the Intercultural Dimensions of English Language Teaching (IDELT) course?
 - a. I completed all ten modules. (1)
 - b. I dropped out after completing Modules 7-8. (2)
 - c. I dropped out after completing Modules 5-6. (3)
 - d. I dropped out after completing Modules 3-4. (4)
 - e. I dropped out after completing Modules 1-2. (5)
 - f. I did not complete any module. (6)

Branching: Display Question 2a:

If 2/ How did you complete the IDELT course? b. I dropped out after completing Modules 7-8. Is Selected

Or 2/ How did you complete the IDELT course? c. I dropped out after completing Modules 5-6. Is Selected

Or 2/ How did you complete the IDELT course? d. I dropped out after completing Modules 3-4. Is Selected

Or 2/ How did you complete the IDELT course? e. I dropped out after completing Modules 1-2. Is Selected

Or 2/ How did you complete the IDELT course? f. I did not complete any modules. Is Selected

2a. If you did not complete all IDELT course modules, please state ALL reasons:

- a. The course was not well moderated. (1)
- b. The course content was not interesting. (2)
- c. The course structure was hard to follow. (3)
- d. The course was too long with too many modules. (4)
- e. There was not enough time to complete module tasks. (5)
- f. The module tasks were difficult. (6)
- g. I could not find a suitable IDELT partner to do collaborative tasks. (7)
- h. Technological difficulties (8)
- i. Different time zones (9)
- j. I was too busy with tight schedule at work. (10)
- k. Other reasons (11) _____

Branching: Display Question 2b:

If 1. How did you complete the IDELT course? b. I dropped out after completing Modules 7-8. Is Selected

Or 1. How did you complete the IDELT course? c. I dropped out after completing Modules 5-6. Is Selected

Or 1. How did you complete the IDELT course? d. I dropped out after completing Modules 3-4. Is Selected

Or 1. How did you complete the IDELT course? e. I dropped out after completing Modules 1-2. Is Selected

Or 1. How did you complete the IDELT course? f. I did not complete any modules. Is Selected

2b. Would you take the IDELT course again? Why or why not?

Branching: Display Question 2:

If 1. How did you complete the IDELT course? a. I completed all ten. Is Selected

2. What motivated you to complete all IDELT course modules?

3. Have you applied anything that you learned in the IDELT modules into your teaching practice? Why or why not?

a. Yes (1)

b. No (2) _____

Branching: Display Question 3a:

If 3. Have you applied anything that you learned in the IDELT modules to your teaching practice? Why or why not? a. Yes. Is Selected

3a. Did you receive any organizational support to implement what you have learned from the IDELT course? If yes, what form did the support take?

Branching: Display Question 3b:

If 3. Have you applied anything that you learned in the IDELT modules to your teaching practice? Why or why not? a. Yes. Is Selected

3b. Think about what you have applied from the IDELT course (e.g. IDELT content, discussion topics, course structure, intercultural teaching techniques, technologies...) into your teaching contexts. Please give some examples to illustrate your answer.

Branching: Display Question 3c:

If 3. Have you applied anything that you learned in the IDELT modules to your teaching practice? Why or why not? a. Yes. Is Selected

3c. What were the reactions of your students or colleagues to your IDELT implementation?

Branching: Display Question 3d:

If 3. Have you applied anything that you learned in the IDELT modules to your teaching practice? Why or why not? a. Yes. Is Selected

3d. Has your intercultural language teaching changed since your IDELT participation? If yes, how has it changed? Please provide some examples to clarify your answer.

4. At what stage of the implementation do you think you are?
 - a. Non-use (Have little or no knowledge and skills for the implementation; no involvement with it; no effort toward becoming involved) (1)
 - b. Orientation (Have acquired information for the implementation; have explored its values and its requirements; but have not implemented) (2)
 - c. Preparation (Being prepared for the first implementation) (3)
 - d. Mechanical use (Focus most effort on the short-term, day-to-day, and superficial implementation but with little time for reflection) (4)
 - e. Routine use (Establish regular pattern of implementation; little preparation or thought for improving the ongoing implementation and its consequences) (5)
 - f. Refinement (Vary implementation depending on context; the variations are based on knowledge of both short and long-term consequences for students) (6)
 - g. Integration (Coordinate implementation with colleagues to gain greater impact) (7)
 - h. Renewal (Re-evaluate quality of implementation and modify to increase impact) (8)

5. Did you interact (e.g., comment or reply to comment) or collaborate with other participants (for task completion) in the IDELT course? If yes, how useful was the experience to the development of your intercultural competence or intercultural language teaching? Was there any problem? Please elaborate on your answer.

6. Have you ever told your colleague(s) about the IDELT course? If yes, what have you told them?

7. Do you have any suggestions for the next IDELT course?

8. Do you have any additional comments?

PART II: Background Information

1. What is your age group?
 - a. Under 25 (1)
 - b. 25-35 (2)
 - c. 36-45 (3)
 - d. Over 45 (4)
2. What is your gender?
 - a. Female (1)
 - b. Male (2)
 - c. Prefer not to say (3)

3. How do you classify yourself?
 - a. A speaker of English as a foreign language (1)
 - b. A speaker of English as a second language (2)
 - c. A native-speaker of English (3)
4. Please select your nationality(s):
 - a. Australian (1)
 - b. Vietnamese (2)
 - c. Chilean (3)
 - d. New Zealander (4)
 - e. Filipino (5)
 - f. Indonesian (6)
 - g. Others. Please specify: (7) _____
5. Where are you working now? Please indicate ALL that apply to you.
 - a. Australia (1)
 - b. Vietnam (2)
 - c. Chile (3)
 - d. New Zealand (4)
 - e. The Philippines (5)
 - f. Indonesia (6)
 - g. Others. Please specify: (7) _____
6. How long have you been teaching English?
 - a. Less than 5 years (1)
 - b. 5-10 years (2)
 - c. 11-15 years (3)
 - d. 16-25 years (4)
 - e. More than 25 years (5)
7. At what types of educational institutions are you teaching English? Please indicate ALL that apply to you.
 - a. Technical or vocational training institute (1)
 - b. College (incl. community college, teacher education college) (2)
 - c. University (3)
 - d. (Regional) English teacher training or professional development centre (4)
 - e. English as a second language centre or ELICOS (5)
 - f. Others. Please specify: (6) _____
8. What is your highest qualification of education?
 - a. Doctorate or Master's (1)
 - b. Postgraduate/ TESOL diploma (2)
 - c. Bachelor's (3)
 - d. Others. Please specify: (4) _____

APPENDIX 3F

A Sample Qualitative Data Analysis in NVivo 11.0

(Participants' Levels of Use from the Follow-up Email Survey)

The screenshot displays the NVivo 11.0 interface. The top menu bar includes FILE, HOME, CREATE, DATA, ANALYZE, QUERY, EXPLORE, LAYOUT, VIEW, and NODE. The NODE menu is open, showing options like Query This Node, Word Cloud, and Explore Diagram. Below the menu is a toolbar with icons for coding and visualization. The main window is divided into three panes. The left pane shows a tree view of project elements: Nodes, Cases, Relationships, and Node Matrices. The middle pane displays a table of nodes with columns for Name, Sources, and References. The right pane shows a detailed view of a selected node, including its name, a link to the source, and a list of references with their respective coverage percentages.

| Name | Sources | References |
|-----------|---------|------------|
| Level I | 4 | 7 |
| Level II | 6 | 14 |
| Level III | 10 | 18 |
| Level IVA | 6 | 8 |
| Level IVB | 5 | 7 |
| Level V | 4 | 9 |
| Level VI | 3 | 6 |

Level IVB

<Internals\\Completers' post-course feedback\\ID124 - Implemented> - § 2 references coded [3.26% Coverage]

Reference 1 - 2.75% Coverage
I browsed through and curated the resources used in the course and incorporated a few in designing some activity guides for an online graduate course in the semester after I completed the IDELT. I also adapted the teaching strategies and discussion topics, particularly on cultural taboos and cultural references (and the "concept of" topic inspired by the forum on beauty and social distinctions from IDELT), in a short course I handled a few months ago (July 2016). The participants in this course were scholars from the ASEAN region, so the topics and learning activities from IDELT proved to be a practical guide in the course design.

Reference 2 - 0.51% Coverage
I can confidently say that I had been doing and adopting the techniques used in the IDELT implementation even prior to my actual participation of the course. Nevertheless, I have been more conscious of how I approach teaching after completing IDELT. For example, the discussions from the IDELT course are now regularly included in my consideration (criteria) when choosing possible resources, videos, TV shows or movie clips, and even podcasts for a language course I am in charge.

<Internals\\Completers' post-course feedback\\ID125> - § 1 reference coded [0.53% Coverage]

Reference 1 - 0.53% Coverage

APPENDIX 3G

A Sample Moodle Report – Learning Analytics (Total views of the IDELT Course Pages)

NAVIGATION 

- Home
- Dashboard
- Site pages
- Current course
 - IDELT
 - Participants
 - Badges
 - General
 - TECHNICAL SUPPORT
 - MEET THE MODERATORS
 - PRE-COURSE SURVEY
 - META-REFLECTIONS
 - Module 1: Cultural Stereotypes
 - Module 2: Cultural Taboos
 - Module 3 - Cultural References
 - Module 4 - Social Distinctions
 - Module 5 - Conversations and Silences
 - Module 6 - Expectations of Behaviour
 - Module 7 - Forms of Address
 - Module 8 - Time and Space
 - Module 9 - Cultural Dimensions
 - Module 10 - Multiple Identities
 - POST-COURSE SURVEY
 - REQUEST YOUR COMPLETION CERTIFICATE
 - My courses

The Intercultural Dimensions of English Language Teaching

Computed from logs since Wednesday, 22 July 2015, 4:38 PM.

| Activity | Views | Related blog entries | Last access |
|--|-------|----------------------|--|
|  Course Requirements | 511 | - | Thursday, 12 November 2015, 3:20 AM (1 day 23 hours) |
|  IDELT Code of Conduct and Online Etiquette | 144 | - | Saturday, 31 October 2015, 11:27 AM (13 days 15 hours) |
|  Facebook Group for IDELT Course Members | 111 | - | Saturday, 24 October 2015, 8:52 AM (20 days 18 hours) |
|  News and Announcements | 228 | - | Monday, 2 November 2015, 7:52 PM (11 days 6 hours) |

TECHNICAL SUPPORT

| | | | |
|--|-----|---|--|
|  Tutorial Videos - Useful Links | 92 | - | Thursday, 12 November 2015, 3:18 AM (1 day 23 hours) |
|  Forum for Technical Support | 345 | - | Thursday, 12 November 2015, 3:18 AM (1 day 23 hours) |
|  Moderators' Corner | 249 | - | Friday, 16 October 2015, 1:12 PM (28 days 14 hours) |

MEET THE MODERATORS

APPENDIX 3H

ANU Human Ethics Approval Letter

Human Ethics Protocol 2014/789

aries@anu.edu.au

Wed 11/03/2015 08:53

To: Nguyen Bui [REDACTED]

Cc: Human.Ethics.Officer@anu.edu.au <human.ethics.officer@anu.edu.au> [REDACTED]

THIS IS A SYSTEM-GENERATED E-MAIL. PLEASE DO NOT REPLY. SEE BELOW FOR E-MAIL CONTACT DETAILS.

Dear Ms Nguyen Bui,

Protocol: 2014/789

Online Professional Development in Intercultural Communicative Competence for Tertiary Language Teachers

I am pleased to advise you that your Human Ethics application received approval by the Chair of the Humanities & Social Sciences DERC on 11 March 2015.

For your information:

1. Under the NHMRC/AVCC National Statement on Ethical Conduct in Human Research we are required to follow up research that we have approved. Once a year (or sooner for short projects) we shall request a brief report on any ethical issues which may have arisen during your research or whether it proceeded according to the plan outlined in the above protocol.
2. Please notify the committee of any changes to your protocol in the course of your research, and when you complete or cease working on the project.
3. Please notify the Committee immediately if any unforeseen events occur that might affect continued ethical acceptability of the research work.
4. Please advise the HREC if you receive any complaints about the research work.
5. The validity of the current approval is five years' maximum from the date shown approved. For longer projects you are required to seek renewed approval from the Committee.

All the best with your research,

Kim

Ms Kim Tiffen
Human Ethics Manager
Research Integrity & Compliance,
Research Services,
Ground Floor, Chancelry 10B
Ellery Crescent,
The Australian National University
ACTON ACT 2601
T: +61 6125 3427
F: +61 2 6125 4807

human.ethics.officer@anu.edu.au

<http://researchservices.anu.edu.au/ori/human/index.php>

APPENDIX 3I

Participant Information Sheet



Online Professional Development in Intercultural Competence for Tertiary Language Teachers

Participant Information Sheet

(ANU Human Research Ethics Protocol 2014/789)

Researcher: The researcher is Ms. Nguyen Bui, M.A, Endeavour Scholar and doctoral candidate at the Australian National University; supervised by Dr. Elizabeth Beckmann, Senior Fellow of the Higher Education Academy, Co-Chair of the ANU Educational Fellowship Scheme Committee, and convenor of the ANU Academic Professional Development program. Ms. Nguyen Bui has about 12-year experience as a university lecturer of English in Vietnam.

The Project

Description: This research will investigate the effectiveness of online professional development (PD) modules based around intercultural exchange activities, networked learning and web 2.0 technologies in enhancing the intercultural language teaching of language teachers. The focus will be on teachers of English and the outcomes of online PD on their intercultural competence and its teaching.

Participants: In-service teachers of English at tertiary institutions (primarily from, but not limited to, Australia and Vietnam) will be invited to participate in a set of online PD modules at no cost, during which they will complete online course activities, online reflections and online surveys.

Methodology: The data provided by participants through the online modules (online surveys, online forums and reflections) will be evaluated using learning analytics, statistical data analysis, and thematic analysis.

Use of Data and Feedback: The analysed data will be presented in a doctoral thesis and external peer-reviewed publications. Names and other personal information will remain confidential through the use of pseudonyms or ID numbers. Upon request, participants will be provided with a concise debrief of their PD outcomes, and a summary of the overall findings of the research when complete.

Participation in this research is completely voluntary. *This means participants may decline to participate at all, or in part; participants may refuse to answer any particular questions; or participants may withdraw from the research at any time after having started without providing an explanation, and without any penalty. If participants decide to withdraw, any identifiable data that they have contributed will be destroyed, unless they agree in writing to it being retained for future research.*

What does participation require?

Participants will be asked to do the following:

1. Complete an online survey questionnaire for interest expression and course registration - approximately 15-20 minutes.
2. If selected and consent to participate in the online course, take the pre-course and post-course surveys
3. Participate in 10 online self-paced PD modules, each with one task, with teachers of English from other cultures. This requires approximately 2-4 hours each week for at least five weeks over an eight-week period.
3. Submit an online reflection after every two modules
4. Be aware that no personal information should be posted on the online site.
5. If invited, and with additional consent, undertake an online and anonymous post-course completion survey (about one year after the course). Only the researcher and a research assistant will have access to the collected data.

Incentives:

1. All participants will be provided with a concise summary of the course outcomes, and a summary of the overall findings of the research.
2. Completion of the pre-course survey, 5 reflections, 10 associated tasks in the 10 PD modules, AND the post-course survey will earn a Certificate of Completion from the ANU Centre of Higher Education, Learning & Teaching.

Implications of Participation: Participation, non-participation or withdrawal part-way through will have no implications for personal or professional activities or career in any way. The Certificate of Completion will have no value other than to provide evidence that the specific PD modules have been completed.

Criteria for Participant Exclusion: As participants will be required to engage and interact online, a strict online etiquette policy will be advised and enforced at all times. Any breach of this policy (e.g. insulting, humiliating or abusive use of language) in the online discussion forums or direct collaborations will immediately result in exclusion from the remainder of the research, the destruction of contributions to date, and negate any possibility of a Certificate of Completion.

Confidentiality: The online site hosting the PD modules will only be accessible to registered users. Only the nominated researcher and a research assistant will have access to the information participants provide. Participants' confidentiality will be preserved at all times through data security and protection procedures, as protected under Australian law. When results are published, all data will be de-identified.



Data Storage: Completed questionnaires, recordings, transcriptions and all other identifiable information will be kept securely online in Australian National University premises, and stored for five years from publication, after which time raw data will be destroyed.

For More Information:

For further information or queries regarding this research, please email:

- the primary investigator, Ms. Nguyen Bui, at nguyenbui@anu.edu.au
- her ANU supervisor, Dr. Elizabeth Beckmann, at beckmann@anu.edu.au
- in Vietnam, research assistant, Ms. Bui Thi Cao Nguyen, at bthcaon@anu.edu.au

ANU Human Research Ethics Committee Clearance:

The ethical aspects of this research have been approved by the ANU Human Research Ethics Committee.

If you have any concerns or complaints about how this research has been conducted, please contact:

The Ethics Manager, The ANU Human Research Ethics Committee

The Australian National University

Telephone: +61 2 6125 3427

Email: Human.Ethics.Officer@anu.edu.au

APPENDIX 4A - Course Outline

The Intercultural Dimensions of English Language Teaching 2015

Mode of delivery: Fully online

Participants: English language teachers (in-service or with English teaching experience) at tertiary levels

Duration: 5-8 weeks

Modules: 10 (1 task/ each)

Recognition of completion:

The course will be open to any English language teacher that meets the selection criteria or course prerequisites. The course will have no formal assessment with scales, but participants have to complete all required tasks to be awarded a free certificate as a recognition of their course completion.

Each module will have:

- 2-3 discussion forums. Each forum will include a task and stimulus materials. Participants must choose ONE discussion forum to post and/or comment. Modules 7-10 also require peer reviews/ feedback/comments on the other posts.
- 1 Moodle page for task guidelines
- 1 Moodle page for Resources
- 1 chat room in Moodle platform
- 1 Moodle page for summary of postings (Modules 1-6)
- A Wiki page in Moodle platform to connect participants (Modules 7-10)

Learning Objectives

Upon successful completion of this course, students will be able to demonstrate their positive changes in the following intercultural dimensions:

1. *Knowledge:* of social groups and their products and practices in one's own and one's interlocutor's country, and the general processes of societal and individual interaction
2. *Attitudes:* curiosity and openness, readiness to suspend disbelief about other cultures and belief about ones' own
3. *Skills of interpreting and relating:* ability to interpret a document or event from another culture, to explain to it and relate it to documents or events from one's own.
4. *Skills of discovery and interaction:* ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction
5. *Critical cultural awareness/political education:* an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries

AND will be able to

6. Develop meta-cognition (Knowledge of cognition in general, as well as awareness and knowledge of one's own cognition) of the key principles of intercultural approach in language education
7. Become more confident in using pedagogical skills and knowledge of the intercultural approach for their language teaching

Assessment Summary and Deadlines

| Course requirements | Materials/tasks will be available | Moderators will summarize posts | Deadlines for task submissions | Deadlines for feedback/comments | Deadlines for reflection submissions |
|----------------------------|--|--|---------------------------------------|--|---|
| | <i>Monday</i> | <i>Saturday</i> | <i>Sunday</i> | <i>Sunday</i> | <i>Monday</i> |
| Pre-course survey | | | Aug 30 | | |
| Task 1 | Aug 24 | Sept 5 | Sept 6 | | |
| Task 2 | Aug 24 | Sept 5 | Sept 6 | | |
| Reflection 1 | | | | | Sept 7 |
| Task 3 | Aug 31 | Sept 12 | Sept 13 | | |
| Task 4 | Aug 31 | Sept 12 | Sept 13 | | |
| Reflection 2 | | | | | Sept 14 |
| Task 5 | Sept 7 | Sept 19 | Sept 20 | | |
| Task 6 | Sept 7 | Sept 19 | Sept 20 | | |
| Reflection 3 | | | | | Sept 21 |
| Task 7 | Sept 14 | | Oct 4 | Oct 11 | |
| Task 8 | Sept 14 | | Oct 4 | Oct 11 | |
| Reflection 4 | | | | | Oct 12 |
| Task 9 | Sept 21 | | Oct 11 | Oct 18 | |
| Task 10 | Sept 21 | | Oct 11 | Oct 18 | |
| Reflection 5 | | | | | Oct 19 |
| Post-course survey | Oct 12 | | Oct 18 | | |

Assignment submission

- Reflections will be submitted online via ANU Apollo system. A confirmation email will be sent to each participant for each of their reflection submissions.
- Pre-test and post-test questionnaire will be submitted via Qualtrics.com
- Completed module tasks will be shared in the Moodle discussion forums for peer review or further discussion.

Support for participants

- A discussion forum (in Moodle platform) for technical problems
- A closed Facebook group for all participants
- A Moodle page for updates or announcements
- A contact person/ admin for course-related problems
- A Moodle page for tutorial videos on new technologies that can be used for collaborative activities
- A Moodle chatroom in each module
- Moderators for Modules 1-6
- Summaries of postings in Modules 1-6
- Peer feedback/ review for Modules 7-10

Course Modules and Contents

| Modules | Learning Objectives | Forums | Technologies |
|---|---------------------|---|--------------|
| Module 1: Cultural Stereotypes | 1,6,7 | 1A - Media and stereotypes | Moodle 2.9 |
| | | 1B – Your own experience of stereotypes | YouTube |
| | | 1C – Are we teaching cultures or stereotypes? | Facebook |
| Module 2: Cultural Taboos | | 2A – Critical cultural incidents | |
| | | 2B - Your own experience of cultural taboos | |
| | | 2C - Teaching taboo topics – should or should not? | |
| <p>Content of Modules 1-2:</p> <ol style="list-style-type: none"> 1. Intercultural competence: Open attitudes towards cultural diversity 2. Techniques for taking an intercultural approach in language teaching (incl. links in the Resources page): <ol style="list-style-type: none"> a. Using media/authentic videos critically for lessons on cultural stereotypes b. Using critical cultural incidents to teach cross-cultural sensitivity or taboo topics | | | |
| Module 3: Cultural references | 2,3,6,7 | 3A – Different perceptions of ‘dog’ | Moodle 2.9 |
| | | 3B – Your own experience of different cultural references | YouTube |
| | | 3C – Teaching cultural references | Facebook |
| Module 4: Social Distinctions | | 4A – The outer layer of culture | |
| | | 4B – Beauty and social distinctions | |
| | | 4C - Subcultures and teaching ideas | |
| <p>Content of Modules 3-4:</p> <ol style="list-style-type: none"> 1. Intercultural competence: Cultural knowledge (subcultures, outer layer of culture) that eliminates cultural misunderstandings and social distinctions 2. Techniques for taking an intercultural approach in language teaching (incl. links in the Resources page): <ol style="list-style-type: none"> a. Guest speakers (or videos) on culturally responsive teaching and culturally relevant teaching b. Using advertisements, articles, proverbs and other types of documents to teach subcultures or social distinctions c. Using sitcoms to teach cultural references | | | |

| | | | |
|---|-------|---|---|
| Module 5: Conversations and silences | 3,6,7 | 5A - Non-verbal communication | Moodle 2.9 |
| | | 5B – Politeness in intercultural communication | Facebook |
| | | 5C – Colloquialisms and idioms | YouTube |
| Module 6: Expectations of Behaviour | | 6A - Expectations of Teachers' Behaviours | |
| | | 6B – Students' behaviour and intercultural conflicts | |
| | | 6C – Different cultural expectations of teaching and learning | |
| <p>Content of Modules 5-6:</p> <ol style="list-style-type: none"> 1. Intercultural competence: Skills of interpreting and relating 2. Techniques for taking an intercultural approach in language teaching (incl. links in the Resources page): <ol style="list-style-type: none"> a. Using short documentary films, role plays or simulations to identify dysfunctions and causes of misunderstandings b. Using colloquialisms, idioms, anecdotes or real short stories to teach strategies for nonverbal communication | | | |
| Module 7: Forms of address | 4,6,7 | 7A – Cultural capsules (For pairs/ groups) | Moodle 2.9 |
| | | 7B – Cultural capsules (For individuals) | Google Docs Skype Facebook Chatroom A Wiki page in Moodle |
| Module 8: Time and Space | | 8A – A cultural assimilator | |
| | | 8B – Cultural interview reports | |
| <p>Content of Modules 7-8:</p> <ol style="list-style-type: none"> 1. Intercultural competence: Skills of discovery and interaction 2. Techniques for taking an intercultural approach in language teaching (incl. links in the Resources page): <ol style="list-style-type: none"> a. Using cultural capsules to compare and contrast the native language culture with the other cultures for shared values or differing interpretations of a specific cultural aspect b. Using cultural assimilators (scenarios with cultural clash or misunderstanding) and cultural interview reports to prepare learners for interacting effectively with culturally different others and to make attributions similar to those made by members of the culture involved | | | |

| | | | |
|---|-------|---------------------------------|--|
| Module 9: Cultural Dimensions | 5,6,7 | 9A – Mini cultural projects | Moodle 2.9 Google Docs Skype Facebook Chatroom A Wiki page in Moodle Other suggested technological tools |
| | | 9B – Mini cultural lesson plans | |
| 10A – Teaching materials evaluation | | | |
| 10B – Critical cultural autobiography | | | |
| Module 10: Multiple Identities | | | |
| Content of Modules 9-10: | | | |
| <ol style="list-style-type: none"> 1. Intercultural competence: Critical cultural awareness 2. Techniques for taking an intercultural approach in language teaching (incl. links in the Resources page): <ol style="list-style-type: none"> a. Using various tasks to help learners understand the cultural dimensions in language education: Mini cultural projects (A website about a cultural clan or a subculture; a collection of videos for culture teaching; a collection of proverbs) or mini lesson plans b. Evaluating the teaching materials to modify or select effective lessons for intercultural language teaching c. Writing a critical cultural autobiography toward better understanding of one’s own multiple identities | | | |

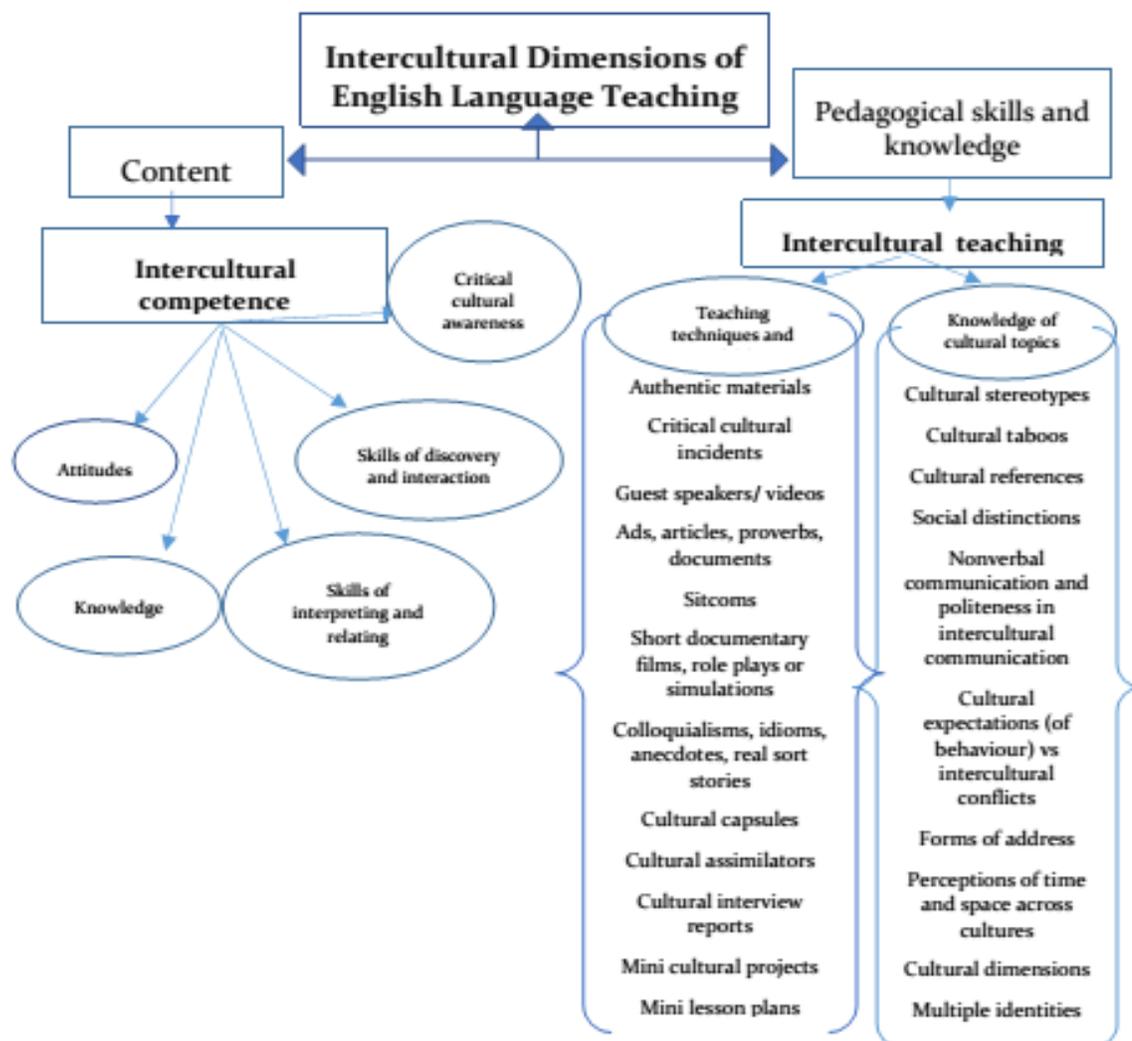
APPENDIX 4B

Documents that supported the 14 Tasks in the Analysis Stage of the IDELT Course

4B1 - CONCEPT MAP

'...developing the intercultural dimension in language teaching involves recognising that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; and to help them to see that such interaction is an enriching experience' (Byram et al., 2002, p.10).

As IDELT participants are already linguistically competent as teachers of English, the main focus of the IDELT course was to develop their intercultural competence (IC) only (not their linguistic competence). In order to develop this IC in their language classroom, teachers should be first provided with *content knowledge* of IC dimensions and then be able to improve their *pedagogical skills and knowledge* (or *pedagogical content knowledge*) to take an intercultural orientation. Intercultural competence development is a prerequisite of enhancing self-efficacy beliefs for intercultural teaching in English language teaching.



4B2 - LEARNING INFLUENCE DOCUMENT

This document was created to discuss strategies for affecting participants' outcomes and facilitating the recall of information presented.

| Issues | Strategies |
|---|---|
| How to gain participants' attention at the beginning of the IDELT course? | To confirm their course participation, participants will be required to use their provided passwords and usernames to log in the course website during the first week of the course. |
| How to keep participants' attention throughout the IDELT course? | There will be 10 different tasks and deadlines for participants to follow at different time in the course. Different forums in the course website will meet their diverse interests, and a Facebook group will keep participants updated. |
| How to stimulate the recall of prior or background knowledge? | In each IDELT module, there will be a discussion forum that facilitates participants' sharing of their personal or teaching experiences. |
| How to suit participants' diverse learning styles? | The employment of videos, online advertisements photos, scenarios, hyperlinks to open educational resources, chatrooms will address the visual, auditory, verbal and kinesthetic learning styles. Participants will be able to choose their own preferred tasks in each module as well as whom to work with or how to complete these tasks. |
| How to communicate participants' responsibility? | A PDF file of course requirements with specific tasks and deadlines will be posted right at the front page of the course website. This page will also host information about participants' responsibilities, how to make their posts and comments in the discussion forums, and where to submit their tasks. |
| How to avoid communication conflicts? | A document about required etiquettes will be available in the course site to maintain polite communication in online discussion forums. Participants can also contact the course admin via email or Facebook to clarify any misunderstandings of the tasks. A forum for technical support will also be a venue for clear and direct communication about any changes or announcements in the course. |

| | |
|---|--|
| How to inform participants of expected instructional outcomes? | Participants will not be directly informed of expected instructional outcomes to avoid potential biases in their responses for the research study. However, the course flyer, advertised at the participant recruitment stage, will briefly mention the course objectives. |
| How to enhance participants' recall of the learning materials? | Participants will be provided with a "Resources" page in each course module. This page will include hyperlinks and files that are always accessible with internet connection and supportive of the concepts or skills presented in each course module. Participants could also openly ask questions about the learning materials in the discussion forums or in Facebook group or privately via email or Facebook messenger. |
| How to elicit and motivate participants' active participation? | Participants will be provided feedback, learner support (email reminders, Facebook announcements) and technical support (via email, forums, Facebook group...). |
| What capabilities will be developed as an outcome? | Participants' outcomes will be focused on their positive changes in their certainty of IC dimensions and their pedagogical skills for taking an intercultural approach in a language classroom. These capabilities will be reflected in participants' answers for a pre-test and post-test as well as in their meta-reflections. |
| How to assess participants' satisfaction with the IDELT course? | Participants will be required to give feedback or evaluation of the course elements after each two modules. |
| How to utilize feedback gathered from participants? | Participants' feedback (their reflections) after each two modules will be used to modify the following modules in terms of course management, content organization, course access and learner support. |

4B3 – EXPECTED LEARNING OUTCOMES

This document is developed based on an adjusted model of Bloom's Taxonomy (1956) Cognitive Domain by Anderson and Krathwhol (2001) with six levels of cognition.

In this new version, the levels five and six (synthesis & evaluation) were inverted and all the levels became verbs, suggesting that learning is an active process. Also, the authors combine the cognitive processes with three levels of knowledge to form a matrix and added another level of knowledge – metacognition (Knowledge of cognition in general, as well as awareness and knowledge of one's own cognition).

Image has been removed by the author of this thesis due to copyright restrictions.

Source: Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). *A Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn & Bacon.

There are seven learning objectives for the three main course goals. Each of the ten IDELT modules will have some expected learning outcomes for participants' knowledge of intercultural competence (IC) dimensions and some expected learning outcomes for their IC teaching skills and knowledge as well as their meta-cognition of or attitudinal changes about the intercultural learning process. These expected learning outcomes were used as test items of the pre-test and post-test.

Learning objective 1: By the end of the course, participants will make positive changes in their attitudes (curiosity and openness, readiness to suspend disbelief about other cultures and belief about ones' own).

* **Expected learning outcomes for ATTITUDES:** Participants will be able to

1. Understand that what we learn from media is not enough to communicate effectively with people from other cultures
2. Understand that people from different cultures have different views of common cultural practices and products
3. Openly ask people from other cultures about their views or judgements on cultural products and practices in their own culture
4. Critique the dominant values and assumptions about life that they have learned in their own culture when they encounter new ones from other cultures

5. Discover the behaviours that are expected from people of other cultures
6. Recognize conventions and rites of verbal and non-verbal communication from other cultures
7. Understand that being linguistically competent in English is not a privilege that can help them cope with conflicts and ambiguous cultural situations in daily communication
8. Interpret that a person has multiple identities and is not a representative of his or her people

Learning objective 2: By the end of the course, participants will make positive changes in their Knowledge of social groups and their products and practices in one's own and one's interlocutor's country, and the general processes of societal and individual interaction

* **Expected learning outcomes for KNOWLEDGE:** Participants will be able to

1. Discover major historical and contemporary relationships between their own country and the countries of people they communicate with
2. Identify the levels of formality, conventions of non-verbal and verbal behaviours and common beliefs of people I know from other cultures.
3. Recall a great deal about my own culture and national memories
4. Differentiate the national definitions of space and time; social events; and markers of national identities with those from other countries
5. Compare the social distinctions (e.g., social class, ethnicity, gender...) and their principal markers (e.g., clothing, food, language variety, non-verbal behavior, rites of passage, modes and processes of socialization) in their own country with those in other countries
6. Discuss common types of misunderstanding that occur between communicators of different cultural origins

Learning objective 3: By the end of the course, participants will make positive changes in their skills of interpreting and relating (ability to interpret a document or event from another culture, to explain to it and relate it to documents or events from one's own).

* **Expected learning outcomes for SKILLS OF INTERPRETING AND RELATING:** Participants will be able to

1. Identify ethnocentric perspectives in a document or event (e.g., from the media, in a political speech) of some other cultures and explain their origins
2. Find common ground and acknowledge the differences in my communication with people from different cultures
3. Identify over-generalization and mistaken assumptions (about representatives of views expressed) in their interaction with people from other cultures
4. Explain sources of misconceptions and misunderstanding between people of different cultures by thinking about the different cultural systems involved
5. Mediate between people of different cultures if they have conflicting ideas

Learning objective 4: By the end of the course, participants will make positive changes in their skills of discovery and interaction (ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction).

* **Expected learning outcomes for SKILLS OF DISCOVERY AND INTERACTION:** Participants will be able to

1. Elicit from other people some common values in their cultures and use these to understand other values or concepts
2. Identify significant references within and across different cultures
3. Elicit different interpretations and connotations to establish relationships of similarity and difference between people of different cultures
4. Use many different sources to understand the contemporary, historical, political, economic and social relationships between their own culture and the other cultures
5. Actualize my knowledge, skills and attitudes to avoid problems in interactions with people from other cultures
6. Resolve intercultural conflicts to the mutual satisfaction, without disrupting interactions

Learning objective 5: By the end of the course, participants will make positive changes in their critical cultural awareness (ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries).

*** Expected learning outcomes for CRITICAL CULTURAL AWARENESS:** Participants will be able to

1. Understand both explicit and implicit values in documents and events in their own cultures and other cultures
2. Create my own ideological perspectives and values
3. Evaluate documents or information received from other people with explicit reference to their own perspectives and values
4. Understand that linguistic competence cannot predict one's capabilities in doing certain things
5. Establish common criteria of evaluation (of documents, events or information received) with people from other cultures
6. Build close relationship with people from not only their country but different countries
7. Negotiate agreement on places of intercultural conflict

Learning objective 6: By the end of the course, participants will be able to develop meta-cognition (Knowledge of cognition in general, as well as awareness and knowledge of one's own cognition) of the key principles of intercultural approach in language education

*** Expected Learning Outcomes:** By the end of the IDELT course, participants will be able to

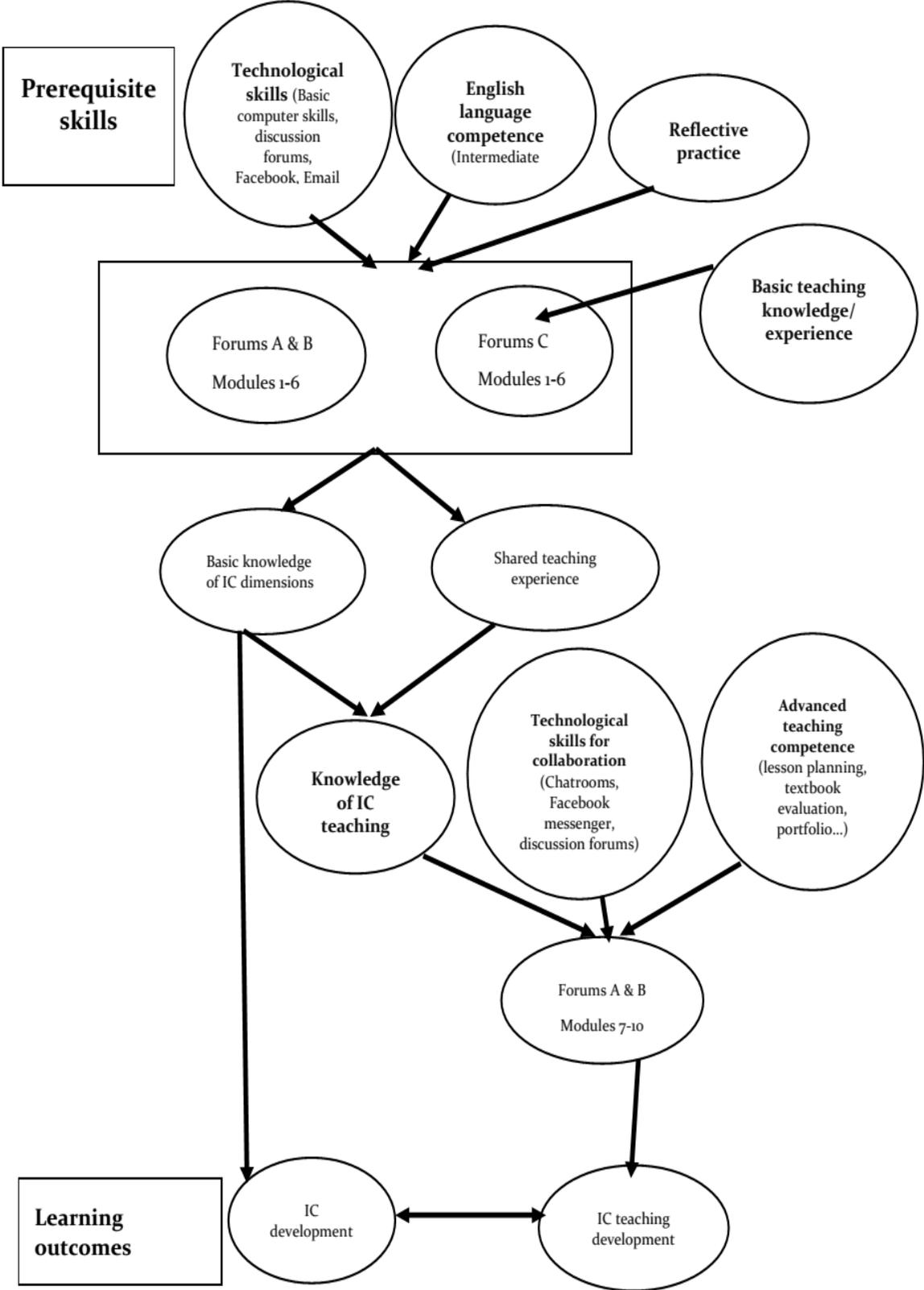
1. Prepare their ESL/EFL students to understand that a non-native speaker inferiority complex is only the result of misunderstanding and prejudice
2. Prepare their students as intercultural speakers (not native-like speaker) for real-life intercultural communication
3. Prepare ESL/EFL students to become self-aware, reflective and have a readiness to accept or adapt to cultural differences
4. Actualize the intercultural dimensions of English language even when their students possess a very low level of proficiency in English language
5. Prepare their students for intercultural interaction even when they have never left their country
6. Help their students discover that intercultural interaction is an enriching experience (not a nightmare)
7. Make learners aware of the implicit cultural values and meanings in their learning materials

Learning objective 7: By the end of the course, participants will be able to develop stronger beliefs in their pedagogical skills and knowledge of the intercultural approach for their language teaching

* **Expected Learning Outcomes:** By the end of the IDELT course, participants will be more confident in their capability to

1. Modify instructional methods to meet the needs of learners from diverse backgrounds
2. Use authentic intercultural learning materials to move beyond providing cultural facts of other countries such as food, clothes, daily life activities and so on in their ESL/EFL class
3. Create and develop supplementary ESL/EFL materials to teach language and culture in an integrated way
4. Compile ESL/EFL materials from different origins with different perspectives so that their students can compare and analyse the materials critically
5. Analyze or evaluate instructional materials for potential stereotypical and/or prejudicial content
6. Plan instructional activities that help learners learn as much from each other as from the teacher
7. Plan classroom activities that help students use their background knowledge to compare their own cultural context with the unfamiliar contexts to which language learning introduces them
8. Design activities that enable students to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours
9. Create various assessment methods to encourage my students' awareness of their own cultural identities
10. Modify assessment methods to help students realise that these abilities are acquired in many different circumstances inside and outside the English language classroom
11. Use the following teaching techniques:
 - a. Critical cultural incidents
 - b. Cultural assimilators
 - c. Cultural autobiography
 - d. Cultural capsules
 - e. Authentic videos, visuals and media
 - f. Reflective practice
 - g. Role Plays or simulations
 - h. Sitcoms
 - i. Advertisements
 - j. Proverbs
 - k. Articles, statements and other types of documents
 - l. Interviews
 - m. Guest speakers
 - n. Create a website or a blog about a culture or a specific cultural practice
 - o. Plan a lesson to teach culture

4B4 - The Learning Hierarchal Map



4B5 - TARGET AUDIENCE DOCUMENT

Criteria for selecting the target course participants:

1. Consent to participate in the research project
2. Complete an Expression of Interest form
3. In-service teachers of English (or have English language teaching experience) at tertiary levels
4. Interested in developing intercultural competence (IC) and IC teaching
5. Agree to be authenticated (Providing work email address or any document to prove their personal authentication)
6. Have basic computer skills to participate in discussion forums and other Moodle course activities
7. Are at least at intermediate English proficiency level (able to communicate in English and understand learning materials or written texts in English); Native speaker of English; TESOL-related certificates; or English teaching experience

4B6 – LEARNER CONSTRAINTS DOCUMENT

As the course will be delivered fully online, there are some possible obstacles for participants' progress:

1. Low internet broadband for some participants

→ Solutions: The task guidelines will be written as texts (not videos). Some videos/ learning materials will be directly embedded in the course website; there is no need to download them. The course website can be accessible via mobile devices.

2. Requirement of high-speed connectivity to download some online resources

→ Solutions: Resources will be shared in the course websites as supplementary materials for later access without causing any delay to the task submission deadlines. Participants can access the materials/resources right in the course or save the links for future use.

3. Pressure in module task completion due to participants' tight working schedules

→ Solutions:

a. Clear timeline: Task completion deadlines and a timeline for participants to know when the materials for the next modules will be uploaded to the front page of the course website on the first day of the course and will stay there forever.

b. Email reminders: will be sent out frequently for the upcoming deadlines

c. Deadline extension: There will be an extra week for late task submissions.

4. Technical problems or unclear task requirements or guidelines

→ Solutions: A Facebook group, Facebook messenger, email, contact person, a chatroom and a technical support forum (in the course website), Moodle messages, a page for tutorial videos on the new technologies.

5. Unpleasant online learning environment:

→ Solutions: A course code of conduct will be posted in the course front page to remind participants of online etiquettes. Participants with impolite comments or plagiarism will be sent a private message and email to remind them of the online etiquettes and the risk of breaching the course rules. In this case, they will be

- be excluded from the rest of the course;
- have all their contributions to date excised from the site; and
- will NOT receive a Certificate of Completion under any circumstances.

4B7 - PEDAGOGICAL CONSIDERATIONS DOCUMENT

The first step for the course instruction will start by gaining participants' attention to the course guidelines and course overview. Then a mixture of instructional strategies will be used to guide them through the instructional process.

The instructions will appear as tutorial videos, stimulus materials to generate discussions, written task guidelines, discussions in forums or Facebook; there will be no teacher (or knowledge transmission from a single teacher) but moderators to support networked learning and enhance connections or interactions.

The activities will be task-based and structured into three phases of the telecollaboration framework. Each course module will have at least 2 discussion forums to facilitate the connections between participants. Resources and tutorial videos for using new technologies will be provided to enhance networked learning between humans and humans, humans and materials, as well as between humans and non-human appliances.

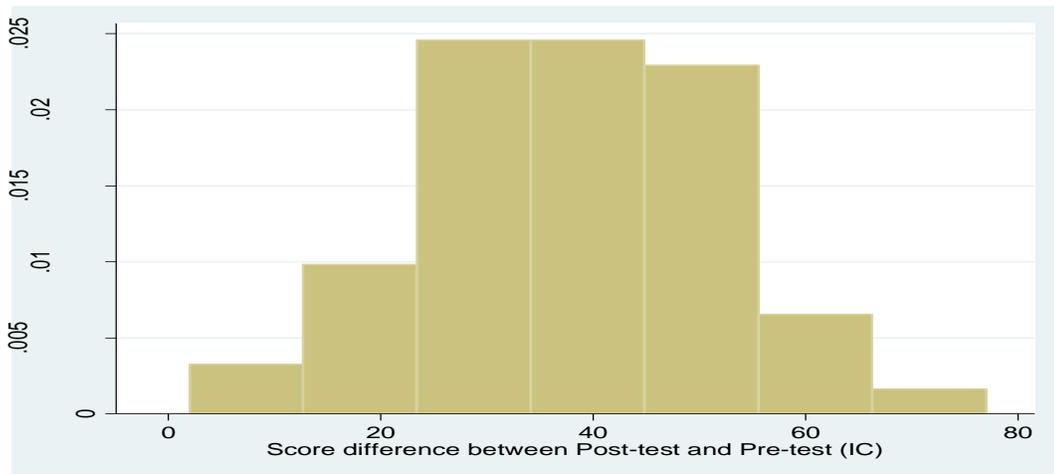
APPENDIX 6A

Normality Test Results

1/ Normality test of the IC pretest and IC posttest score difference

Shapiro-Wilk W test for normal data

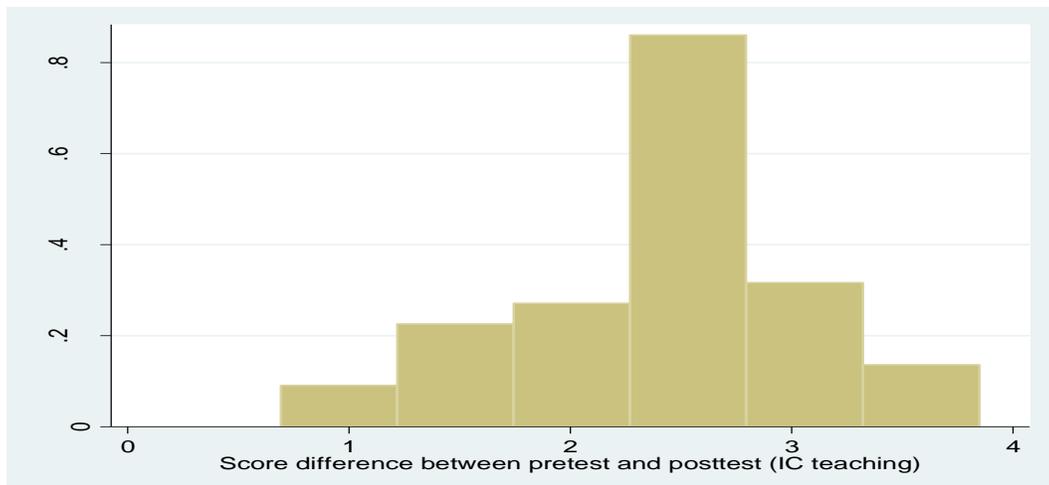
| Variable | Observations | W | V | z | Prob>z |
|------------------|--------------|---------|-------|--------|---------|
| Score Difference | 57 | 0.98522 | 0.771 | -0.559 | 0.71189 |



2/ Normality test of the pre-test and post-test score difference on IC teaching self-efficacy beliefs

Shapiro-Wilk W test for normal data

| Variable | Observations | W | V | z | Prob>z |
|------------------|--------------|---------|-------|-------|---------|
| Score Difference | 57 | 0.96990 | 1.235 | 0.446 | 0.32773 |



APPENDIX 6B

Cronbach's Alpha

(For the Pre-test)

| Item | Obs | Sign | item-test correlation | item-rest correlation | average interitem covariance | alpha |
|------------|-----|------|--------------------------|--------------------------|------------------------------------|--------|
| Pre_1 | 57 | + | 0.3087 | 0.2207 | .1777241 | 0.8527 |
| Pre_2 | 57 | - | 0.1975 | 0.1165 | .1825326 | 0.8549 |
| Pre_3 | 57 | + | 0.3991 | 0.3219 | .1745112 | 0.8490 |
| Pre_4 | 57 | + | 0.2423 | 0.1573 | .180692 | 0.8542 |
| Pre_5 | 57 | + | 0.3880 | 0.3170 | .1756878 | 0.8489 |
| Pre_6 | 57 | + | 0.4752 | 0.4055 | .171856 | 0.8463 |
| Pre_7 | 57 | + | 0.4040 | 0.3266 | .1742584 | 0.8489 |
| Pre_8 | 57 | + | 0.2494 | 0.1667 | .1804802 | 0.8538 |
| Pre_9 | 57 | - | 0.1883 | 0.1487 | .1841114 | 0.8517 |
| Pre_10 | 57 | + | 0.1003 | 0.0545 | .1856939 | 0.8534 |
| Pre_11 | 57 | - | 0.1608 | 0.1194 | .1845612 | 0.8522 |
| Pre_12 | 57 | + | 0.2089 | 0.1601 | .1832119 | 0.8518 |
| Pre_13 | 57 | + | 0.0035 | -0.0318 | .1873291 | 0.8539 |
| Pre_14 | 57 | - | 0.1467 | 0.1068 | .184878 | 0.8523 |
| Pre_15 | 57 | + | 0.5924 | 0.5484 | .1715463 | 0.8432 |
| Pre_16 | 57 | + | 0.4527 | 0.3809 | .172644 | 0.8471 |
| Pre_17 | 57 | + | 0.5837 | 0.5248 | .1680236 | 0.8426 |
| Pre_18 | 57 | + | 0.6744 | 0.6325 | .1673472 | 0.8403 |
| Pre_19 | 57 | + | 0.7271 | 0.6925 | .1665124 | 0.8391 |
| Pre_20 | 57 | + | 0.2700 | 0.2154 | .1812972 | 0.8509 |
| Pre_21 | 57 | + | 0.5693 | 0.5174 | .1705934 | 0.8434 |
| Pre_22 | 57 | + | 0.6830 | 0.6459 | .168687 | 0.8407 |
| Pre_23 | 57 | + | 0.6007 | 0.5472 | .1683666 | 0.8422 |
| Pre_24 | 57 | + | 0.6475 | 0.5879 | .1633452 | 0.8400 |
| Pre_25 | 57 | + | 0.4035 | 0.3348 | .175295 | 0.8484 |
| Pre_26 | 57 | + | 0.5475 | 0.4988 | .1724772 | 0.8443 |
| Pre_27 | 57 | + | 0.6267 | 0.5754 | .167381 | 0.8413 |
| Pre_28 | 57 | + | 0.4075 | 0.3627 | .1784563 | 0.8480 |
| Pre_29 | 57 | + | 0.5423 | 0.4705 | .1677175 | 0.8442 |
| Pre_30 | 57 | + | 0.6503 | 0.6119 | .1702107 | 0.8418 |
| Pre_31 | 57 | - | 0.3712 | 0.3261 | .179449 | 0.8487 |
| Pre_32 | 57 | + | 0.2351 | 0.1852 | .1825219 | 0.8513 |
| Pre_33 | 57 | - | 0.1746 | 0.1034 | .1834789 | 0.8543 |
| Pre_34 | 57 | + | 0.4434 | 0.3872 | .1754196 | 0.8470 |
| Test scale | | | | | .1758323 | 0.8517 |

Note: See Table 6.4 in Section 6.1 of Chapter 6 for the descriptions of the full test items/ variables (e.g. pre_8 is test item 8: *'I do not see a person from another country as a representative of his or her people'*)

Cronbach's Alpha (For the Post-test)

| Item | Obs | Sign | item-test correlation | item-rest correlation | average interitem covariance | alpha |
|------------|-----|------|--------------------------|--------------------------|------------------------------------|--------|
| Post_1 | 57 | + | 0.3724 | 0.3225 | .1098253 | 0.8556 |
| Post__2 | 57 | + | 0.3234 | 0.2570 | .1097458 | 0.8573 |
| Post_3 | 57 | + | 0.4354 | 0.3817 | .1082026 | 0.8542 |
| Post_4 | 57 | + | 0.2911 | 0.2145 | .1100336 | 0.8589 |
| Post_5 | 57 | + | 0.5981 | 0.5559 | .1055426 | 0.8504 |
| Post_6 | 57 | + | 0.5477 | 0.5092 | .1075422 | 0.8522 |
| Post_7 | 57 | + | 0.3485 | 0.2599 | .1080311 | 0.8587 |
| Post_8 | 57 | + | 0.3906 | 0.3033 | .1068474 | 0.8574 |
| Post_9 | 57 | + | 0.2427 | 0.1638 | .1111004 | 0.8604 |
| Post_10 | 57 | + | 0.6053 | 0.5615 | .1050282 | 0.8500 |
| Post_11 | 57 | + | 0.6041 | 0.5633 | .1056014 | 0.8503 |
| Post_12 | 57 | + | 0.3006 | 0.2366 | .1103421 | 0.8576 |
| Post_13 | 57 | + | 0.2348 | 0.1703 | .1116285 | 0.8591 |
| Post_14 | 57 | - | 0.0104 | -0.0512 | .1155873 | 0.8635 |
| Post_15 | 57 | + | 0.6010 | 0.5462 | .103247 | 0.8494 |
| Post_16 | 57 | + | 0.6477 | 0.6099 | .1048093 | 0.8492 |
| Post_17 | 57 | + | 0.2112 | 0.1503 | .112156 | 0.8593 |
| Post_18 | 57 | + | 0.5757 | 0.5375 | .1068865 | 0.8515 |
| Post_19 | 57 | + | 0.6520 | 0.6112 | .1039976 | 0.8487 |
| Post_20 | 57 | + | 0.2229 | 0.1510 | .1116855 | 0.8601 |
| Post_21 | 57 | + | 0.6385 | 0.6004 | .1050549 | 0.8495 |
| Post_22 | 57 | + | 0.5645 | 0.5256 | .1070556 | 0.8517 |
| Post_23 | 57 | + | 0.5124 | 0.4624 | .1067459 | 0.8523 |
| Post_24 | 57 | + | 0.5650 | 0.5363 | .108838 | 0.8529 |
| Post_25 | 57 | + | 0.6201 | 0.5786 | .1049789 | 0.8497 |
| Post_26 | 57 | + | 0.4319 | 0.3830 | .1087484 | 0.8543 |
| Post_27 | 57 | + | 0.4882 | 0.4457 | .1082892 | 0.8533 |
| Post_28 | 57 | + | 0.6463 | 0.6079 | .1047167 | 0.8492 |
| Post_29 | 57 | + | 0.4482 | 0.3958 | .1080453 | 0.8539 |
| Post_30 | 57 | + | 0.4386 | 0.3657 | .1064077 | 0.8547 |
| Post_31 | 57 | + | 0.2779 | 0.1691 | .1095868 | 0.8640 |
| Post_32 | 57 | + | 0.5563 | 0.4999 | .1045885 | 0.8509 |
| Post_33 | 57 | + | 0.1856 | 0.0944 | .1123476 | 0.8636 |
| Post_34 | 57 | + | 0.5203 | 0.4790 | .1077516 | 0.8526 |
| Test scale | | | | | .1079705 | 0.8584 |

Note: See Table 6.4 in Section 6.1 of Chapter 6 for the descriptions of the full test items/ variables (e.g. post_8 is test item 8: *'I do not see a person from another country as a representative of his or her people'*)

APPENDIX 6 C

Stata Results of Multivariate Regression Analysis

(IC dimensions, IC teaching and 10 socio-demographic variables)

Note:

Pre1_change: Score difference between IC pretest and posttest of Part 1 of the online questionnaire

Pre2_change: Score difference between IC teaching pretest and posttest of Part 2 of the online questionnaire

Pre3_change: Score difference between test item 18 (IC teachign techniques) in the pretest and posttest of Part 1 of the online questionnaire

| Source | SS | df | MS | Number of obs = 57 | | |
|----------|------------|----|------------|-------------------------|--|--|
| Model | 96.197069 | 44 | 2.18629702 | F(44, 12) = 0.90 | | |
| Residual | 29.2766152 | 12 | 2.43971794 | Prob > F = 0.6279 | | |
| | | | | R-squared = 0.7667 | | |
| | | | | Adj R-squared = -0.0889 | | |
| Total | 125.473684 | 56 | 2.2406015 | Root MSE = 1.562 | | |

| prel_change | Coef. | Std. Err. | t | P> t | [95% Conf. Interval] | |
|-------------------|-----------|-----------|-------|-------|----------------------|-----------|
| age | | | | | | |
| 3 | -1.740927 | 2.097201 | -0.83 | 0.423 | -6.310336 | 2.828483 |
| 4 | -5.472278 | 2.734724 | -2.00 | 0.069 | -11.43073 | .4861735 |
| 2.gender | -.1624059 | .894655 | -0.18 | 0.859 | -2.111692 | 1.78688 |
| engspeak | | | | | | |
| 2 | -9.200655 | 4.892728 | -1.88 | 0.085 | -19.86099 | 1.459682 |
| 3 | -10.72558 | 4.986797 | -2.15 | 0.053 | -21.59088 | .1397171 |
| overseaexp | | | | | | |
| 2 | .1008305 | 1.095815 | 0.09 | 0.928 | -2.286746 | 2.488407 |
| 3 | 4.238051 | 2.222554 | 1.91 | 0.081 | -.6044786 | 9.080581 |
| homecountry | | | | | | |
| 2 | 1.716932 | 1.308724 | 1.31 | 0.214 | -1.134534 | 4.568398 |
| 3 | -9.52282 | 4.999963 | -1.90 | 0.081 | -20.4168 | 1.371164 |
| 4 | -11.53952 | 5.540052 | -2.08 | 0.059 | -23.61026 | .5312123 |
| 5 | .1421458 | 1.496061 | 0.10 | 0.926 | -3.117492 | 3.401784 |
| countryvisit | | | | | | |
| 2 | 1.148616 | 1.704926 | 0.67 | 0.513 | -2.566099 | 4.86333 |
| 3 | 2.425218 | 1.450231 | 1.67 | 0.120 | -.7345647 | 5.585001 |
| 4 | 3.276969 | 1.706423 | 1.92 | 0.079 | -.4410072 | 6.994945 |
| 5 | 3.767125 | 1.872893 | 2.01 | 0.067 | -.3135593 | 7.847808 |
| 6 | -.4228224 | 1.966656 | -0.21 | 0.833 | -4.707798 | 3.862153 |
| 7 | -3.695031 | 2.893002 | -1.28 | 0.226 | -9.998341 | 2.60828 |
| 8 | -.3765812 | 1.4793 | -0.25 | 0.803 | -3.599699 | 2.846536 |
| 9 | .2957285 | 3.000848 | 0.10 | 0.923 | -6.242558 | 6.834015 |
| 10 | 2.951821 | 2.304985 | 1.28 | 0.225 | -2.070309 | 7.973951 |
| 11 | .317577 | 2.312014 | 0.14 | 0.893 | -4.719868 | 5.355022 |
| 12 | -.3012733 | 2.435971 | -0.12 | 0.904 | -5.608799 | 5.006252 |
| 15 | -4.333172 | 4.165219 | -1.04 | 0.319 | -13.4084 | 4.74206 |
| 16 | -5.665675 | 3.874712 | -1.46 | 0.169 | -14.10795 | 2.776596 |
| 17 | 1.321438 | 3.596112 | 0.37 | 0.720 | -6.513817 | 9.156693 |
| 19 | 1.534515 | 3.512091 | 0.44 | 0.670 | -6.117674 | 9.186705 |
| 20 | -2.024293 | 3.352571 | -0.60 | 0.557 | -9.328917 | 5.280331 |
| 25 | .4705431 | 2.590848 | 0.18 | 0.859 | -5.17443 | 6.115516 |
| profqualification | | | | | | |
| 2 | .3361396 | 2.003692 | 0.17 | 0.870 | -4.029531 | 4.70181 |
| 3 | -1.885034 | 2.490682 | -0.76 | 0.464 | -7.311765 | 3.541697 |
| 4 | 3.643276 | 2.204219 | 1.65 | 0.124 | -1.159305 | 8.445856 |
| 5 | 2.394004 | 3.632848 | 0.66 | 0.522 | -5.521292 | 10.3093 |
| teachduration | | | | | | |
| 2 | -.0249908 | 1.318709 | -0.02 | 0.985 | -2.898211 | 2.848229 |
| 3 | .6259384 | 2.224412 | 0.28 | 0.783 | -4.220639 | 5.472516 |
| 4 | -1.201378 | 2.553051 | -0.47 | 0.646 | -6.763998 | 4.361242 |
| 5 | 1.456528 | 2.240188 | 0.65 | 0.528 | -3.424423 | 6.337479 |
| interactfreq | | | | | | |
| 2 | -5.413655 | 3.150065 | -1.72 | 0.111 | -12.27706 | 1.449748 |
| 3 | -7.626099 | 3.193288 | -2.39 | 0.034 | -14.58367 | -.6685228 |
| 4 | -6.520715 | 3.041801 | -2.14 | 0.053 | -13.14823 | .1067997 |
| 5 | -7.038907 | 3.160511 | -2.23 | 0.046 | -13.92507 | -.1527457 |
| 6 | -6.196107 | 3.093335 | -2.00 | 0.068 | -12.9359 | .5436895 |
| 7 | -5.464194 | 3.08298 | -1.77 | 0.102 | -12.18143 | 1.253042 |
| pretrain | | | | | | |
| 3 | -3.901771 | 2.626487 | -1.49 | 0.163 | -9.624396 | 1.820853 |
| 4 | -.388139 | .7234135 | -0.54 | 0.601 | -1.964322 | 1.188044 |
| _cons | 15.73122 | 6.285252 | 2.50 | 0.028 | 2.036829 | 29.4256 |

Note: Values for the variables are presented in Table 6.2 (on participants' socio-demographics) in Chapter 6

| Source | SS | df | MS | Number of obs = 57 | | |
|----------|------------|----|------------|--------------------|--------|--|
| Model | 106.538227 | 44 | 2.42132333 | F(44, 12) = | 1.58 | |
| Residual | 18.4442296 | 12 | 1.53701913 | Prob > F = | 0.1990 | |
| | | | | R-squared = | 0.8524 | |
| | | | | Adj R-squared = | 0.3113 | |
| Total | 124.982456 | 56 | 2.23182957 | Root MSE = | 1.2398 | |

| pre2_change | Coef. | Std. Err. | t | P> t | [95% Conf. Interval] | |
|-------------------|-----------|-----------|-------|-------|----------------------|----------|
| age | | | | | | |
| 3 | -1.825108 | 1.6646 | -1.10 | 0.294 | -5.451961 | 1.801744 |
| 4 | -4.337011 | 2.170618 | -2.00 | 0.069 | -9.06638 | .3923583 |
| 2.gender | -.355061 | .7101097 | -0.50 | 0.626 | -1.902257 | 1.192135 |
| engspeak | | | | | | |
| 2 | -6.139667 | 3.883478 | -1.58 | 0.140 | -14.60104 | 2.321705 |
| 3 | -7.201086 | 3.958143 | -1.82 | 0.094 | -15.82514 | 1.422967 |
| overseaexp | | | | | | |
| 2 | .3065837 | .8697755 | 0.35 | 0.731 | -1.588494 | 2.201662 |
| 3 | 4.794118 | 1.764096 | 2.72 | 0.019 | .9504829 | 8.637753 |
| homecountry | | | | | | |
| 2 | 1.334568 | 1.038767 | 1.28 | 0.223 | -.9287104 | 3.597846 |
| 3 | -7.10679 | 3.968594 | -1.79 | 0.099 | -15.75361 | 1.540033 |
| 4 | -9.580281 | 4.397276 | -2.18 | 0.050 | -19.16112 | .0005603 |
| 5 | -.8093733 | 1.187461 | -0.68 | 0.508 | -3.396628 | 1.777882 |
| countryvisit | | | | | | |
| 2 | 2.541298 | 1.353242 | 1.88 | 0.085 | -.4071621 | 5.489759 |
| 3 | 1.242929 | 1.151084 | 1.08 | 0.301 | -1.265068 | 3.750926 |
| 4 | .0143233 | 1.35443 | 0.01 | 0.992 | -2.936726 | 2.965372 |
| 5 | 1.873601 | 1.486561 | 1.26 | 0.231 | -1.365338 | 5.11254 |
| 6 | 2.32006 | 1.560983 | 1.49 | 0.163 | -1.08103 | 5.721151 |
| 7 | -2.166658 | 2.296247 | -0.94 | 0.364 | -7.16975 | 2.836435 |
| 8 | -.6471434 | 1.174157 | -0.55 | 0.592 | -3.205411 | 1.911124 |
| 9 | 2.3762 | 2.381847 | 1.00 | 0.338 | -2.813398 | 7.565799 |
| 10 | .5611917 | 1.829523 | 0.31 | 0.764 | -3.424996 | 4.54738 |
| 11 | -2.477135 | 1.835102 | -1.35 | 0.202 | -6.47548 | 1.521209 |
| 12 | .4495552 | 1.93349 | 0.23 | 0.820 | -3.763158 | 4.662269 |
| 15 | -6.121595 | 3.306036 | -1.85 | 0.089 | -13.32483 | 1.081639 |
| 16 | -.9740996 | 3.075454 | -0.32 | 0.757 | -7.674938 | 5.726739 |
| 17 | -1.248213 | 2.854322 | -0.44 | 0.670 | -7.467247 | 4.970822 |
| 19 | 5.529585 | 2.787633 | 1.98 | 0.071 | -.5441463 | 11.60332 |
| 20 | -1.164769 | 2.661018 | -0.44 | 0.669 | -6.962629 | 4.63309 |
| 25 | -.5833962 | 2.05642 | -0.28 | 0.781 | -5.06395 | 3.897157 |
| profqualification | | | | | | |
| 2 | 4.261023 | 1.59038 | 2.68 | 0.020 | .7958833 | 7.726163 |
| 3 | 1.005326 | 1.976916 | 0.51 | 0.620 | -3.302004 | 5.312655 |
| 4 | 5.609104 | 1.749543 | 3.21 | 0.008 | 1.797178 | 9.421031 |
| 5 | 5.584275 | 2.883481 | 1.94 | 0.077 | -.69829 | 11.86684 |
| teachduration | | | | | | |
| 2 | 2.016033 | 1.046692 | 1.93 | 0.078 | -.2645121 | 4.296578 |
| 3 | 3.078385 | 1.765571 | 1.74 | 0.107 | -.7684625 | 6.925233 |
| 4 | 3.704263 | 2.026419 | 1.83 | 0.093 | -.7109256 | 8.119451 |
| 5 | 3.810186 | 1.778093 | 2.14 | 0.053 | -.0639446 | 7.684317 |
| interactfreq | | | | | | |
| 2 | 2.061954 | 2.500284 | 0.82 | 0.426 | -3.385697 | 7.509605 |
| 3 | 1.663271 | 2.534591 | 0.66 | 0.524 | -3.859128 | 7.18567 |
| 4 | 1.906147 | 2.414352 | 0.79 | 0.445 | -3.354275 | 7.166568 |
| 5 | .6955746 | 2.508575 | 0.28 | 0.786 | -4.770141 | 6.16129 |
| 6 | 1.94293 | 2.455256 | 0.79 | 0.444 | -3.406612 | 7.292473 |
| 7 | 2.840003 | 2.447037 | 1.16 | 0.268 | -2.491632 | 8.171638 |
| pretrain | | | | | | |
| 3 | -2.842272 | 2.084708 | -1.36 | 0.198 | -7.38446 | 1.699916 |
| 4 | -.4381034 | .5741911 | -0.76 | 0.460 | -1.689158 | .8129514 |
| _cons | -.0483106 | 4.988759 | -0.01 | 0.992 | -10.91788 | 10.82126 |

Note: Values for the variables are presented in Table 6.2 (on participants' socio-demographics) in Chapter 6

| Source | SS | df | MS | Number of obs = 57 | | |
|----------|------------|----|------------|--------------------|--------|--|
| Model | 73.2136358 | 44 | 1.66394627 | F(44, 12) = | 1.45 | |
| Residual | 13.7688204 | 12 | 1.1474017 | Prob > F = | 0.2478 | |
| | | | | R-squared = | 0.8417 | |
| | | | | Adj R-squared = | 0.2613 | |
| Total | 86.9824561 | 56 | 1.55325815 | Root MSE = | 1.0712 | |

| pre3_change | Coef. | Std. Err. | t | P> t | [95% Conf. Interval] | |
|-------------------|-----------|-----------|-------|-------|----------------------|------------|
| age | | | | | | |
| 3 | -1.901877 | 1.438229 | -1.32 | 0.211 | -5.035509 | 1.231756 |
| 4 | -4.488307 | 1.875432 | -2.39 | 0.034 | -8.574523 | - .4020911 |
| 2.gender | .3795891 | .6135409 | 0.62 | 0.548 | -.9572017 | 1.71638 |
| engspeak | | | | | | |
| 2 | -9.389842 | 3.355359 | -2.80 | 0.016 | -16.70054 | -2.079143 |
| 3 | -9.928072 | 3.41987 | -2.90 | 0.013 | -17.37933 | -2.476815 |
| overseaexp | | | | | | |
| 2 | 1.258964 | .7514935 | 1.68 | 0.120 | -.3784002 | 2.896327 |
| 3 | 2.916592 | 1.524194 | 1.91 | 0.080 | -.4043418 | 6.237526 |
| homecountry | | | | | | |
| 2 | 1.155348 | .8975035 | 1.29 | 0.222 | -.8001439 | 3.11084 |
| 3 | -6.300755 | 3.428899 | -1.84 | 0.091 | -13.77169 | 1.170174 |
| 4 | -6.914067 | 3.799284 | -1.82 | 0.094 | -15.192 | 1.363863 |
| 5 | .1541462 | 1.025976 | 0.15 | 0.883 | -2.081264 | 2.389557 |
| countryvisit | | | | | | |
| 2 | -.8765711 | 1.169213 | -0.75 | 0.468 | -3.424066 | 1.670924 |
| 3 | 1.583161 | .9945469 | 1.59 | 0.137 | -.5837709 | 3.750092 |
| 4 | .7369367 | 1.170239 | 0.63 | 0.541 | -1.812795 | 3.286669 |
| 5 | 2.391663 | 1.284402 | 1.86 | 0.087 | -.4068083 | 5.190135 |
| 6 | -1.464526 | 1.348703 | -1.09 | 0.299 | -4.403098 | 1.474046 |
| 7 | -5.570849 | 1.983977 | -2.81 | 0.016 | -9.893565 | -1.248134 |
| 8 | 1.323752 | 1.014481 | 1.30 | 0.216 | -.8866128 | 3.534118 |
| 9 | -1.246599 | 2.057936 | -0.61 | 0.556 | -5.730457 | 3.237259 |
| 10 | 2.214506 | 1.580724 | 1.40 | 0.187 | -1.229595 | 5.658607 |
| 11 | -.5656205 | 1.585544 | -0.36 | 0.727 | -4.020225 | 2.888984 |
| 12 | -.2526152 | 1.670552 | -0.15 | 0.882 | -3.892436 | 3.387206 |
| 15 | -2.978945 | 2.856444 | -1.04 | 0.318 | -9.202602 | 3.244711 |
| 16 | -4.271572 | 2.657219 | -1.61 | 0.134 | -10.06115 | 1.518011 |
| 17 | -.1771874 | 2.466159 | -0.07 | 0.944 | -5.550487 | 5.196112 |
| 19 | -.8156054 | 2.408539 | -0.34 | 0.741 | -6.063362 | 4.432151 |
| 20 | -.9135503 | 2.299142 | -0.40 | 0.698 | -5.922951 | 4.095851 |
| 25 | -1.931372 | 1.776764 | -1.09 | 0.298 | -5.802609 | 1.939865 |
| profqualification | | | | | | |
| 2 | 2.363912 | 1.374102 | 1.72 | 0.111 | -.6299995 | 5.357823 |
| 3 | .0783542 | 1.708072 | 0.05 | 0.964 | -3.643216 | 3.799924 |
| 4 | 2.81809 | 1.51162 | 1.86 | 0.087 | -.4754477 | 6.111627 |
| 5 | 2.168549 | 2.491352 | 0.87 | 0.401 | -3.259642 | 7.596739 |
| teachduration | | | | | | |
| 2 | -.4866277 | .9043506 | -0.54 | 0.600 | -2.457038 | 1.483783 |
| 3 | -.0552474 | 1.525468 | -0.04 | 0.972 | -3.378957 | 3.268463 |
| 4 | 3.220245 | 1.750844 | 1.84 | 0.091 | -.5945164 | 7.035006 |
| 5 | 1.677429 | 1.536287 | 1.09 | 0.296 | -1.669854 | 5.024712 |
| interactfreq | | | | | | |
| 2 | 1.119655 | 2.160267 | 0.52 | 0.614 | -3.587162 | 5.826473 |
| 3 | .9476312 | 2.189909 | 0.43 | 0.673 | -3.82377 | 5.719032 |
| 4 | .8404876 | 2.086021 | 0.40 | 0.694 | -3.704562 | 5.385537 |
| 5 | .3107294 | 2.167431 | 0.14 | 0.888 | -4.411696 | 5.033155 |
| 6 | 1.830736 | 2.121362 | 0.86 | 0.405 | -2.791315 | 6.452788 |
| 7 | -.3947962 | 2.114261 | -0.19 | 0.855 | -5.001376 | 4.211783 |
| pretrain | | | | | | |
| 3 | .6445649 | 1.801205 | 0.36 | 0.727 | -3.279925 | 4.569054 |
| 4 | .0233771 | .4961061 | 0.05 | 0.963 | -1.057545 | 1.104299 |
| _cons | 7.519445 | 4.310331 | 1.74 | 0.107 | -1.87196 | 16.91085 |

Note: Values for the variables are presented in Table 6.2 (on participants' socio-demographics) in Chapter 6

Variable 4: *'I question the dominant values and assumptions about life that I have learned in my own culture when I encounter new ones from other cultures'*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1A4 | 57 | 4.105263 | .1293036 | .976221 | 3.846237 | 4.364289 |
| Pre1A4 | 57 | 3.192982 | .1795263 | 1.355394 | 2.833348 | 3.552617 |
| diff | 57 | .9122807 | .1959501 | 1.479391 | .5197455 | 1.304816 |

mean(diff) = mean(Post1A4 - Pre1A4) t = 4.6557
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 5: *'I am aware of the behaviours that are expected from people of other cultures'*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1A5 | 57 | 4.210526 | .0992984 | .7496867 | 4.011608 | 4.409445 |
| Pre1A5 | 57 | 2.789474 | .1636382 | 1.235442 | 2.461667 | 3.11728 |
| diff | 57 | 1.421053 | .1640408 | 1.238481 | 1.092439 | 1.749666 |

mean(diff) = mean(Post1A5 - Pre1A5) t = 8.6628
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 6: *'I try to become involved with conventions and rites of verbal and non-verbal communication from other cultures'*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1A6 | 57 | 4.245614 | .084072 | .63473 | 4.077197 | 4.414031 |
| Pre1A6 | 57 | 2.877193 | .1735487 | 1.310264 | 2.529533 | 3.224853 |
| diff | 57 | 1.368421 | .1595568 | 1.204628 | 1.04879 | 1.688052 |

mean(diff) = mean(Post1A6 - Pre1A6) t = 8.5764
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 7: *'Being linguistically competent in English is not a privilege that can help me cope with conflicts and ambiguous cultural situations in my communication with people from other cultures'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1A7 | 57 | 3.789474 | .1537681 | 1.160924 | 3.481439 | 4.097508 |
| PrelA7 | 57 | 2.894737 | .1799544 | 1.358626 | 2.534245 | 3.255229 |
| diff | 57 | .8947368 | .1965941 | 1.484253 | .5009115 | 1.288562 |

mean(diff) = mean(Post1A7 - PrelA7) t = 4.5512
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 8: *'I do not see a person from another country as a representative of his or her people'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1A8 | 57 | 3.789474 | .1557922 | 1.176205 | 3.477384 | 4.101563 |
| PrelA8 | 57 | 2.877193 | .1753446 | 1.323823 | 2.525936 | 3.22845 |
| diff | 57 | .9122807 | .168438 | 1.271679 | .5748588 | 1.249703 |

mean(diff) = mean(Post1A8 - PrelA8) t = 5.4161
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 9: *'I am interested in major historical and contemporary relationships between my own country and the countries of people I know'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1B1 | 57 | 2.877193 | .1302354 | .9832558 | 2.6163 | 3.138086 |
| PrelB1 | 57 | 2.438596 | .0830856 | .6272828 | 2.272156 | 2.605037 |
| diff | 57 | .4385965 | .1641747 | 1.239492 | .1097149 | .767478 |

mean(diff) = mean(Post1B1 - PrelB1) t = 2.6715
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.9951 Pr(|T| > |t|) = 0.0099 Pr(T > t) = 0.0049

Variable 25: *'I combine my knowledge, skills and attitudes to avoid problems in interactions with people from other cultures'*.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1D5 | 57 | 4.140351 | .1014883 | .7662198 | 3.937045 | 4.343656 |
| Pre1D5 | 57 | 2.824561 | .1605184 | 1.211888 | 2.503004 | 3.146118 |
| diff | 57 | 1.315789 | .1644424 | 1.241513 | .9863719 | 1.645207 |

mean(diff) = mean(Post1D5 - Pre1D5) t = 8.0015
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 26: *'When I have conflicts with people from other cultures, I use in real-time knowledge, skills and attitudes to resolve those conflicts to the mutual satisfaction, without disrupting interactions'*.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1D6 | 57 | 4.105263 | .0925963 | .6990864 | 3.919771 | 4.290756 |
| Pre1D6 | 57 | 2.561404 | .1348385 | 1.018008 | 2.29129 | 2.831517 |
| diff | 57 | 1.54386 | .1642752 | 1.24025 | 1.214777 | 1.872942 |

mean(diff) = mean(Post1D6 - Pre1D6) t = 9.3980
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 27: *'I understand both explicit and implicit values in documents and events in my own culture'*.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1E1 | 57 | 4.385965 | .085819 | .6479194 | 4.214049 | 4.557881 |
| Pre1E1 | 57 | 2.824561 | .1605184 | 1.211888 | 2.503004 | 3.146118 |
| diff | 57 | 1.561404 | .154339 | 1.165234 | 1.252225 | 1.870582 |

mean(diff) = mean(Post1E1 - Pre1E1) t = 10.1167
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 28: 'I understand both explicit and implicit values in documents and events of other cultures'.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1E2 | 57 | 3.789474 | .0992984 | .7496867 | 3.590555 | 3.988392 |
| Pre1E2 | 57 | 2.508772 | .1065605 | .8045142 | 2.295306 | 2.722238 |
| diff | 57 | 1.280702 | .1245402 | .9402581 | 1.031218 | 1.530186 |

mean(diff) = mean(Post1E2 - Pre1E2) t = 10.2834
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 29: 'I have my own ideological perspectives and values'.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1E3 | 57 | 4.473684 | .1004541 | .7584115 | 4.272451 | 4.674918 |
| Pre1E3 | 57 | 3.350877 | .1930679 | 1.457631 | 2.964116 | 3.737639 |
| diff | 57 | 1.122807 | .1907481 | 1.440116 | .7406927 | 1.504921 |

mean(diff) = mean(Post1E3 - Pre1E3) t = 5.8863
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 30: 'I evaluate documents or information received from other people with explicit reference to my own perspectives and values'.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1E4 | 57 | 3.789474 | .1364995 | 1.030548 | 3.516032 | 4.062915 |
| Pre1E4 | 57 | 2.491228 | .1279362 | .9658972 | 2.234941 | 2.747515 |
| diff | 57 | 1.298246 | .176936 | 1.335837 | .9438003 | 1.652691 |

mean(diff) = mean(Post1E4 - Pre1E4) t = 7.3374
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 31: ‘When I hear people speaking a foreign language poorly with their strong regional accents, I believe that they are less capable of doing other things than I would expect’.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|-----------|-----------|-----------|----------------------|-----------|
| Post1E5 | 57 | 3.807018 | .1863759 | 1.407107 | 3.433662 | 4.180373 |
| Pre1E5 | 57 | 4.333333 | .1042136 | .7867958 | 4.124568 | 4.542098 |
| diff | 57 | -.5263158 | .2035174 | 1.536523 | -.9340102 | -.1186214 |

mean(diff) = mean(Post1E5 - Pre1E5) t = -2.5861
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.0062 Pr(|T| > |t|) = 0.0123 Pr(T > t) = 0.9938

Variable 32: ‘I can easily establish common criteria of evaluation (of documents, events or information received) with people from other cultures’.

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1E6 | 57 | 3.578947 | .1224933 | .9248044 | 3.333564 | 3.824331 |
| Pre1E6 | 57 | 2.561404 | .1062506 | .8021744 | 2.348558 | 2.774249 |
| diff | 57 | 1.017544 | .1573019 | 1.187603 | .7024304 | 1.332657 |

mean(diff) = mean(Post1E6 - Pre1E6) t = 6.4687
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 33: *'I find it easier to establish close relationship with people from my country than those from other countries'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1E7 | 57 | 3.385965 | .1475667 | 1.114104 | 3.090353 | 3.681577 |
| Pre1E7 | 57 | 2.403509 | .14779 | 1.11579 | 2.10745 | 2.699568 |
| diff | 57 | .9824561 | .1650762 | 1.246298 | .6517688 | 1.313143 |

mean(diff) = mean(Post1E7 - Pre1E7) t = 5.9515
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 34: *'When my beliefs and values cause conflicts with people from other cultures, I am able to use my skills and knowledge to negotiate agreement on places of conflict'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| Post1E8 | 57 | 4 | .086711 | .6546537 | 3.826297 | 4.173703 |
| Pre1E8 | 57 | 2.561404 | .1371422 | 1.035401 | 2.286675 | 2.836132 |
| diff | 57 | 1.438596 | .145994 | 1.102231 | 1.146135 | 1.731058 |

mean(diff) = mean(Post1E8 - Pre1E8) t = 9.8538
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 7: *'I am capable of developing supplementary ESL/EFL materials that help me teach language and culture in an integrated way'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post2_7 | 57 | 3.315789 | .0941853 | .711083 | 3.127114 | 3.504465 |
| pre2_7 | 57 | 2.982456 | .1016506 | .7674454 | 2.778825 | 3.186087 |
| diff | 57 | .3333333 | .1308669 | .9880235 | .0711754 | .5954913 |

mean(diff) = mean(post2_7 - pre2_7) t = 2.5471
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.9932 Pr(|T| > |t|) = 0.0136 Pr(T > t) = 0.0068

Variable 8: *'I am able to select ESL/EFL materials from different origins with different perspectives so that my students can compare and analyse the materials critically'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post2_8 | 57 | 3.403509 | .0785985 | .5934057 | 3.246057 | 3.56096 |
| pre2_8 | 57 | 2.701754 | .1250687 | .9442479 | 2.451212 | 2.952297 |
| diff | 57 | .7017544 | .1521873 | 1.148989 | .3968866 | 1.006622 |

mean(diff) = mean(post2_8 - pre2_8) t = 4.6111
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 9: *'I know how to analyse or evaluate instructional materials for potential stereotypical and/or prejudicial content'.*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post2_9 | 57 | 3.315789 | .1006181 | .7596497 | 3.114227 | 3.517352 |
| pre2_9 | 57 | 2.596491 | .1321209 | .9974906 | 2.331821 | 2.861161 |
| diff | 57 | .7192982 | .1517533 | 1.145712 | .4152999 | 1.023297 |

mean(diff) = mean(post2_9 - pre2_9) t = 4.7399
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 16: *'I am able to make my ESL/EFL students understand that a non-native speaker inferiority complex is only the result of misunderstanding and prejudice.'*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post2_16 | 57 | 3.421053 | .1089577 | .8226127 | 3.202784 | 3.639321 |
| pre2_16 | 57 | 2.666667 | .1332393 | 1.005935 | 2.399756 | 2.933577 |
| diff | 57 | .754386 | .1588664 | 1.199415 | .4361383 | 1.072634 |

mean(diff) = mean(post2_16 - pre2_16) t = 4.7486
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 17: *'In my ESL/EFL class, I prepare my students for real-life intercultural communication but do not train them to become native-like.'*

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post2_17 | 57 | 3.491228 | .0834816 | .6302722 | 3.323994 | 3.658462 |
| pre2_17 | 57 | 2.54386 | .1524038 | 1.150624 | 2.238558 | 2.849161 |
| diff | 57 | .9473684 | .1846575 | 1.394134 | .5774549 | 1.317282 |

mean(diff) = mean(post2_17 - pre2_17) t = 5.1304
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

Variable 18: *Abilities in using cultural teaching techniques in an ESL/EFL classroom*

a. Cultural critical incidents:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18a | 57 | .9649123 | .0245882 | .1856372 | .9156561 | 1.014168 |
| pre2_18a | 57 | .5263158 | .0667227 | .5037454 | .3926542 | .6599774 |
| diff | 57 | .4385965 | .0663096 | .5006262 | .3057625 | .5714305 |

mean(diff) = mean(post2_18a - pre2_18a) t = 6.6144
 Ho: mean(diff) = 0 degrees of freedom = 56
 Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

b. Cultural assimilators:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18b | 57 | .8245614 | .0508253 | .3837227 | .7227461 | .9263767 |
| pre2_18b | 57 | .2807018 | .0600459 | .4533363 | .1604154 | .4009881 |
| diff | 57 | .5438596 | .0665578 | .5025 | .4105284 | .6771909 |

mean(diff) = mean(post2_18b - pre2_18b) t = 8.1712
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

c. Cultural autobiography:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18c | 57 | .9298246 | .0341349 | .2577131 | .8614441 | .9982051 |
| pre2_18c | 57 | .6491228 | .0637745 | .4814868 | .5213672 | .7768785 |
| diff | 57 | .2807018 | .0740622 | .5591571 | .1323374 | .4290661 |

mean(diff) = mean(post2_18c - pre2_18c) t = 3.7901
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.9998 Pr(|T| > |t|) = 0.0004 Pr(T > t) = 0.0002

d. Cultural capsules:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18d | 57 | .9298246 | .0341349 | .2577131 | .8614441 | .9982051 |
| pre2_18d | 57 | .245614 | .0575214 | .434277 | .1303848 | .3608432 |
| diff | 57 | .6842105 | .0621155 | .4689614 | .5597783 | .8086427 |

mean(diff) = mean(post2_18d - pre2_18d) t = 11.0151
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

h. Sitcoms:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18h | 57 | .754386 | .0575214 | .434277 | .6391568 | .8696152 |
| pre2_18h | 57 | .3859649 | .0650544 | .4911497 | .2556453 | .5162845 |
| diff | 57 | .3684211 | .0776841 | .5865023 | .212801 | .5240411 |

mean(diff) = mean(post2_18h - pre2_18h) t = 4.7426
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

i. Advertisements:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18i | 57 | .9473684 | .0298393 | .2252818 | .8875931 | 1.007144 |
| pre2_18i | 57 | .5614035 | .0663096 | .5006262 | .4285695 | .6942375 |
| diff | 57 | .3859649 | .0697039 | .5262531 | .2463312 | .5255987 |

mean(diff) = mean(post2_18i - pre2_18i) t = 5.5372
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

j. Proverbs:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18j | 57 | .8596491 | .0464167 | .3504383 | .7666653 | .9526329 |
| pre2_18j | 57 | .5263158 | .0667227 | .5037454 | .3926542 | .6599774 |
| diff | 57 | .3333333 | .0677851 | .5117663 | .1975435 | .4691232 |

mean(diff) = mean(post2_18j - pre2_18j) t = 4.9175
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000

n. Creation of a website or a blog about a culture or a specific cultural practice:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18n | 57 | .5964912 | .0655593 | .4949621 | .4651601 | .7278223 |
| pre2_18n | 57 | .3684211 | .0644603 | .4866643 | .2392916 | .4975505 |
| diff | 57 | .2280702 | .0708768 | .5351083 | .0860868 | .3700535 |

mean(diff) = mean(post2_18n - pre2_18n) t = 3.2178
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 0.9989 Pr(|T| > |t|) = 0.0021 Pr(T > t) = 0.0011

o. Plan a lesson to teach culture:

Paired t test

| Variable | Obs | Mean | Std. Err. | Std. Dev. | [95% Conf. Interval] | |
|----------|-----|----------|-----------|-----------|----------------------|----------|
| post~18o | 57 | .9824561 | .0175439 | .1324532 | .9473116 | 1.017601 |
| pre2_18o | 57 | .4736842 | .0667227 | .5037454 | .3400226 | .6073458 |
| diff | 57 | .5087719 | .066805 | .5043669 | .3749454 | .6425985 |

mean(diff) = mean(post2_18o - pre2_18o) t = 7.6158
 Ho: mean(diff) = 0 degrees of freedom = 56

Ha: mean(diff) < 0 Ha: mean(diff) != 0 Ha: mean(diff) > 0
 Pr(T < t) = 1.0000 Pr(|T| > |t|) = 0.0000 Pr(T > t) = 0.0000