

Motivating English as a Foreign Language Teachers to Cultivate Intercultural Competence through an Online Module: An Instructional Design Project

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Abstract: Most teaching pedagogies in English as a Foreign Language (EFL) classes focused on enhancing students' linguistic skills rather than exploring how cultures or politics influenced the interpretation of the English language. To address the challenge, computer-mediated communication (CMC) tools were used to foster online intercultural communication. Attention, relevance, confidence, and satisfaction (ARCS) motivational design model and critical pedagogy were used in developing this online professional development module. To cultivate EFL teachers' intercultural competence, this language and identity unit utilized multimedia resources to raise participants' attention, news articles to relate their lived experiences, online forums to establish their confidence, and intercultural experiences to increase their satisfaction. Data was collected from 16 EFL teachers' questionnaires, online comments, and interviews. It was found that task attractiveness and online environment were factors that motivated participants to become critically literate. Current research only reveals a partial view of motivation, and thus long-range research would be worthwhile to investigate how cultural dynamics within groups may influence online communication.

Statement of the Problem

In recent years, the English as a Foreign Language (EFL) classroom became an important place for the development of the intercultural competence due to its possibility to allow students to explore diverse identities and cultures. However, traditional language acquisition approaches for teacher education focused on linguistic competence such as reading, speaking, listening, and writing skills, which is not able to capture the complexity of sociocultural perspectives of language learning (Ohta, 2000). Other teaching objectives in EFL settings such as intercultural enrichment has been widely overlooked (Piller, 2002). O'Dowd (2013) suggests that "online cultural exchanges" can be a great model to emphasize linguistic and intercultural competence. Many training programs have resorted to computer mediated communication (CMC) to foster international dialogue and overcome the distance and limited access to target culture. Still, some learners failed to overcome misunderstandings, stereotypes, and negative attitudes about their partners' culture (Jin, 2015). In exploration the relations between English language and identity, this online module connected EFL teachers from different countries online to cultivate their intercultural competence.

Literature Review

Due to globalization, intercultural communication has become increasingly important. In the process of fostering intercultural communicative competence, materials for EFL teachers' education tend to focus on cultural knowledge such as literature, artwork, customs, history, or taboo. The stereotyped and generalized cultural facts cannot ensure participants to achieve communication in real intercultural contexts. Therefore, it is important for instructional designer to collect authentic situations and encourage EFL teachers to explore non-tangible cultural aspects such as attitudes, assumptions, beliefs, perceptions, norms and values (Alatis, Straehle, Gallenberger & Ronkin, 1996) in their EFL classes.

Intercultural competence is rather an intangible concept often internalized and transmitted to us from birth. The objective of intercultural competence is to improve sensitivity and tolerance to cultural difference, deal with cultural difference flexibly, construct awareness and competence of the target culture, and help participants to communicate appropriately and effectively in intercultural circumstances (Jia, 1997). Rather than informing participants of the structured knowledge, this module intended to let participants perceive ever-changing reality in different cultural settings through comparison with another culture so that participants can be more conscious about the cultural component that languages or images carry.

In this digital era, the unlimited amount of information is often paired with insufficient media literacy. According to Zuckerman (2014), people tend to interact with online groups who have a lot in common, so people were less likely to accept others with different opinions. To facilitate real communication in the online environment, critical literacy pedagogy was used so that participants goes beyond information exchange, and progressed more along the lines of thinking "Why do we want to communicate?" (Gimenez, 2007). It allowed readers to assume a more active role in the reader-author relationship and to achieve deeper levels of understanding from a critical perspective that questions, examines and disputes the power relations existing between readers and authors (McLaughlin & DeVoogd, 2004). In other words, decoding the information is not only viewed as a process of interaction between the reader, the author, and the information, but also between the reader and the society.

The main difference between critical literacy pedagogy and other dominant pedagogies is the way language, knowledge, module, and content is conceived. Mainstream pedagogies consider language as reality, and knowledge is viewed as universal. Whether the module is considered suitable resulted from the authority of the author, so the content is often laid out as right or wrong, fact or opinion, neutral or biased.

On the other hand, in critical literacy, language constructs the lenses we use to understand reality. If the idea of language changes, the concepts of identity, culture and communication change as well. Critical literacy views knowledge as incomplete since each person makes sense of the world under their different cultures and experiences, and the content of this module focused on helping participants explore assumptions and implications of the text. In Figure 1, Andreotti (2006) presented general differences in terms of questions types between traditional pedagogies and critical literacy pedagogies in second language acquisition.

Traditional pedagogies	Critical literacy pedagogies
Does the text represent the truth? Is it fact or opinion? Is it biased or neutral? Is it well written/clear? Who is the author and what level of authority/legitimacy does he or she represent? What does the author say?	How are words interpreted differently? What are the assumptions behind the statements? Where are they from? What/whose understandings do they present? How was this understandings constructed? Who decides what is real in this context? In whose name and for whose benefit?

Figure 1. Questions types.

Different language choices affect how the readers interpret the text. It is thus important for participants to question the implications of the text that goes beyond the meaning. While the literature has established views on the objectives of critical literacy, this module thus aims to explore how question type developed under critical literacy may facilitate EFL teachers' communication online.

To motivate participants fully engage in the lessons, ARCS model developed by Keller (1987) was also used to foster participants' intercultural competence. ARCS model was well-developed and validated more than 30 years ago in face to face or online environments by researchers from different countries, but the results of different motivational design and strategies used in the studies were not always consistent. In this instructional design project, participants' attention was gained by using multimedia materials such as international news articles, social movement photos, and short clips. To make the content more relevant to participants' lives, stories discussed in the lesson were selected from newspapers. It was expected that through sharing collective knowledge on the public forum, participants built their confidence in incorporating intercultural issues with the EFL class, and fulfilled satisfaction while interacting with EFL teachers from other countries.

As the use of educational technology becomes more pervasive in language learning, many training programs have resorted to computer mediated communication (CMC) tools to achieve intercultural competence. Xu's (2012) research showed that participants were more active in an e-learning environment than in face-to-face interaction. The main reason is that participants' roles change from learners to topic contributors, meaning negotiators, and information providers. According to Yandell (2013), students' active roles enable them to explore their own relationships and identities and social dynamics of the class, which make online intercultural communication effective. Warschauer (1996) mentioned several factors that can be tied into motivation using CMC tools: being able to communicate with speakers with diverse mother tongues, feeling empowered and less threatened interacting with others, and making students feel more control over their own learning. Meunier (1998) also looked directly at motivation on online chat sessions and focused on the elements of anxiety, risk taking, sociability, reaction to teaching styles, and instrumental motivation. This research thus wants to explore which factors may motivate EFL teachers from different countries in making real online communication, and what kinds of evidence can be considered towards reaching intercultural competence.

Methodology

Research Questions/Goals. The goal of this research was to examine the extent to which the online modules developed affected participants' motivation in becoming interculturally competent.

Content Analysis. This instructional design project focused on how English, a cultural capital, is reflected on the representation of identity. Diverse voices and stories guided by critical questions were collected to present different perspectives. In the introductory lesson, visual images and tutorials were used to get participants' attention. In the exploration session, theoretical concepts were delivered through academic readings. In the expansion session, a real-life news event was provided for participants to apply the concepts (Figure 2).



Figure 2. Content map.

Different purposes and objectives were broken down for participants to achieve (Figure 3). After taking three lessons, it is expected that one should not assume certain beliefs are always correct, thus can be more open-minded to different perspectives.

Lesson 1: Introduction

- Recognize how language is influenced in dominant and non-dominant cultures
- Identify how language and identity are constructed

Lesson 2: Exploration

- Identify the impact of explicit and implicit bias
- Determine how implicit bias is formed through reading

Lesson 3: Expansion

- Explore the idea that languages sometimes encode meanings that can be difficult to access in other languages from a news article
- Evaluate how cultural values guide people to form different communication norms

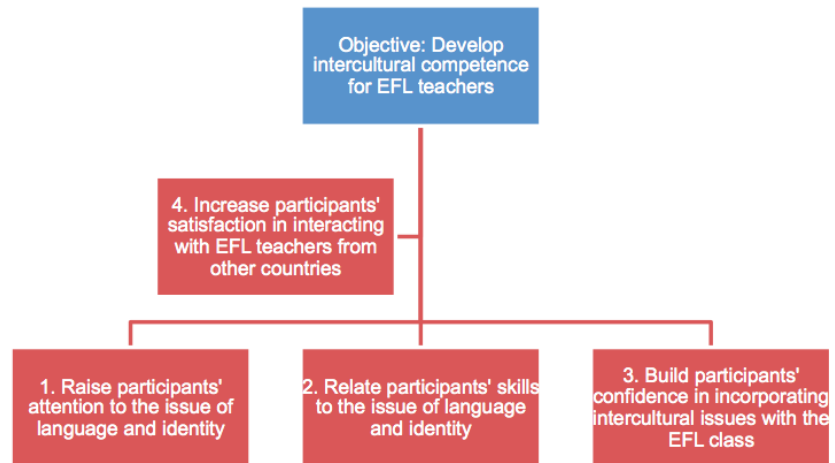


Figure 3. Hierarchy chart.

Recruitment and Participants. Participants were recruited via recruitment email (Appendix A) and confirmation email (Appendix B) with a consent form (Appendix C) and an in-person invitation. These EFL teachers were over the age of 18 and the cognitive, physiological, affective, and social domains were used to screen the characteristics of the target population (Figure 4). Sixteen voluntary EFL teachers (14 females and 2 males), majority of them aged range from 25-30 from the Second Language Studies Department at the University of Hawaii at Manoa were recruited. These participants came from six different countries : Taiwan (4), Japan (3), China (2), Korea (1), Vietnam (1), and USA (5) (Figure 5), and most of them have 1-5 years of experiences (Figure 6). Two participants joined one-on-one sessions, while the other fourteen participants tested the online lessons individually.

Cognitive	Physiological
<ul style="list-style-type: none"> ● Has personal computer device ● Has basic computer literacy skills ● Has little to no knowledge about incorporating English language with intercultural competence ● Has moderate comprehension of the English language ● Has knowledge and/or experience completing online surveys 	<ul style="list-style-type: none"> ● The age is over 18 years old ● Can be any gender ● Is physically and mentally able to use computers
Affective	Social
<ul style="list-style-type: none"> ● Mentally prepared to participate in professional development ● Open to possibilities to innovate English classes 	<ul style="list-style-type: none"> ● Is able to engage and communicate with the researcher ● Can test a online module individually

Figure 4. Participants characteristics.

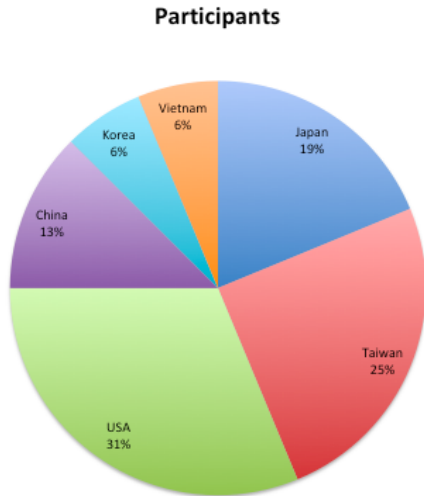


Figure 5. Participants’ nationality

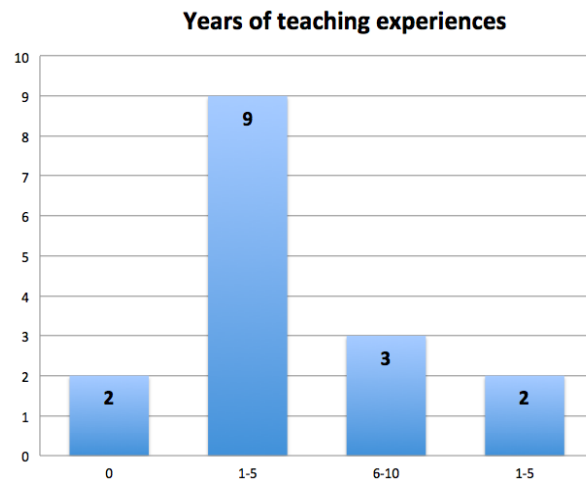


Figure 6. Years of teaching experiences.

It was found that most EFL teachers understood English language could be incorporated with intercultural issues (4.9/5), but when it comes to “I invited participants to join social events” (3.4/5), participants scored the lowest. Nõmm (2012) pointed out that there were three components in achieving intercultural competence: cognitive, affective, and operational components. Cognitive components focus on the concepts of cultural differences and their impact on intercultural interaction. Affective components are the empathy and ability to see the world from different perspectives and overcome stereotypical reactions to another culture. Operational components are the ability help solve the failure in intercultural communications. Like mainstream teaching pedagogies, the result showed that EFL teachers focused more on cognitive domain, while skill and affective domains were focused less upon (Figure 7).

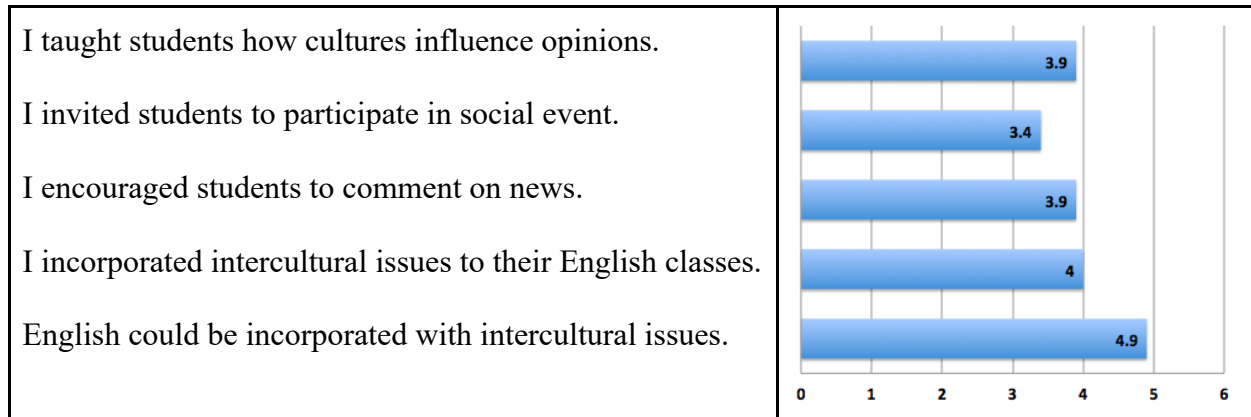


Figure 7. Experiences of promoting intercultural competence in EFL classes.

Evaluation Instruments. Motivation plays a crucial role in language classroom, and it includes both internal factors as well as external factors. It is important to unpack the complexities of motivation because the course design and learning environment should all be taken into consideration. This research utilized both quantitative and qualitative measurement to examine which factors increase or decrease motivation. A pre-lesson questionnaire with eight questions (Appendix D) and a retrospective survey (Appendix E) with overall 20 questions developed

through Google Forms were used to evaluate the impact of this online module on motivation. The retrospective assessment tool was used to decrease the “response-shift bias” that occurs in pre-post surveys, effectively get rid of incomplete data sets that usually occur in pre-post tests (Pratt, McGuigan, & Katzev, 2000). This research also collected information from one-on-one interview, online comments, and open-ended questions. All the demographic information was used to protect confidentiality, and they won’t be accessed by irrelevant participants.

Project Design Strategies. This online module was developed on the free website builder Wix. According to the ARCS framework, I first used the copyright free images on the Wix to draw participants’ attention, but I found those images may not be meaningful enough to engage participants, so I looked for other images that can best convey the key idea of my project. I later used McArthur’s Universal Corrective Map of the World (1979) to convey the idea of how different visual images and textual information constructs our perspectives (Figure 8).



Figure 8. Homepage.

The “More about” button on the homepage leads users to read articles about how people unconsciously associate the positive words with the countries on the north hemisphere, and vice versa in the south hemisphere. The purpose and objectives of this website were also displayed on this page (Figure 9). After the brief introduction of the website, this language and identity module unit was displayed in the order of introduction, exploration and expansion (Figure 10).

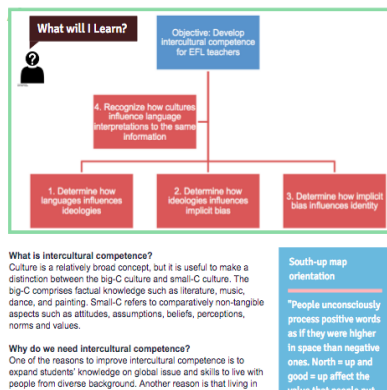


Figure 9. About page.

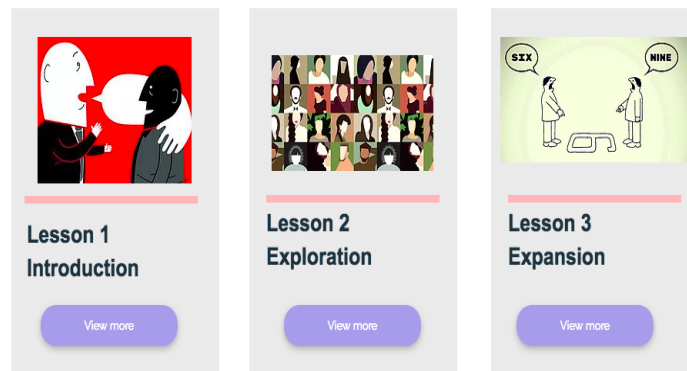


Figure 10. Lesson page.

The teaching materials were presented in the order of introduction, exploration, and expansion. In the introduction session, visual images were used to raise participants' attention. For example, the first lesson introduced the word "oriental," followed by a tutorial about why this word had negative connotation and was removed from the federal law. In the exploration session, participants explored the difference between "exotic" and "Asian" through images. Another is an academic reading about microaggression-how language reflects one's mind. In the expansion session, participants explored the usage of "immigrant" after reading two authentic news articles, one from Taiwan and the other from Germany, followed by the online discussions. Among these lessons, guiding questions designed by the critical literacy pedagogy were used to help participants build an active role in interpreting the textual and visual information. By questioning the assumptions and how those assumptions perceived in the text, participants were able to achieve a deeper level of understanding.

Procedures. The research was planned to make sure the research was conducted on time (Appendix F). This research was approved by the Institutional Review Board (IRB), and the researcher got the CITI certificate before conducting the research (Appendix G). The participants were contacted via recruitment email. After they replied the mail, the researcher sent the confirmation letter to arrange the mutually agreed time and meet at the UHM campus. The link of the website, the consent form about the procedure and the purpose of the research were also included in the confirmation letter. When the researcher met with the participants, they opened website link using their own personal computer. Each participant was guided to click on the pre-lesson questionnaire to fill out their personal data. The consent form attached to the pre-lesson questionnaire informed people with the procedures, the intent of the study and potential risk. Once the participant hit the "next" button, it implied that they understand and agree to participate the research.

The personal data were used specifically to determine the impact of this online module and the educational purpose only, and it will not be kept private. After participants completed the questionnaire, they spent around 45 minutes to finish the three lessons and interact with other international participants online. At the end of the lesson, a retrospective survey questions were used to examine participants' motivation in achieving intercultural competence. The researcher interviewed participants for any feedback regarding online lessons.

Results

Motivation in incorporating intercultural issues in EFL classes

This research aims to explore to what extent does this online module affect participants' motivation in becoming interculturally competent. In overall module design, participants had positive feedback for this online module. Most EFL teachers thought this module was presented in an interesting manner (4.6/5), and they can relate these concepts to be implemented in their EFL classes (4.3/5). However, the score of feeling prepared in incorporating intercultural issues to their English classes was relatively lower (4/5). It may result from the fact that this online module was designed for professional development rather than a teaching resource website (Figure 11).

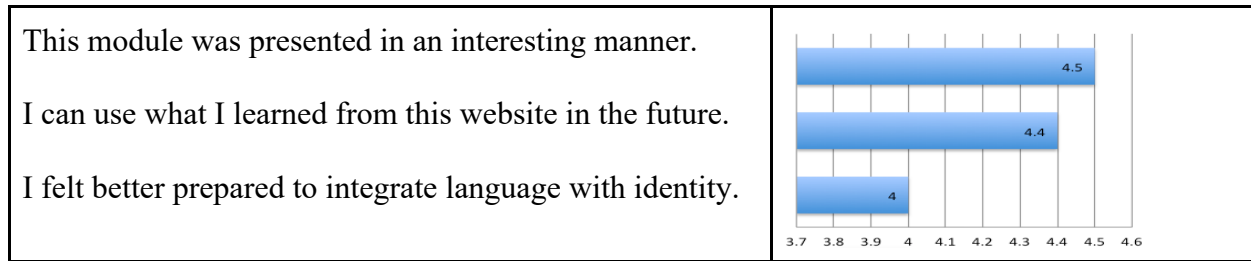


Figure 11. Overall task design.

Most of the motivation research focused on teachers’ responsibilities and role in stimulating students’ motivation. However, this self-paced learning module aims to help learners to motivate themselves and control their own learning process. This research utilized ARCS model to examine whether participants become motivating in achieving intercultural competence. Participants were expected to increase their attention to intercultural issues, relate these issues to their lives, be confident to promote intercultural issues and feel satisfied during the process. The result showed that in ARCS model, participants scored the highest on the attention domain (4.7/5) questions after the module (Figure 12). This can be reflected on their language choices in making online comments. Participants scored high in the relevance criteria (4.4/5). The evidence can also be found from participants who drew on their own experiences in replying to intercultural prompts. For example, when participants were asked to comment on how “Asian” was understood in their lives, they drew on personal experiences and provided insightful opinions. For example, a participant mentioned she had noticed that Asian food in the United States usually means a Chinese cuisine-centered takeout restaurant that is supposed to represent the entire continent. In contrast, Asian food in England generally refers to Indian food. In terms of confidence criteria (4.6/5), participants felt more prepared to talk about language and identity with the exposure of multiple perspectives. Meanwhile, satisfaction criteria is the lowest (4.2/5). This was expected since feeling satisfied generally requires a longer time and more effort.

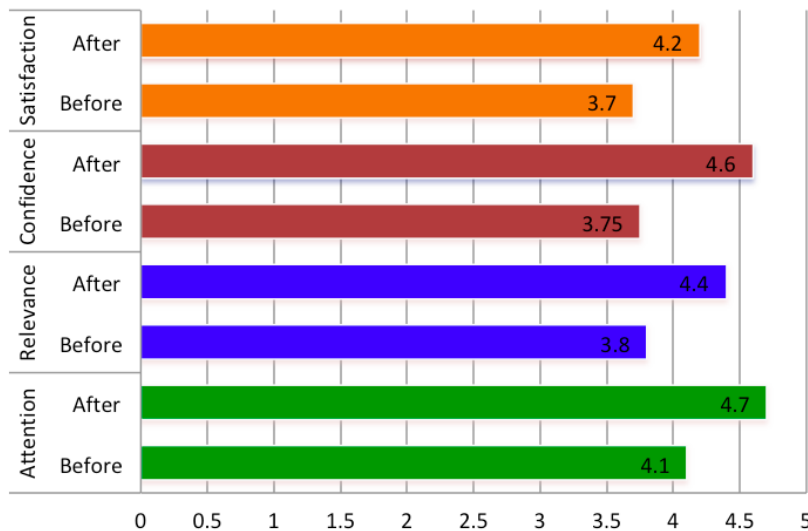


Figure 12. Results of the ARCS before and after the module.

In the qualitative analysis, the researcher clustered data into recurring patterns. Two factors related to motivation in becoming interculturally competent emerged: task attractiveness and online environment. First of all, I was interested in any comments that were related to the attractiveness of the task as a whole. If tasks were seen as valuable, they should positively affect people's intrinsic motivation. One participant indicated that the module was well-designed and engaging, and expressed favorable attitudes towards learning other topics such as language and gender equality, another reflected on how this module made people think more about issues that have been overlooked, and would like to adapt what he/she would like to adopt from this website. Besides module design, participants also had suggestions on the instruction:

I think it would be good to start with a very simple, factual definition first--one with no inherent positive or negative biases--and then elicit opinions or imagery from the students to identify any biases or preconceived notions they may have.

Participants not only commented on overall website design, but also actively engaged in thinking how to make these ideas applicable. Secondly, online environment in discussing sensitive intercultural issues online is also crucial on motivation. The researcher looked into the roles of confidence and anxiety in this online learning setting. MacIntyre et al. (1998) determined that confidence or even a perceived lack of confidence can result in a willingness to communicate. For example, one participant mentioned with the online nature of making comments anonymously, participants can hide their own identities, and thus became more confident in discussing sensitive issues, while another participant mentioned that not knowing others' identities made it hard to understand the context. This data showed that participants were concerned about the safety of this online group, and thus created a certain level of anxiety in interacting with others. This experience may result from that no online team building activity before the module. Interestingly, one participant stated that as an EFL teacher, he/she feel obligated to think the right way, deterring one from exchanging their real viewpoints. The participant stated,

I am not sure whether people will judge me the way I think. As an EFL teacher, I feel that I need to be the model of my students and convey the right concepts.

To reduce the anxiety level, future research could adopt the principle of instructional design for learners to share what they have constructed with others. By sharing the knowledge, it might reinforce the social dimension of learning (Selinger, 1998), and create a sense of community and relatedness in an online environment.

Becoming critically literate in intercultural competence

Critical literacy pedagogy is often considered as an inclusive educational approach to understand media sources meaningfully, but it is often under-practiced in EFL settings (Gustine, 2018). In fact, EFL classes should be an important place to develop intercultural competence due to its possibility of allowing participants to explore diverse identities and cultures. After analyzing participants' comments and post-prompt reflections, EFL teachers were found to enhance learning deep culture, and raised their attention to language choices and teaching intercultural issues.

Enhanced learning of deep culture

This online module utilized two international news articles and images about immigrants from Taiwan and Germany as authentic teaching materials. International news is the product of many cultural groups that can lead learners to identify deep-rooted social aspects and social struggles that members of the same community may not even be aware of (Frank, 2013). The visual and textual materials with different political or cultural perspectives can be a rich source to promote intercultural dimension. To arouse participants' attention to assumption and implications, critical literacy pedagogy was used in designing questions. The guiding questions focuses on discovering where the assumption comes from instead of a fixed statement. For example, the instructional design asked questions like "How is the word immigrant interpreted differently in different countries' contexts?" rather than "Does the text represent the truth?" and "What are the assumptions behind the use of the word immigrant?" instead of "Is this statement a fact or opinion?" The questions interestingly illicit participants' multiple perspectives:

In the Taiwanese news article, the word immigrant was neutral and portrayed as the correct technical term. However, in the German news article, Ozil felt immigrant was othering and it threatened his identity as a German.

... I don't see these two interpretations as very different. In both cases, people labeled as immigrants are viewed as perpetual foreigners... It isn't necessary to label them as immigrants every time we refer to them.

Bartlett (2005) suggests that such critical dialogue is a kind of "pedagogical process," in which participants actively pursue learning through discussion and debate of sociopolitical realities, processes that entail a particular theory of knowledge (p. 346), which provides the evidence of how an online forum fosters participants' exposure to multiple perspectives from international dialogue. Another example is the comparison of different cultures. A participant said,

Calling someone an immigrant might be disrespectful, but I always remember feeling distinctly bothered when I learned the color black in Spanish, was the word "negro." For a comprehensive education on the word, it is not complete without the proper context."

In this example, "negro" in Spanish refers to dark color rather than a negative connotation. This illustrated how a particular worldview was constructed by language and history. These insights modify "the interactional habits that enact authoritarian relations," and make critical literacy possible. This online intercultural setting allowed EFL teachers to communicate with others whose first language, culture and ethnicity was different from their own, and it enhanced EFL teachers' intercultural competence.

Still, language learning may include both word and contextual levels, it can be challenging to design materials to capture the complexity of deep culture. Two participant mentioned,

Although it is important to use politically correct language in EFL classes, what's more important is the language user's intention. That is, it would probably be fine if sometimes politically incorrect languages are used without the intention to degrade others.

...I would tell students that "African American" is correct and "Black" is also correct. Different people want to be called different things. Also, it is okay for some people to use a word and not for others because context matters. Some words are just simply outdated, like "stewardess" instead of flight attendant...

Besides using interactive dialogic approaches to engage participants online, future research might consider creating flexible tasks and tools for knowledge sharing. As it is not realistic for instructional designer to develop materials that can cover different cultural components, it is important to give participants more control in contributing their own cultural knowledge to this module.

Raised attention to language choices

According to Dörnyei (2001), one of the self-motivational strategies is metacognitive control strategies. It refers to conscious techniques used by the learner to monitor their own learning. This module designed several tasks for participants to reflect upon the topic of language and identity so that they can be motivated to raise their attention to language choices. For example,

Japanese, especially older people regard the term "immigrant" in a negative way. They view immigrants as outsiders coming into Japan, but this is just personal observation.

I think in the same way as you did. When I studied History, I learned that I am an immigrant, and Taiwan is an immigrant society. Although I am quite aware that no picture will be able to depict the immigrants, the education and advertisements in Taiwan might shape my image of an immigrant.

Human relations are built around language, and EFL class is about using English that enables relations with others that are different from us. Therefore, EFL classes should provide opportunities to reflect on the language we use and the effect it has on others (Luzkarime, 2017). The conversation above provides evidence that participants have become more aware of their linguistic choices. For example, one participant from Japan pointed out that he can't speak for all Japanese people to avoid overgeneralization. Another participant mentioned that her viewpoints may be shaped by advertisements in the media. Language could either empower oneself or avoid disempowering others. These participants reflected on their feelings and tried to establish fair relationships by choosing proper language. The attitude people have when they interact with each other also serves as an evidence of learning deep culture.

Raised attention to teaching intercultural issues

EFL teachers also became more mindful of these issues in EFL classes. After the module, participants admitted to not paying attention to these intercultural issues enough in EFL classes. Three speakers stated that helping students to be aware of other cultures is important:

It's important to teach the most commonly used politically correct words, but even more so to teach the reasons behind why certain words are used or not used--particularly when a word is acceptable to some groups but politically incorrect when used by others.

Normally I've seen EFL teachers often just explain the meaning of the word, but don't go further into the contexts (good and bad) where the words are used.

It is necessary to teach students politically correct words for the purpose to broaden their knowledge. However, it is necessary to inform students about the possible confusions and the unintended consequences that these words might bring in a real conversation.

The data indicated that EFL teachers have become more mindful in incorporating intercultural issues in their classes. The attention serves as a safeguard against potential negative attitudes students may encounter when they are exposed to a new set of norms, and helps them appreciate the cultural differences.

Discussion

In order for intercultural competence to become a reality, this professional development module provided contents and concepts related to values, attitudes, and action. This instructional design project aimed to motivate EFL teachers to cultivate intercultural competence through an online module. To answer the research question, “To what extent do the online modules affect participants’ motivation in becoming interculturally competent?” the discussion was divided into two parts: 1. How does this online module affect participants’ motivation? 2. How does this online module affect participants’ intercultural competence?

First of all, two factors impacted participants’ motivation on this online module: task attractiveness and online environment. The results showed that using authentic materials enabled EFL teachers to relate intercultural issues to EFL classes. Multi-dimensional resources such as textual, audial, and visual information were used to fit the needs of learners in the digital era. After taking this module, the result of the ARCS model showed that this module drew participants’ attention, relate their experiences, improved their confidence and satisfaction in incorporating English language and intercultural issues. As for the online environment, CMC tools can be instrumental in facilitating the shift in focus from formal traditional classrooms to long-distance informal and intercultural collaboration. The role of the researcher was yet to be interchangeable and modifiable in the light of participants’ feedback. With the possibility to construct knowledge altogether online, this interactive instructional design may decrease participants’ anxiety in using online tools and contribute to their intercultural competence.

Secondly, online module maximise participants’ opportunities in intercultural learning by using CMC tools to overcome distance and construct social environments. Participants can gain insight into how different values influence the representation of English language. CMC tools allow participants to build metacultural competence which refers to the ability to negotiate intercultural meanings with others, or to seek clarifications when participants feel that “there might be more behind the use of a certain expression than is immediately apparent” (Sharifian, 2013). Recently, critical literacy pedagogy is even considered as an inclusive educational approach (Sullivan, 2017). It is expected that adopting critical literacy pedagogy in an EFL classroom allow readers to discuss perspectives hidden from the eyes, and make them more open-minded. Participants compare other’s viewpoints critically to their own cultures. Rather than focusing on the surface definition of the word “orient,” “exotic,” and “immigrant,” critical literacy has the potential to increase participants’ engagement by inquiry. For example, “How does different usages of the

word immigrant affect me?” or “Where do I see evidence of this intercultural issue in my community?” Through critical dialogue, participants were able to capture the non-tangible intercultural components and examine themselves from multiple perspectives. The research used critical literacy pedagogy to design guiding questions to ensure participants receive media sources in a meaningful way, but current research may require varied access to ensure multiple perspectives such as encouraging learners to add alternative resources actively, or suggest additional interest.

In conclusion, intercultural competence is a lifelong process and cannot be achieved overnight. This project offers preliminary result to help EFL teachers from different countries examine the assumptions and belief in English language often hidden from the eyes. It is expected that this module raise participants’ attention to their language choice and incorporating English with intercultural issue. By doing so, it can be a good start to make the world a more inclusive place.

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Appendix A

Recruitment Email

Dear friends,

Have you heard of intercultural competence? How does English language construct our understandings to the world? If you are interested in this topic, please continue reading! My name is Wu, Yu-Chieh from the Department of Learning Design and Technology (LTEC) Master's program at the University of Hawaii at Manoa. I am currently working on my final project, an instructional design project about cultivating intercultural competence through online module for Teachers of teaching English as a foreign language.

I am looking for volunteers to test the design of this module on your laptop. Two participants will be recruited to conduct the one-on-one session (Estimated time: 90 minutes), and the eleven participants will be recruited to participate in testing the online module program individually (Estimated time: 60 minutes). Once the participant and the researcher mutually agree upon the time and the place, I will meet up with you either at a UHM conference room or at Zoom. I will accompany you through the process if you have any questions. If you can help me, please reply to this email or call me at 808-354-6252 by Friday, December 20, 2019.

Overview:

One-on-one session estimated time: 90 minutes

Regular session estimated Time: 60 minutes

Location: Either at the UH Manoa conference room or on a conferencing software called Zoom.

When: At a mutually agreed upon time

Round one: January 6-10, January 2019

Round two: January 15 to February 22, 2019

Thank you,
Wu, Yu-Chieh

Appendix B

Confirmation letter

Aloha,

Thank you again for volunteering to participate in my instructional design project. The goal of this module is to increase intercultural competence for EFL teachers. This research wants to explore to what extent do the online modules affect participants' motivation in becoming interculturally competent.

From Figure 1, your will be presented with the materials in the order of:

1. Introduction- Inspire students' interests in learning this topics by providing visual images.
2. Exploration- Learn the concepts through reading academic readings or watching online tutorials.
3. Expansion- A real-life news event will be provided for participants to apply the concepts.

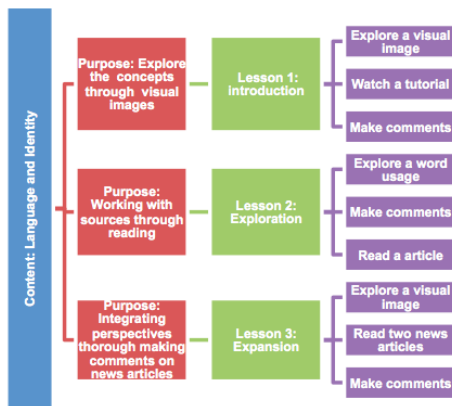


Figure 1: Content map

Your participation will help improve this intercultural competence online module to be better adapted to its intended audience. You are scheduled to meet with me on:

Date:

Time:

Note: Please reply to this email to confirm our scheduled meeting. If you are unable to attend our scheduled meeting for whatever reason, please notify me.

The consent form is attached to this email for your reference. You will complete this at the beginning of our meeting.

Thank you,
Wu, Yu-Chieh

Appendix C

Consent form

Consent form on Google Form
<https://goo.gl/forms/ZSLS8cLagc67TLES2>

Consent form

Aloha! My name is Wu, Yu-Chieh. I am a graduate student at the University of Hawai'i at Mānoa in the Department of Learning Design and Technology. As part of the requirements for earning my graduate degree, I am doing a research project, and you are invited to take part in this research.

What am I being asked to do?

Before testing this online module, you need to understand the information of this research. This consent form will inform you with the procedures, the intent of the study and potential risks. You need to agree prior to participating in the testing. If you decide to participate in this project, here are three steps to complete the test:

1. Fill out a pre-lesson questionnaire
2. Take four online lessons
3. Complete a post-lesson survey.

This project is self-paced, and it will likely take you 60 minutes. There are other information and teaching resources on this website, and you are invited to browse freely. Taking part in this study is your choice. Your participation in this project is completely voluntary. If you feel uncomfortable, you may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

Why is this study being done?

The purpose of this instructional design project is to cultivate intercultural competence for teachers of English as a foreign language.

What will happen if I decide to take part in this study?

First of all, you have to agree to take part in this research, and then complete eight questions on the pre-lesson questionnaire. Once you complete the pre-lesson questionnaire, you will be provided with detailed explanation of the steps required to finish the online module. Then, you can click on the link of the website and start the online module. Once you click the "Lesson" tab on the website, four lessons will be presented. You will spend around 60 minutes to finish the module. At the end of the module, you can click the retrospective survey embedded on the "Lesson" page. There are twenty Likert-type questions for you to measure your growth. These results will help me improve the website.

Participants' age, gender, years of teaching experiences, and your experiences of teaching intercultural components in your EFL classes will be collected. The personal data are used specifically to determine how the online module impacts teaching EFL teachers' with specific traits. This will help me tailor the website to meet the needs of future users. Your personal information will not be revealed to anyone. All collected data will be stripped of all direct subject identifiers.

Any information that is obtained in this study will remain confidential. The data will be secured on a password-protected computer that will be stored in a locked room. Even after removing identifiers, the data from this study will not be used or distributed for future research studies and it will be erased on or before August 1, 2019. Only the professor, Dr. Catherine Fulford, and I, Wu, Yu-Chieh will have access to the coded data.

What are the risks and benefits of taking part in this study?

I believe there is little risk to you for participating in this research project. If you become stressed or uncomfortable answering any of the questions about your opinions and attitude, you can take a break. You can also stop taking the questionnaire or you can withdraw from the research altogether without penalty. Though, there will be no direct benefit to you for participating in this survey, the results of this project may help improve the professional development and this online module so that may benefit future teachers.

Confidentiality and Privacy:

I will not ask you for any personal information, such as your name or address. Please do not include any personal information in your survey responses. I will keep all study data secure on a password protected computer. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

Compensation:

You will receive the access to the teaching materials and the module design on the website for your time and effort in participating in this research project.

Future Research Studies:

Identifiers will be removed from your identifiable private information. After removal of identifiers, the data will not be used for future research studies or distributed to another investigator.

Questions: If you have any questions about this study, please call or email me at yuchieh@hawaii.edu. You may also contact my faculty advisor, Dr. Catherine Fulford, at fulford@hawaii.edu. You may contact the UH Human Studies Program at 808.956.5007 or uhirb@hawaii.edu to discuss problems, concerns and questions, obtain information, or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/jRd> for more information on your rights as a research participant.

To Access the Survey: Please go to the [intercultural competence website](#) developed by Wix. Then hit the button "Lesson," and you should find a "pre-lesson questionnaire" link that connects you to the Google Form. The consent form is embedded in the survey before you start to take this online module. Clicking "Next" below on this "Consent" page before this pre-lesson questionnaire will be considered to be consent to participate in the study.

Thank you!

Appendix D
Pre-lesson questionnaire

Consent form and pre-lesson questionnaire on [Google Form](#)
ID Code (Ask the researcher for your code)

1. What is your age?

20-25

25-30

30-35

35-40

Prefer not to answer

2. What is your gender?

Female

Male

Prefer not to answer

3. How many years of teaching experiences do you have?

0

1-5

6-10

Above 10

4. English can be incorporated with intercultural issues.

1

2

3

4

5

Strongly disagree

Strongly agree

5. I incorporated intercultural issues to English class.

1

2

3

4

5

Not at all like me

Very much like me

6. I encouraged students to comment on intercultural issues.

1

2

3

4

5

Not at all like me

Very much like me

7. I invited students to participate in social events related to intercultural issues (i.e, identity, cultural diversity, racial discrimination, and gender equality).

1

2

3

4

5

Not at all like me

Very much like me

8. I teach students how people from different cultures can have different perspectives on the same issue.

1

2

3

4

5

Not at all like me

Very much like me

Appendix E
Retrospective survey

<https://goo.gl/forms/1fOKHPBsMzhXp42Z2>

After you finish the four lessons online, please complete this self-report survey. Your attitudes and opinions before and after the module will be collected. Overall, there are twenty questions that fall in the categories of awareness, relatedness, confidence, and satisfaction. We appreciate your honest responses to the questions and any comments you may have so that we may improve the website. Should you want to explore this module again once we make our final revisions, you may contact Yu-Chieh: yuchieh@hawaii.edu. We expect to have completed our revisions by May 1, 2019. Aloha!

Attention to intercultural issues

1. My attention to the issue of language and identity

Before the module				
1	2	3	4	5
Never heard of this				
After the module				
1	2	3	4	5
Never heard of this				
Familiar with this and can explain				

2. My attention to English language and implicit bias

Before the module				
1	2	3	4	5
Never heard of this				
After the module				
1	2	3	4	5
Never heard of this				
Familiar with this and can explain				

3. My attention to English language and its relationship to identity

Before the module				
1	2	3	4	5
Never heard of this				
After the module				
1	2	3	4	5
Never heard of this				
Familiar with this and can explain				

4. My attention to the language and its relationship to perspectives

Before the module				
1	2	3	4	5
Never heard of this				
After the module				
1	2	3	4	5
Familiar with this and can explain				

Never heard of this

Familiar with this and can explain

Relevance to life and intercultural issues

1. I can relate to how language constructs ideology

Before the module

1 2 3 4 5

I couldn't do this

I could do this easily

After the module

1 2 3 4 5

I couldn't do this

I could do this easily

2. I can relate to how language constructs implicit bias

Before the module

1 2 3 4 5

I couldn't do this

I could do this easily

After the module

1 2 3 4 5

I couldn't do this

I could do this easily

3. I can relate to how language constructs identities

Before the module

1 2 3 4 5

I couldn't do this

I could do this easily

After the module

1 2 3 4 5

I couldn't do this

I could do this easily

4. I can relate to how language constructs perspectives

Before the module

1 2 3 4 5

I couldn't do this

I could do this easily

After the module

1 2 3 4 5

I couldn't do this

I could do this easily

Confidence to engage in intercultural issues

1. I expect to pay more attention to intercultural issues

1 2 3 4 5

Not at all like me

Very much like me

After the module

1 2 3 4 5

Strongly disagree

Strongly agree

2. I expect to talk about intercultural issues in my EFL class

1 2 3 4 5

Not at all like me

Very much like me

After the module

1	2	3	4	5
Strongly disagree				Strongly agree

3. I expect to incorporate intercultural materials in my EFL class

1	2	3	4	5
Not at all like me				Very much like me

After the module

1	2	3	4	5
Strongly disagree				Strongly agree

4. I will encourage students to think about the impact of language on the interpretations of intercultural issues

1	2	3	4	5
Not at all like me				Very much like me

After the module

1	2	3	4	5
Strongly disagree				Strongly agree

Satisfaction to become global citizens

1. I expect to be a global citizen...

1	2	3	4	5
Not at all like me				Very much like me

After the module

1	2	3	4	5
Strongly disagree				Strongly agree

2. I expect to participate in activities promoting intercultural issues...

1	2	3	4	5
Not at all like me				Very much like me

After the module

1	2	3	4	5
Strongly disagree				Strongly agree

3. When I see the poor conditions that some people live under, I feel a responsibility to do something...

1	2	3	4	5
Not at all like me				Very much like me

After the module

1	2	3	4	5
Strongly disagree				Strongly agree

Overall comments

1. I feel better prepared to integrate language with intercultural issues.

1	2	3	4	5
Strongly disagree				Strongly agree

Appendix F
Explanatory diagram

Instructional Design Project Goals and Timeline

Date	Task
October	<ul style="list-style-type: none"> · Begin writing detailed project plan. · Begin the IRB approval process. · Create data collection tools such as questionnaire and surveys.
November	<ul style="list-style-type: none"> · Continue drafting and revising project plan. · Begin outfitting the online module with cultural diversity content.
December	<ul style="list-style-type: none"> · Finalize project plans for approval. · Continue outfitting the online module with intercultural content.
January	<ul style="list-style-type: none"> · Upon IRB approval begin project implementation. · Collect assessment data. · Administer one-on-one research for 2 participants.
February	<ul style="list-style-type: none"> · Continue implementing project. · Continue collecting assessment data on multicultural education. · Administer group research for 10 participants
March	<ul style="list-style-type: none"> · Continue implementing project · Analyze data · Complete final paper draft
April	<ul style="list-style-type: none"> · Create TCC Presentation Slides · Conduct TCC Presentation
May	<ul style="list-style-type: none"> · Complete final paper

Appendix G CITI Training Certificates



Completion Date 29-Mar-2018
Expiration Date 28-Mar-2021
Record ID 26585952

This is to certify that:

Yu-Chieh Wu

Has completed the following CITI Program course:

Human Subjects Research (HSR) (Curriculum Group)
Supplemental: Working with Elementary & Secondary Schools (Course Learner Group)
1 - Module (Stage)

Under requirements set by:

University of Hawaii



Verify at www.citiprogram.org/verify/?we9762455-1e40-4963-8531-ff4c4c34393f-26585952



Completion Date 29-Mar-2018
Expiration Date 28-Mar-2021
Record ID 26585949

This is to certify that:

Yu-Chieh Wu

Has completed the following CITI Program course:

Information Privacy Security (IPS) (Curriculum Group)
Exempt Researchers and Key Personnel IPS (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

University of Hawaii



Verify at www.citiprogram.org/verify/?wbe30ba07-71d4-4638-9c53-f1064dcd05a8-26585949



Completion Date 29-Mar-2018
Expiration Date 28-Mar-2021
Record ID 26585951

This is to certify that:

Yu-Chieh Wu

Has completed the following CITI Program course:

Human Subjects Research (HSR) (Curriculum Group)
Exempt Researchers and Key Personnel (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

University of Hawaii



Verify at www.citiprogram.org/verify/?wc6a0f6df-d6eb-4141-820c-c12a7decdbb3-26585951



Completion Date 29-Mar-2018
Expiration Date 28-Mar-2021
Record ID 26585948

This is to certify that:

Yu-Chieh Wu

Has completed the following CITI Program course:

Information Privacy Security (IPS) (Curriculum Group)
Non-Exempt Social & Behavioral Sciences Researchers and Key Personnel IPS (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

University of Hawaii



Verify at www.citiprogram.org/verify/?w7c91066c-ba60-4354-91e5-ae2bfd8bc1c-26585948



Completion Date 29-Mar-2018
Expiration Date 28-Mar-2021
Record ID 26585950

This is to certify that:

Yu-Chieh Wu

Has completed the following CITI Program course:

Human Subjects Research (HSR)

(Curriculum Group)

Non-Exempt Social & Behavioral Sciences Researchers and Key Personnel

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

University of Hawaii



Verify at www.citiprogram.org/verify/?w9986aa9f-069d-4281-84dc-0f1aec514a09-26585950