

**“PERSPECTIVES ON INTER-CULTURAL EDUCATION AMONG ENGLISH
LANGUAGE STUDENTS: A CASE STUDY OF BUGISU HIGH SCHOOL, MBALE”**

BY

NABUYAKA JOHN

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**“A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND
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AWARD OF BACHELOR’S DEGREE IN EDUCATION, ENGLISH LANGUAGE AND
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Statement of Declaration

I declare that this research report is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any university or institution of high learning.

Nabuyaka John -----Date 12/08/2024

Dr. Tendo Shira Namagero for her continued support as regard to my research through guidance and knowledge towards the formulation and development of ideas. Honestly, this project would have been impossible without her intervention.

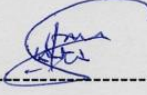
Many thanks to my esteemed parents, Nabuyaka Charles and Mulira Grace for their full responsibility. I enthusiastically treasure their unwavering commitment, sacrifice and support in all aspects. My special thanks goes to my beloved sisters, Nishole Akubuh and Kalenda Tabura together with my brother-in-law, Wemagala Jimmy and Wepandi Tyson.

Further still, my beloved friends "Matale Family" cannot go unmentioned since to Belina Margaret, Virginia, Akello Christina, Masereka Bony and Nanyo Jetro for the good time spent, fun and the sincere support rendered during the writing of this dissertation.

May the good Lord richly bless you all!

Endorsement by the supervisor /mentor

This research report has been prepared under my supervision /mentorship upon appointment by Busitema University.

Dr. Tendo Shira Namagero -----Date 12/08/2024

Acknowledgement

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May the good Lord richly bless you all!

Dedication

I would like to dedicate this research report to my beloved father, Nabuyaka Charles and relatives for the continuous motivation and support.

Summary

Teachers and students on intercultural education in English Language classroom. The study intended to analyze the impact of task-based learning through cultural education in English classes at Bugisu High School, Mbale. The study was designed as a qualitative research for analyzing the effectiveness of integrating intercultural education into English classrooms. It was conducted as a task given to the students in groups where they need to create an e-book. Their e-book should be about a country of their preference and should include the contents that they learned from their course book. The students created e-books about four different countries and tried to use the form and structure of their course book. The study helped students to realize the way of contextualizing the learned concept through their e-book by using the vocabulary and grammar of each unit to explain the contents of their e-book. “Graphic design website was used for this task and a rubric was formed to assess their task. Students’ perspective about the new approach was also analyzed qualitatively through an open-ended questionnaire. The new strategy of intercultural language learning led them to learn collaboratively, linguistically, and technically comparing and contrasting other countries’ culture and way of life. In the context of globalization, intercultural integration has gained better position in teaching and learning English in Uganda, even in general education. Therefore, it is recommended for Bugisu High school to incorporate culture into the teaching more effectively, which contributes to the accomplishment of a reformed English curriculum objective-building comprehensive intercultural competence for the students.

Acronyms

DIALLS: Dialogue and Argumentation for cultural Literacy Learning in Schools.

CC: Communicative Competence

ICC: Intercultural Communicative Competence

CRP: Culturally Relevant Pedagogy

EFL: English as Foreign Language

CL: Cultural Literacy

CIEP: Centre International Educational Pedagogies.

HRDP: Human Resource Development Program

DILF: Diploma in French Language

NGOs: Non-Government Organizations

Definition of Terms

Intercultural education: Merino 2014 defines intercultural education as the process through which “people become aware of other ways of thinking, living or behaving and how they can perceive their experiences with others”

English Classrooms: This means educational setting where students learn and study the English Language, Literature and related skills. These classrooms can be found in various educational institutions, such as: primary schools, secondary schools, high schools, middle schools, language schools, colleges and universities.

Perspective: Refers to the unique point of view or lens through which individuals from diverse cultural backgrounds perceive, interpret, and understand the world around them.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the background to the study, problem statement, and purpose of the study, aim of the study, objectives of the study, hypotheses /research questions, and the structure of the research report.

1.1 Background to the study

Bugisu High School, Mbale city Uganda, serves as a relevant case study of the topic under investigation. It is located in the Eastern part of Uganda, half a kilometer from Kikindu weekly market, Mbale, and is known for its cultural diversity because of being a city school.

The study at Bugisu High School can provide valuable insights into how intercultural education is currently being implemented among the English Language students, the opportunities and challenges faced by educators and students in this context, and the impact of intercultural education on students' language learning and cultural awareness.

Based on the assumption that globalization should not imply homogenization, it is important for education to promote dialogue and intercultural understanding. The first appearance of the term 'intercultural education' in Uganda dates back to 1983, when ministers of education at a conference in Bugisu region, in a resolution for the schooling of migrant children, highlighted the intercultural dimension of education (Port era, 2008). One of the mandates of intercultural education is to promote intercultural dialogue, meaning dialogue that is "open and respectful" and that takes place between individuals or groups "with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect" (Council of Europe 2008, 10). Such backgrounds and heritages form cultural identities, not limited to ethnic, religious and linguistic ones, as culture is a broader concept including several layers such as "experience, interest, orientation to the world, values, dispositions, sensibilities, social languages, and discourses" (Cope 2009, 173). In the same line, Ugandan language- in education policy has gradually extended the focus of foreign teaching and learning from building Communicative Competency(CC) to the combination of IC and CC for the students at Bugisu High school. As cultural identities are multi-layered, so is cultural diversity, and therefore it becomes a challenge for educators and researchers to address it (Heppner et al. 2017). Referring

to Leclerc (2002), Hajiterial and Angeline (2017, 367) argue that “intercultural education aims to stress the dynamic nature of cultural diversity as an unstable mixture of sameness and otherness.” This challenge relates to the dynamic concept of culture itself, as socially constructed, and continuously shaped and reshaped through communicative interactions (Holmes et al. 2015). Faced with this fluidity of cultural identities, several European research initiatives, such as DIALLS, have focused on intercultural dialogue as a vivid experience not limited to knowing about other ethnical/religious/linguistic identities, but including the engagement in a being with relationship with any other person having their own C. Rap anta (B) · S. NOVA University, Lisbon, Portugal e-mail: chrysi.rapanta@fcsh.unl.pt © The Author(s) 2021 F. Maine and M. (eds.), Dialogue for Intercultural Understanding, (Rap anta and Strove cultural identities). This twofold consideration of otherness and engagement forms the basis of the approach adopted by DIALLS with regard to intercultural dialogue and informs the project’s place within the European context of intercultural education. The role of cultural education is evidenced with the change of course books and curricular objectives from the current to the expected curricula. The goal of this chapter is to analyze the intercultural education research literature, investigating its most salient theoretical operationalization throughout the years, and identifying challenges and gaps that still need to be addressed by current and future projects.

Furthermore, the findings from this case study can contribute to the existing literature on intercultural education in diverse cultural contexts, inform educational policies and practices in Uganda, and provide insights for educators and policymakers seeking to enhance intercultural competence and inclusive practices in English Language teaching.

Conclusively, the study of the learners’ perspective on intercultural education in the English Language Classroom at Bugisu High School in Mbale district, Uganda, holds significant relevance and potential for advancing our understanding of intercultural education and its impact on Language learning and cultural awareness in diverse educational settings.

1.2 Problem statement

The perspective on intercultural education in the English Language classroom is a critical area of study, particularly in the context of fostering understanding and respect for diverse cultures at Bugisu High School and to effectively address the challenges and improve intercultural education practices in the classroom thus;

The reality of intercultural education could not align with the ideal. Factors such as limited resources and training for teachers, as well as curricular could possibly hinder the effective integration of intercultural education (King, 1996).

However, the ideal scenario for intercultural education in the English classroom involved a curriculum that encompasses diverse cultural perspectives (Kushiro, 2000). This would include the use of materials that reflect the students own cultural backgrounds, alongside educational activities that promote intercultural understanding and dialogue (Banks, 2008).

There was a gap between the ideal perspective on intercultural education, thus the existing literature highlights the importance of integrating intercultural education into the classroom practices to foster cultural awareness and inclusivity (Banks,2001; Byram,2015) However, there is little research conducted on specific challenges and barriers faced by Bugisu High school in having that implemented.

The lack of effective intercultural education among the English Language students could lead to a limited understanding of other cultures among students, resulting in misunderstandings, stereotypes, and potential cultural tensions (Banks, 2001; By ram, 2015)

1.3 Purpose of the study

The study aimed at identifying the challenges and opportunities associated with of intercultural education and explore the need for the potential benefits of its incorporation in the English curriculum.

1.4 Aim of the study

The study aimed at solely seeking to provide insights and recommendations that could inform the development of best practices for enhancing intercultural education among the English Language students at Bugisu High School.

1.5 Objectives of the study

The study intended;

- 1) To establish the benefits of inter-cultural education in English classroom
- 2) To establish the application of inter-cultural education in the English Classroom
- 3) To examine the challenges faced by teachers in perceiving intercultural education.

1.6 Hypotheses/research questions

The following aspects/questions were taken into account when looking at the intercultural education research initiatives described in the selected literature:

1. What are the key benefits of intercultural education in the English Language Classrooms?
2. How is intercultural education applied in the English Language Classrooms?
3. What challenges are faced during the integration of intercultural education in the English Language Classrooms?

1.7 How the report is structured

The research report is structured with respect to introduction, Literature review, Methodology, Findings, Discussion, Conclusion, References and Appendices, with each part having details expressed below.

Introduction: This comprises background information on intercultural education, its importance in the English classroom and the purpose of the report.

Literature Review: This part encompasses definition and principles of intercultural education, and previous research on the integration of intercultural education in Language classrooms.

Methodology: This chapter captures the description of research methodology (For example qualitative or quantitative approach, data collection methods) participants and sampling methods plus data analysis procedures.

Findings: This part contains a summary of the findings from the research, examples of successful integration of intercultural education in the English classroom plus challenges and barriers to integrating intercultural education.

Discussion: Here, we get the recommendations for integrating intercultural education in the English classroom.

Conclusion: This part highlights a summary of the key findings, limitations of the study, and suggestions for future research in this area.

References: This part captures all sources cited in the research report.

Appendices: Presents additional materials such as interview transcripts or survey questionnaires.

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter gives an insight to the definition of the key terms as regards to the issue under investigation, types of intercultural education ,recap of the area of study, incorporation of intercultural education in the school curriculum, teacher education in the intercultural education, intercultural education and integration of migrants in educational policies, examples of successful intercultural education initiatives, integration of minorities and school achievement: problems and solutions.

Integration in the intercultural education refers to the process of incorporating diverse cultural perspectives, values, beliefs and practices into the teaching and learning environment. It involves creating an inclusive and culturally responsive classroom that respects and celebrates the diversity of students and promotes cross-cultural understanding. In the context of English Language classrooms, integration involves incorporating diverse cultural content, creating a multicultural learning environment, intercultural communication skills development, addressing cultural biases and stereotypes, and supporting diverse learning styles to help learn

Education" is a pedagogic approach aimed at fomenting a tolerant and sensitive attitude to ethnic, cultures, intercultural and religious differences between individuals to navigate the educational challenges. Intercultural education in English Language classrooms is an important approach to help students develop an understanding and appreciation of different cultures and perspectives. It helps students become more open-minded, tolerant, and respectful of diversity.

2.1 Types of Inter-Cultural Education in Uganda

Cultural exchange programs: These programs involve bringing in speakers from different cultural backgrounds to share their experiences and insights with students. This helps students gain a better understanding of other cultures and promotes cross-cultural communication.

Cultural awareness activities: These activities involve discussing cultural differences, stereotypes, and biases in the English Language classroom. Students can engage in discussions, role-playing, and group activities to explore different cultural perspectives.

Cultural immersion experiences: These experiences involve students engaging with a different culture firsthand, either through travel, virtual exchange programs or interactions with native speakers of the language they are learning. This helps students gain a deeper understanding.

2.2 Intercultural Education in the School Curriculum

Within the national curriculum, intercultural education for primary and secondary education is not mentioned. Due to national assessments and examinations, the educational ministry determines school curricula underlying the acquisition of knowledge and skills by learners, but within this curriculum the teachers are free to choose the methods with which they deal the subject. After completing these subjects, they may also choose their own topics. Even though intercultural education is not compulsory, international topics become more and more important, especially in the language programs. Therefore, it differs from teacher to teacher. On one hand, some teachers believe that they take intercultural education into account, but sometimes they do not really know what intercultural education actually means. On the other hand, there are teachers who take intercultural education into account, but they do not claim it to be as such. Especially in foreign languages, intercultural issues play a significant role.

However, due to the fact that intercultural education is not part of the official policy, most programs take place outside of schools and focus mainly on migrants who have just recently arrived in Uganda. Therefore, at some levels there is confusion about what intercultural education is or ought to be. Many teachers and even researchers identify it solely with special measures to facilitate the integration of migrant learners.

2.3 Minority Languages in the Curriculum and Second Language Teaching

Parents have the right to have their children taught in the minority language once eight parents of the same school apply for it. This includes instruction in the language and the culture. Parents of all minorities can request these lessons, which are usually taught after school. The schools get extra financial support for these lessons. Additionally, there are different types of schools for the different nationalities. They differ on how they deal with the additional language. Some schools have extra lessons in the language of the national minorities after school, or just as one regular

subject. Other schools teach partly or primarily in the nationality language. But all schools teach some parts of the curriculum in local languages. Beside the national minority schools, there are also some bilingual Gymnasiums (higher secondary schools) instructing in English or mother tongue.

Usually the first foreign language is English, or Kiswahili but the national minority languages are, in some cases, taught as first or second foreign language as well.

Many NGOs assist by instructing in the minority languages. Some NGOs offer free instruction in the language of one of the national minorities. Other NGOs finance national schools. In addition, there are some governmental programs such as the HRDP (Human Resource Development Program) to support programs outside the school, especially for children of the natives. Students of education go to schools with a high number of learners from socio-cultural disadvantaged families and support the teachers in school.

Pre-school education is offered as a full-time service. Only the final Kindergarten year (5-6) is compulsory. It could not be verified within this study whether children belonging to minorities attend Kindergarten to the same extent as natives.

2.4. Teacher Education in Intercultural Education in Uganda

There are some approaches by the Ministry of Education to learn about cultural differences, initiated. For example, by the International Centre of Educational Learning. Teachers of foreign languages and of French as a second language are trained there. Other teachers in France do not usually deal with intercultural education. According to the expert, Mr. Rooney students in universities only learn about differences as a fact, not as a necessity for developing particular competencies. There is one voluntary module of teacher training on intercultural education. The main issue is concerned with understanding diversity and becoming more tolerant towards other cultures. This point of view of the interviewed expert might be corrected by a complete survey of university Bachelor and Master's studies in teacher education. There are scholars who, from their own initiative, teach intercultural issues at universities in educational sciences or at IUFMs. Their impact, however, is probably weak due to the lack of support from a national policy that explicitly favors intercultural education.

2.5. Intercultural Education and perspectives of Migrants in Educational Policies.

In the 1970s, Uganda started programs on “education in language and home culture” (ELCO) for migrant learners. These were developed in bilateral agreements between the Ugandan government and the governments of the countries of origin of the migrants. The learners were allowed and encouraged to learn the language of their parents’ origin, as it was believed that it would help those migrants who would go back to their country of origin after having worked in Uganda for some years. The lessons were taught after school and organized and funded by the governments of the involved countries through their embassies and consulates. There was no exchange with other learners and diversity or differences between cultures were not mentioned.

2.6. Intercultural teaching competencies

In this study, researchers have identified intercultural teaching competencies in the absence of a framework to understand how the various competencies interact and interrelate. These competencies include learners’ attitudes, cultural responsiveness, curriculum and instruction, intercultural communication and critical orientations.

Attitudes

Learners’ empathy was found to increase sensitivity to other cultures (Germane 1998), to enhance intercultural learning abilities (Darling- Hammond, 2000; Gordon, 1999), and to create supportive, student centered classrooms with positive interactions (M.C. Allister & Irvine, 2002), Yet Tellez (2008) found that empathy could interfere with another attitude :the ability to maintain high expectations and standards for all students, including minority learners (Hodges,1996).Also, Brock, Moore , and Parks(2007) found that the most effective learners attributed ineffective lessons to their own teaching, whereas the less effective learners blamed the teachers.

Cultural Responsiveness

Kanu’s (2007) study found that academic performance of students improved when the collective cultural knowledge and perspectives were integrated in the curriculum. The interventions resulted in improved test scores, conceptual understanding, and thinking, self-confidence, and

attendance rates for students from stable home environments. Yet, the key factor explaining the change was the teacher's knowledge, attitude, expectations, and personal and instructional styles which suggests that the findings arose because of the teacher's disposition and efforts rather than the curricular innovations parse.

Communication and Language

Intercultural communicative competencies that affect teaching include intercultural instructional conversations (Tellez, 2008), cross cultural listening (Shultz, 2003), and power dynamics (Bowler, 2004). Likewise, Lujan and Dixon (1998a and 1998b) found correlations between intercultural communications and objective and subjective indicator of well-being, thereby suggesting that learners stand to benefit significantly from intercultural classrooms and teachers. Some of the specific communicative abilities required to work with diverse learners include bilingual, dual language, and content based teaching (Cummins, 2008; Thomas and Collier, 2001). Second language teachers need to recognize world Englishness and nonnative speakers as normative. Language teachers need access to locally developed intercultural resources (Naqvi, 2008), just as mainstream teachers need access to dual language books in early literacy programs, which have been found to enhance multilingual awareness for all learners (Naqvi, Coburn, Goddard & Mayer, 2007)

Critical Perspectives

Connor, 2007 found little evidence that middle class, mostly local pre-service learners were aware of their power and privilege; instead, the teachers credited their accomplishments to their own ability and personal effort. They explained discrepancies between their achievement and the achievement of minority interviewees by the value that the minority culture placed on education. This implies that cultural deficit assumptions persist in new learners. It was also found out that preserve learners were ostensibly void of any awareness of systemic barriers, power, or issues of social justice. The learners voiced liberal notions of egalitarianism to dismiss cultural differences 'Let's not make cultural diversity our main concern rather than the similarities between all. (p.346). As Gatimu (2009) argues. This kind of interpretation subverts the original goals of multicultural education as a transformative movement (p.47) On the other hand, critical multicultural education discourse tends to ignore culture altogether or reduce it to race or

ethnicity(Davis,2001) , thereby ignoring less visible dimensions of culture like religion, lifestyle , and epistemology.

Curriculum and Instruction

Mushi (2004) arranged the cultural classroom activities used by preserved learners into levels, from no cross cultural content to ‘culture to culture’ to global activities .The highest identified ‘individual to regional perspective’ activity involved ‘examining and discussing characteristics of the different plants of the world ,weather, people and uses of the plants .In contrast , a ‘beginner awareness’ activity involved inviting ‘an important visitor’ from another culture to class to ask ‘questions of interest’(p.191).This ranking based on researcher’s interpretation of Bank’s theory , contradicts a key , compelling tenet of intercultural development theory :that intercultural development transpires most effectively through direct and supported cross-cultural contacts rather than through mere information(MacPherson,2005;Merali,2007).For example according to Bennett’s theory, activities involving cross cultural contacts would be superior to more abstract activities involving mere information like plants around the globe. There is a questionable assumption that global competencies necessarily exist on the same continuum as intercultural competencies; whereas it is possible that a geophysicist, for example, who qualifies as a ‘global citizen’ might lack any intercultural abilities or awareness.

2.7. Qualitative Examples of Successful Education Initiatives

Within the CASNAV, in one project the migrant learners are sent to primary schools to tell fairy tales and make them use their capacity and knowledge. Unfortunately, many teachers in France do not trust these learners, even though this approach would help both the French and the migrant learners to learn about respecting diversity.

Another project of CASNAV is based on the observation that learners who know their surroundings have higher self-esteem and feel at home earlier. Learners are instructed to discover their suburb and its cultural and environmental structure. They write down their experiences in French to improve their French. These self-made books are handed out to their families in order to involve them into life in their suburb and education in school.

Throughout France, some language centers are created where people can teach their first language to others. They can learn French at the same time (in tandem). Some centers use the

first language of migrants as a bridge to learn French, but the government does not agree with the idea of accepting and teaching the first language of migrants. As a result, these migrants attend these courses only with other learners of the same origin and cultural background, making integration even more difficult.

Conclusively, Intercultural education (or similar concepts) can be provided (a) in educational systems that are structurally inclusive, (b) in educational systems that are structurally selective and exclusive. It can focus (c) mainly on migrant and minority learners or (d) explicitly address all students. Finally, (e), intercultural and diversity issues may be played down and be subordinated to ideas like solidarity or national cohesion or citizenship education.

2.8. Challenges faced in integrating intercultural education.

The following among others were the challenges faced in integrating intercultural education.

To begin with, lack of a common model for defining intercultural competence, leading to discordance in its understanding and implementation.

Another challenge was the difficulty in implementing intercultural teaching and learning practices, particularly due to time constraints, limited learning materials, and the establishment of success criteria.

Additionally, there was a gap in research on teaching intercultural competence in ESL classrooms, with most studies focusing on English as a foreign language instruction.

Furthermore, the globalized world and the use of English as a lingua franca present challenges in teaching intercultural communication, as target cultures may not exist in EFL contexts.

These challenges highlight the need for a comprehensive instructional learning model and strategies that promote deep learning and critical reflections about intercultural competence.

Knowledge Gaps Identified

Students lack the proper information needed to learn.

Skills Gaps: Students lack the practice necessary to develop their skills.

Communication Gaps: Students lack clear and effective communication skills.

Environmental Gaps: Students lack a supportive and conducive learning environment

CHAPTER THREE

Methods

3.0. Introduction

This chapter presents the methods that were employed during this study. These included the study area, study population, sampling criteria, research tools and instruments, data analysis procedures, validity and reliability of the proposed methods, ethical considerations of the research and limitations of the research study as explained below.

3.1. Study Area

The research study was carried out at Bugisu High School in Mbale district. It was chiefly concerned with how teachers integrate inter-cultural education in English Language Classrooms. It helped me to find out the benefits of this module and what teaching approach is effective during its integration.

3.2. Study Population

The study population at Bugisu High School basically consisted of four teachers and twenty-six students, both males and females.

3.3. Sampling Criteria

The researcher employed random and purposeful sampling techniques to collect data from the students, teachers, and head teacher respectively in his research study for the topic under investigation. Two students were randomly selected from senior one, four from senior two and six from senior three and senior four. Five teachers were also randomly selected and the head teacher was purposefully chosen.

3.4. Research tools and Instruments

The tools and instruments used in this study were;

Questionnaire

Questionnaires were issued to collect quantitative data from the randomly and purposefully selected students and teachers. The questionnaires comprised of questions designed to collect details regarding the perspective of learners about intercultural education in English Language Classrooms at Bugisu High school, Mbale.

Focus Group Discussions

This method involved bringing together a small number of the participants to discuss a specific topic or issue under the guidance of the researcher. The group dynamic promoted interaction and exchanges among the participants creating a wide range of perspectives and insights. Focus groups were particularly important for exploring shared experiences, norms and values. This involved grouping learners in groups of four.

In-depth interviews

In-depth interviews were done with four purposefully selected teachers to assess their perspective on intercultural education in the English Language Classrooms at Bugisu High school. The interviews were recorded.

Achievement of objectives for this research, the researcher used a mobile phone in finding the background and Literature Review of Bugisu High School. Besides, the researcher used questionnaires to get information on perspectives of intercultural education. The method enabled the researcher to generate enough information so as to draw a conclusion appropriately to the issue under investigation.

3.5. Data Analysis Procedures

This shows how categorized data was recorded from teachers, and students on how intercultural education was important and applicable in the English Language Classrooms, identifying the challenges faced and establishing the possible solutions to the challenges in this regard. Data was quantitatively analyzed using tables and recommendations were made using the results of the analysis.

3.6. Validity and Reliability of the Methods Proposed

Content validity

The questionnaire, focus group discussions and interview guide were reviewed by the researcher to ensure the questions were relevant and up-to-date as far as research is concerned.

Pilot testing

Questionnaire, interview guide and focus group discussions were tested with small groups of respondents to identify any potential issues with the questions and to ensure that they are appropriate and understandable.

3.7. Ethical Considerations

Putting the ethical issues in mind, the researcher provided the respondents with the necessary information as regards the main purpose of research, expected duration, the procedure to follow, and was in position to keep the privacy and observed the confidentiality of the given responses.

3.8. Limitations of the Study

This study was limited to only one school yet learners' perspective of intercultural education alone seems wider than Mbale region. Other nearby districts could also be suffering with the similar attitude as far as perceptions on inter- cultural education among the English Language Classrooms is concerned.

CHAPTER FOUR

Presentation of Findings`

4.0 Introduction

This chapter presents the findings of the study based on the data collected from the field by the researcher particularly at Bugisu High School. The presentation was organized under subsections as guided by the objectives of the study; objective 1, objective 2 and objective 3.

4.1 Demographic information of participants

This section included participants' level of education, class and the experience on intercultural education in the English Language Classrooms at Bugisu High School. The demographic information was obtained from teachers and students and was beneficial and applicable in the study as shown below.

Table 1

Characteristic	Category	N Bugisu High School	%
Level of Education	Primary	0	00.00
	Secondary	8	66.67
	Tertiary	0	00.00
	University	4	33.33
Class	S.1	2	16.67
	S.2	4	33.33
	S.3	3	25.00
	S.4	3	25.00

Source. Primary data, 2024

Selected participants for intercultural education

Table 2

Category	Recommend ed sample	Actual sample	Population (%)	Sampling technique	Sampling method
Teachers	19	04	21.05	Purposeful	Questionnaire
Students	238	26	10.92	Random	Questionnaire

Specific objective 1: Key benefits of intercultural education among the English Language students?

Benefits of intercultural education on in-depth interview responses from teachers

The interview guide for teachers sought to establish the merits they had experienced from integrating intercultural education:

The benefits of intercultural education have been shown in the sunburst below

Has intercultural education improved your communication skills with peers from different backgrounds?

Response	School	Teachers	
	Bugisu High School	n	%
Strongly Agree		02	50
Agree		01	25
Strongly Disagree		00	00
Disagree		01	25
	Total	04	100

Do you believe that intercultural education promotes only inclusivity and celebrates diversity in traditions?

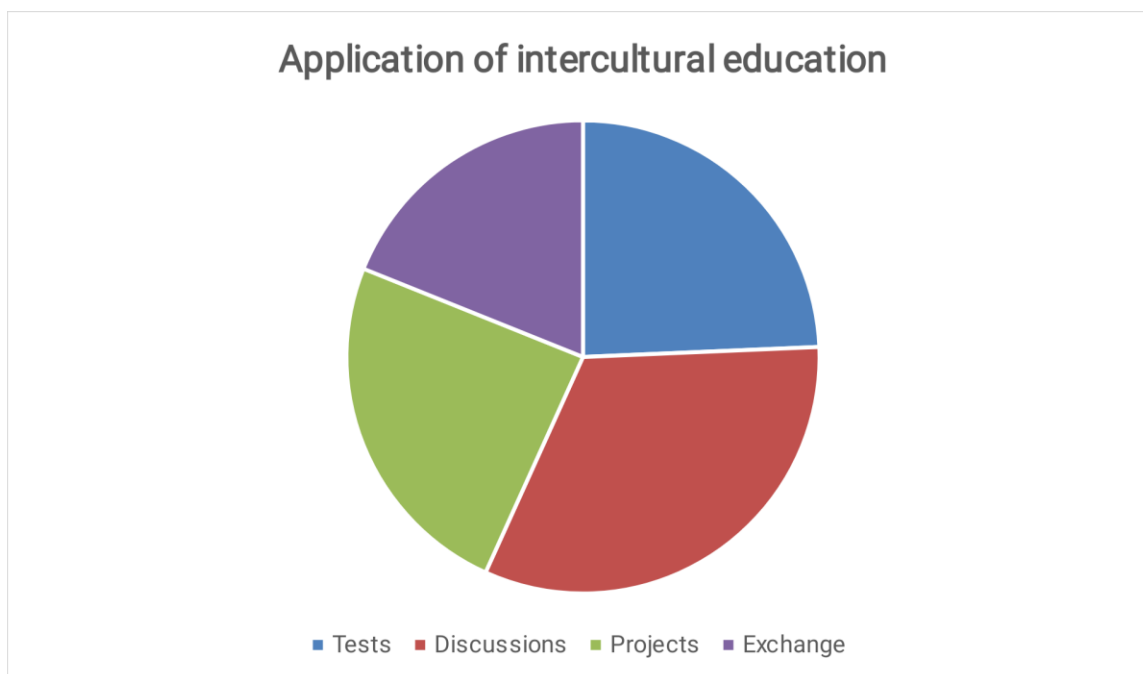
Response	School	Teachers	
	Bugisu High School	N	%
Yes		03	75
No		01	25
	Total	04	100

Specific objective 2: Application of intercultural education in the English Language Classrooms.

How is intercultural education integrated into the curriculum of the English Language Classrooms?

The following among others were the ways through which intercultural education was integrated into the curriculum.

Response	School	S.1		S.2		S.3		S.4	
	Bugisu High School	N	%	n	%	n	%	n	%
Often		09	34.62	12	46.15	09	34.62	07	26.92
Sometimes		06	23.08	08	30.77	11	42.31	08	30.77
Rarely		06	23.08	05	19.23	02	7.69	06	23.08
Never		05	19.23	01	3.85	04	15.38	05	19.23
	Total	26	100	26	100	26	100	26	100



Specific objective 3: Challenges of intercultural education in the English Language Classrooms.

Have you faced any challenges in understanding or relating to the content of intercultural education in the English Language classroom?

Response	school	S.1		S.2		S.3		S.4	
	Bugisu High School	N	%	n	%	N	%	n	%
Yes		21	80.77	18	69.23	23	88.46	25	96.15
No		05	19.23	08	30.77	03	11.54	01	3.85
	Total	26	100	26	100	26	100	26	100

Do you feel that there are enough resources and materials available to support intercultural education in the English Language Classrooms?

Response	School	Teachers	
	Bugisu High School	N	%
Agree		03	75
Disagree		00	00
Not sure		01	25
	Total	04	100

Source: Primary data, 2024

CHAPTER FIVE.

Interpretation and discussion of Findings

5.0 Introduction

This chapter highlights the interpretation and discussion of the research findings. This section also presents the conclusions of the study in relation to findings and recommendations. The study objective was to establish the perspective of intercultural education in the English Language Classrooms at Bugisu High school, Mbale

5.1 Interpretation and Discussion

The demographic data obtained from the questionnaire at Bugisu High School as shown in the bar chart and the Table 1 based on the education level of the respondents and classes. On the education level, all the respondents sampled were found to be in secondary level and university levels respectively, the expected number was 238. However, those sampled were 12

The study comprised four classes from S.1-S.4. S.1 had 02 respondents accounting for 16.67%, S.2 had 04 participants, represented by 33.33% thereby taking the lead in the participation. S.3 had 03 participants represented by 25.00% and S.4 had 03 participants represented by 25.00%

Besides, 08 participants represented by 66.67% said that intercultural education has benefited them in their day today interactions with their peers, while 04 participants represented by 33.33% had never benefited them in their day to day interactions with their peers.

Table 2 is the overall summary of the findings of the participants who were selected to study the integration of intercultural education at Bugisu High School. The category of participants included teachers and students. The recommended number of teachers to be sampled was 19, however, the actual sample employed in the study was 04. The recommended number of students to be employed in the study was 238, however, the actual sample taken was 26. The population of the sampled population for the two categories of participants was 21.05% and 10.92% respectively. The sampling techniques used were purposive and random selection of teachers and students respectively. Leaving other factors constant, the researcher chiefly used questionnaires as a sampling method in both cases with regard to data collection.

The study on the perspectives of intercultural education amongst the English Language students at Bugisu High School, district centered on the three specific objectives, that is benefits, application and challenges of intercultural education, whose findings are here under interpreted.

Chart 2(Sunburst) and tables 3(i) and (ii)shows data collected from respondents about the benefits of intercultural education particularly as far as improving communication skills is concerned.02(50%)strongly agreed,01(25%) agreed,00(00%) strongly disagreed whereas 01(25%) disagreed. This shows that majority of the teachers strongly believe that intercultural education can improve communication skills in the English Language Classrooms.

Chart 3(pie chart) and table 3(ii) shows data collected from the respondents on the benefits of intercultural education in either promoting inclusivity or celebration of diversity in traditions. Out of the 04 samples selected,03 respondents represented by 75% said ‘yes’ whereas 01 respondent represented by 25% said ‘no’ This implies that most of the teachers at Bugisu High School acknowledged that intercultural education was overly beneficial in promoting inclusivity in the English Language classrooms.

Other benefits of intercultural education cited in the English Language Classrooms

Using Focus group discussions, the researcher found out other benefits of intercultural education in the English Language Classrooms as discussed below.

Preparation for a globalized world

Positive impact on the academic performance

Promotion of respect of diverse cultural backgrounds

Table 4 shows data collected from the students on how intercultural education was applied in the English Language Classrooms. Out of the 26 respondents selected from S.1,09 respondents represented by 34.62% said that it was often through Multicultural Literature and Tests,06 respondents represented by 23.08% said that it was sometimes applied through discussions and activities of cultural diversity,06 respondents represented by 23.08% asserted that intercultural education was rarely integrated through collaborative projects with students from different cultural backgrounds and finally 05 respondents represented by 19.23% confessed that they had

never integrated intercultural education through language exchange programs with international schools. Without demur, the researcher strongly believed that intercultural education in the English Language Classrooms was often integrated through Multicultural Literature and Tests at Bugisu High School.

Additionally, in S.2 class, 12 respondents acknowledged that intercultural education was often integrated through Multicultural Literature and Tests, accounting for 46.15% , 08 respondents attested that intercultural education was sometimes integrated through discussions and activities of cultural diversity accounting for 30.77%, 05 respondents said that intercultural education was rarely integrated through collaborative projects with students from different cultural backgrounds, accounting for 19.23%, and only 01 student affirmed that intercultural education was never integrated through language exchange programs with international schools. From the above findings, most of the respondents acknowledged that intercultural education among the English Language students was often integrated through Multi-Cultural Literature and Tests.

Further still, in S.3 class, 09 respondents said that intercultural education was often integrated through Multicultural Literature and Tests, accounting for 34.62%, 11 respondents confirmed that intercultural education was sometimes applied through discussions and activities of cultural diversity represented by 42.31%, 02 respondents asserted that intercultural education was rarely applied through collaborative projects with students from different cultural backgrounds accounting for 7.69% and 04 respondents said that intercultural education had never been integrated through language exchange programs with international schools, accounting for 15.38%. Basing on the findings, a great deal of the respondents said that intercultural education was sometimes applied through discussions and activities of cultural diversity among the English Language students at Bugisu High School.

Needless to mention, in S.4 class, 07 respondents stressed that intercultural education was often integrated through Multicultural Literature and Tests accounting for 26.92% , 08 respondents said that intercultural education was sometimes applied through discussions and activities of cultural diversity accounting for 30.77% , 06 respondents claimed that intercultural education was rarely integrated through collaborative projects with students from different cultural backgrounds contributing to 23.08% and lastly 05 respondents said that intercultural education

had never been applied through language exchange programs with international students contributing to 19.23% of the total percentage. According to the above data, the researcher realized that intercultural education in the English Language Classrooms at Bugisu High School was sometimes used through discussions and activities of cultural diversity taking the overall lead as evidenced in the pie chart above.

Tables 5(i) and **5(ii)** shows data collected from students and teachers respectively on the challenges of intercultural education in the English Language Classrooms at Bugisu High School, Mbale district

Table 5(i) is a summary of the responses recorded from the students on whether they had faced any challenges in understanding or relating to the content of intercultural education in the English Language Classrooms, thus;

In S.1, 21 respondents represented by 80.77% said yes whereas 05 respondents said no, accounting for 19.23% of the total samples. The researcher got to know that majority of the students in that school did face challenges in understanding or relating to the content of intercultural education in English Language classrooms.

In S.2, 18 respondents equally acknowledged that they had faced any challenges, accounting for 69.23% of the population sampled while 08 respondents refused that they had never faced any challenges, accounting for 30.77% of the total sample. The above report helped the researcher to agree that challenges of intercultural education were many as far as integration of intercultural education was concerned.

In S.3, 23 respondents answered in unison that they had faced challenges in understanding or relating to the content of intercultural education accounting for 88.46% of the total population whereas 03 respondents said they had never faced any challenges in understanding or relating to the content of intercultural education, accounting for 11.54% of the total population. The researcher concurred with the fact that challenges faced during the integration of integration of intercultural education were alarming.

Needless to say is that in S.4 class, 25 respondents magnanimously agreed that they had faced challenges in understanding or relating to the content of intercultural education accounting for

96.15% of the total population sampled. However, only 01 respondent said he had not faced any challenges regarding intercultural education integration accounting for 3.85% of the sampled population. According to the above tabulated data, the researcher was able to agree with the respondents that challenges of integrating intercultural education in the English Language Classrooms at Bugisu High School particularly with understanding or relating to the content were at the highest peak.

Table 5(ii) is a summary of the responses recorded from teachers on how they felt about the resources and materials available to support intercultural education in the English Language Classrooms at Bugisu High School, Mbale district. Thus;

03 participants agreed that there were enough resources and materials available to support intercultural education in English Language Classrooms, accounting for 75% of the selected sample. Besides, 00 participants disagreed with the sufficiency of the resources and materials available to support intercultural education in the English Language Classrooms, accounting for 00% of the selected population. However, 01 participant was not sure if there were enough resources available to support intercultural education in the English Language Classroom.

Other challenges of intercultural education cited in the English Language Classrooms identified

Resistance from teachers

Resistance from students

Time constraints

Ingrained biases and stereotypes

Language barrier

Basing on the above information, most teachers attested that there were enough resources and materials available to support intercultural education in the English Language Classrooms at Bugisu High School, Mbale district.

Conclusions

Teaching from an intercultural approach is a demanding but rewarding task. If teachers are to teach from this perspective, they need to be intercultural and competent since they are the main source of information and a model for students. Someone who does not live the intercultural principles cannot teach them, or at least, expect that their students become intercultural speakers.

Therefore, there is a direct relationship between what teachers' conceptions about intercultural education are and the way it is realized through their own actions, and what students acquire from teachers. First, due to the teacher is a model, in this case, an intercultural one, second, because teachers' constructions about intercultural education, guides students in the learning process.

Intercultural education is not a matter of teachers teaching to students to become intercultural speakers. It must paramount all the relationships at the school and it must be reinforced throughout projects which foster diversity. For instance, a cultural exchange where the different cultures of the school can be recognized and valued. It is important to know about the diversity and richness of our own culture in defense of our identity.

Teachers have the responsibility to promote interactions which aim to construct with the other. Strategies as collaborative and cooperative work in the classroom, come out as a tool to foster negotiation of ideas among students. Intercultural education goes beyond the mere interaction among different people, it is also sharing different points of view in regards to a particular issue and being able to negotiate considering thinking diversity.

Finally, it is important to mention that there are challenges and constraints, but they can be faced by teachers as a community who reflect and learn from each other. Collaboration among teachers is quite important since all teachers have different challenges in a more effective way. As stated above, to teach from an intercultural perspective, teachers must have a wide cultural knowledge and be intercultural competent, therefore to teach students to collaborate, teachers have to know to collaborate, teachers have to know to collaborate with others.

Recommendations

I. Recommendations for Further Research

This study was only conducted in one school in Mbale city and thus did not cover all the remaining schools in Uganda. I would therefore recommend further studies to be carried out on 'The perspectives of intercultural education in the English Language Classrooms across the whole country.

II. Recommendations for Community Development

I would wish to recommend the community to be sensitized about the benefits of integration of intercultural education and embrace them so as to help their learners to improve on their social skills since it is what every normal society yearns for.

III. Recommendations for Policy

Policy makers should come up with solutions to the challenges of perspectives of intercultural education like;

Introduction of Language Exchange programs

Dual Language Immersion Programs

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APPENDICES

Appendix 1

Busitema University

Faculty of Science and Education

Department of Education

P.O Box 236,

Tororo, (U)

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The researcher intends to compile a comprehensive educational report on perspectives of intercultural education in the English Language Classroom at Bugisu High School, Mbale district.

You have been identified to greatly contribute to this study by giving responses which honestly reflect your views. The researcher assures you that all the information got will be exclusively confidential and shall be used for this study only.

Please answer all the questions in all the sections by ticking the response or put a circle around the appropriate responses.

Your co-operation is highly esteemed.

Thanks a lot for your anticipated response and taking your time to fill in this questionnaire.

Truly,

Nabuyaka John

(Researcher)

SECTION A

Demographic information

1. What is the level of your education?

A. Primary B. Secondary C. Tertiary D. University

2. What is your age?

A.15-17 years B.18-20 Years C.21-23 years D. Above 24 years

3. What is your gender?

A. Male B. Female

4. Has intercultural education benefited you with your peers in your day to day interactions?

A. Yes B. No

SECTION B: Benefits of intercultural education in the English Language Classrooms

5. Has intercultural education improved your communication skills with peers from different backgrounds?

S/No	Strongly Agree	Agree	Strongly Disagree	Disagree
I				
II				
III				
IV				

6. Do you believe that intercultural education promotes only inclusivity and celebrates diversity in traditions?

The following are the responses to the alternative benefits of intercultural education in the English Language Classrooms.

I. Yes II. No

S/No	Statement	Yes	No
I	Inclusivity		
II	Diversity		
III	Critical thinking		
IV	Communication skills		

SECTION C: Challenges of intercultural education in the English Language Classrooms

7. Do you feel that there are enough resources and materials available to support intercultural education in the English Language Classrooms?

I. Agree II. Disagree III. Not sure

Statement	Agree	Disagree	Not sure
I			
II			
III			

Thank you for participating in this survey

Appendix 2

Busitema University,

Faculty of Science and Education,

Department of Education,

P.O Box 236,

Tororo (U)

QUESTIONNAIRE FOR STUDENTS

Dear respondent,

The researcher intends to compile a comprehensive educational report on perspectives on intercultural education among the English Language students in the English Language Classroom at Bugisu High School, Mbale district.

You have been identified to greatly contribute to this study by giving responses which honestly reflect your views. The researcher assures you that all the information got will be exclusively confidential and shall be used for this study only.

Please answer all the questions in all the sections by ticking the response or put a circle around the appropriate responses.

Your co-operation is highly esteemed

Thanks a lot for your anticipated response and taking your time to fill in this questionnaire.

Truly,

Nabuyaka John

(Researcher)

SECTION A

Demographic information

1. What is the level of your education?

A. Primary B. Secondary C. Tertiary D. University

2. What is your age?

A.15-17 years B.18-20 Years C.21-23 years D. Above 24 years

3. What is your gender?

A. Male B. Female

4. Has intercultural education benefited you with your peers in your day to day interactions?

A. Yes B. No

SECTION B: Application of intercultural education in the English Language Classrooms.

5. How is intercultural education applied into the curriculum of the English Language Classroom?

The following are the ways through which intercultural education is applied in the curriculum of the English Language Classrooms.

I. Often II. Sometimes III. Rarely IV. Never

S/No	Statement	Often	Sometimes	Rarely	Never
I	Literature and Tests				
II	Discussions and activities				
III	Collaborative projects				
IV	Language exchange				

Challenges of learners' perspective on intercultural education in the English Language Classrooms.

6. Have you faced any challenges in understanding or relating to the content of intercultural education in the English Language classroom?

The following are the responses to the challenges in understanding or relating to the content of intercultural education in the English Language Classroom.

I. Yes II. No

Response	Yes	No
I		
II		

Thank you for participating in this survey

END